The Main Idea's Professional Development Suggestions to Develop Teacher Mindsets
Based on the ideas in the book *10 Mindframes* by John Hattie and Klaus Zierer

Because it is more straight forward to develop teacher *competencies,* you may wonder how you can influence teacher *thinking.*

The first section includes suggestions to help teachers better understand the 10 Mindframes and come up with strategies for implementation. The second section similarly aims to help leaders, or a leadership team, better understand the mindframes and plan ways to support these mindframes in teachers.

I. Teachers Explore the 10 Mindframes

A. Have teachers discuss the mindframes using the following activities
1. Think of a teacher who has had a positive influence on you. Was this because of what the teacher did (his or her skill and competence) or because of the teacher's underlying beliefs, will, and passion?

2. What do you think of the argument that a teacher's beliefs/mindframes are more important than a teacher's skill? Do a forced choice activity: Have those who think *skill* is more important to go one side of the room while those who think *beliefs* are more important go to the other side of the room. First have teachers discuss this question with colleagues on the same side of the room. Then have everyone return to their seats and discuss this question as a large group.

You may want to share this quote from Hattie, "It is ultimately teachers' mindframes that determine whether they are up to the challenging task of teaching successfully for their entire working lives."

3. Have teachers examine the 10 Mindframes (in the self-assessment in the HANDOUT at the end). In pairs, have them discuss what they think each mindframe means, and then put them in the order of importance in influencing student achievement, *according to them*, from most (#1) to least (#10). There is no correct order - this is just an exercise to get teachers to discuss all 10 mindframes.

B. Have teachers do a self-assessement of where they are with the mindframes
There is a copy of the self-assessment in the HANDOUT at the end of this document. You may want to do this after Activity C (just below this) so teachers can explore what the mindframes really mean first.

After teachers rate themselves on the self-assessment, use a show of hands to find out who listed which ones as their top rated (between 7 and 10) and who listed which mindframes as their lowest rated (1 to 3). Then conduct a discussion about the ratings and which mindframes the school should focus on developing first.

Self-Assessment on the 10 Mindframes	
Mindframe	Rate Yourself 1(never) to 10 (always)
1. I am an evaluator of my impact on student learning.	
2. I see assessment as informing my impact and next steps.	
3. I collaborate with my peers about my conceptions of progress and my impact.	
4. I am a change agent and believe all students can improve.	
5. I strive to provide my students with challenge and not merely have them "do your best."	
6. I give and help students understand feedback and I interpret and act on feedback given to me.	
7. I engage as much in dialogue as monologue.	
8. I explicitly inform students what successful impact looks like from the outset.	
9. I build relationships and trust so learning can occur where it is safe to make mistakes.	
10. I identify and build on my students' prior experiences and initial learning levels.	

C. Have teachers better understand the mindframes and come up with new strategies to use to support them
As an entire faculty, choose the top 2 to 5 mindframes to focus on for the year (you can use the results from the self-assessment above *or* you can have the leadership team choose).

If you've chosen 3 mindframes, have 3 groups of teachers volunteer to learn more about these 3 and present them to the entire staff (jigsaw style). Give each group of teachers a date to present their mindframe and ask them to come up with PD activities to present:

1) What *is* this mindframe? How can the the full faculty truly understand what this mindframe looks like in practice?
2) What is it *not*? How have strategies associated with it been implemented poorly?
3) How do the factors introduced in the chapter from Hattie's research support or relate to the mindframe?
4) What strategies are we currently employing at this school that already support this mindframe?
5) Brainstorm new strategies we might try that support this mindframe and we'll check in at the next meeting

II. How Leaders Can Support the Development of the 10 Mindframes in Teachers

Below are a few activities to reflect on alone, as the leader, or to do with a leadership team, to support the 10 mindframes in teachers.

A. Ensure leaders know their mindframes
Give leaders a list of 15 to 20 different factors that influence student achievement. Use a combination of more influential factors from the book and less influential factors (below effect size .40) from the website below:
https://visible-learning.org/backup-hattie-ranking-256-effects-2017/

Your list might include factors like these:

Not from the book (factors with effect sizes below .40): Use of PowerPoint, One-on-one laptops, Background music, Reducing class size, Summer school, Student control over learning, and Homework

From the book (factors with effect sizes above .40): Formative assessment, Collective efficacy, Intrinsic motivation, Teacher clarity, Acceleration, PD, Small-group learning, Student-teacher relationships, Teacher credibility, and Classroom discussion

Write each factor on one notecard and ask leaders to sort and rank them by how much they think these factors affect student achievement from highest to lowest. Next, show them the chart below and have a discussion about the factors they *thought* would impact student achievement vs. the ones that actually do (if implemented correctly!)

Mindframe	Some Related Effect Sizes
1. I am an evaluator of my impact on student learning.	Formative assessment .90, RTI 1.07
2. I see assessment as informing my impact and next steps.	Formative assessment .90, RTI 1.07, Time on task .38,
3. I collaborate with my peers about my conceptions of progress and my impact.	Collective efficacy 1.23, Micro-teaching .88, PD .62
4. I am a change agent and believe all students can improve.	Classroom management .52, Intrinsic motivation .48,
5. I provide my students with challenge and not merely have them "do your best."	Teacher clarity .75, Goals .51, Acceleration .68
6. I give and help students understand feedback and I interpret and act on feedback given to me.	Questioning .48, Metacognition .69, Feedback .75
7. I engage as much in dialogue as monologue.	Classroom discussion .82, Peer tutoring .55, Small-group learning .49
8. I explicitly inform students what successful impact looks like from the outset.	Worked examples .57, Mastery learning .58
9. I build relationships and trust so learning can occur where it is safe to make mistakes and learn from others.	Student-teacher relationships .72, Teacher expectations .43, Teacher credibility .90
10. I identify and build on students' prior experiences and initial learning levels.	Prior achievement .65, Concept mapping .60

B. Interview teacher candidates by looking for the 10 Mindframes
The easiest way to have teachers in your school who possess the 10 Mindframes is to hire for this! With a leadership team, come up with possible interview questions for each mindframe:

Mindframe	Possible interview questions to see if candidates have this mindframe
1. I am an evaluator of my impact on student learning.	
2. I see assessment as informing my impact and next steps.	
3. I collaborate with my peers about my conceptions of progress and my impact.	
4. I am a change agent and believe all students can improve.	
5. I strive to provide my students with challenge and not merely have them "do your best."	
6. I give and help students understand feedback and I interpret and act on feedback to me.	
7. I engage as much in dialogue as monologue.	
8. I explicitly inform students what successful impact looks like from the outset.	
9. I build relationships and trust so learning can occur.	
10. I identify and build on my students' prior experiences and initial learning levels.	

C. Leadership structures that support the 10 Mindframes
Now that leaders have had a chance to dive into the 10 Mindframes, it's time to think about ways the leaders can support the development of these mindsets. Have the leadership team choose 3 of the mindframes to focus on for the year and brainstorm a list of ways the team can support these mindframes across the school. Think about leadership behaviors as well as structures.

3 Mindframes to focus on this year	How the leaders might support these mindframes

TEACHER HANDOUT for the 10 Mindframes Workshop

Self-Assessment on the 10 Mindframes	
Mindframe	Rate Yourself 1(never) to 10 (always)
1. I am an evaluator of my impact on student learning.	
2. I see assessment as informing my impact and next steps.	
3. I collaborate with my peers about my conceptions of progress and my impact.	
4. I am a change agent and believe all students can improve.	
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For groups of teachers preparing to present one mindframe to the faculty
As a group, research your mindframe (perhaps read the chapter in *10 Mindframes for Visible Learning* or the summary of it), and then prepare professional learning activities to use with the entire staff that include the following:

1) What *is* this mindframe? How can the the full faculty truly understand what this mindframe looks like in practice?
2) What is it *not*? How have strategies associated with it been implemented poorly?
3) How do the factors introduced in the chapter from Hattie's research support or relate to the mindframe?
4) What strategies are we currently employing at this school that already support this mindframe?
5) Brainstorm new strategies we might try that support this mindframe and we'll check in at the next meeting