

MoCo Monday Minute

Tuesday, January 17, 2017 (Due to Martin Luther King, Jr. Day)

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Camargo students who met their reading goal celebrated with a pie in the face of Ms. Cude, Ms. Davis or Ms. White.

Quote of the Week – If ‘Plan A’ didn’t work, the alphabet has 25 more letters! Stay cool.

National Law Enforcement Appreciation Day – Students in Mrs. Kelly Adams’s class honored the School Law Enforcement Officers along with the Mt. Sterling Police Department last week for National Law Enforcement Appreciation Day.



Photo courtesy of DYW.

Distinguished Young Women – Congratulations to Summer Taylor and her family. As the reigning DYW of Montgomery County, Summer competed in the state program that was held this past weekend and finished in the Top 12. She also won the runner-up award for the 2017 Wintzell’s Oyster House “My Town” in memory of Betty Copeland and received \$250.

Middle School Wrestling – The McNabb Wrestling Team competed in the district tournament this weekend and placed 4th. In their respective weight class, Tanner Campbell finished 3rd, Stryker Davidson finished 4th, Jordan Diaz finished 4th and Dylan Wray finished 2nd. Congratulations and good luck at the upcoming regional competition!



Student Attendance – MSE had the highest daily and highest weekly attendance at 97.03% on Wednesday and 95.44% for the week.

Nutrition & Physical Activity Report – The Nutrition Services Program has completed the annual Nutrition & Physical Activity Report (wellness report card). [Click here](#) to view the report.

Board of Education – The Board of Education held its Organizational Meeting on January 9th. Three members began their 4-year terms to the board by officially being sworn in as board members, including Mrs. Alice Anderson, Mrs. Sharon Smith-Breiner, and Dr. Daniel Freeman. Mrs. Anderson was re-elected Chair for 2017 and Mr. Bill Morgan was re-elected as Vice Chair.



Meeting dates for the year were established as follows: Meetings will be held at 6:30 p.m. in the Montgomery County High School Cafeteria on the 4th Tuesday of each month, except November and December, which will be held on the 3rd Tuesday.

January 24
February 28
March 28
April 25
May 23
June 27
July 25

August 22
September 26
October 24
November 21
December 19

Dates:

- Jan 17 – Board of Education Meeting – Special Session, 6:30 p.m., Clay Community Center
- Jan. 18 – Mapleton PTO Meeting, 4:30 p.m.
- Jan. 19 – Camargo Academic Team Match, Camargo Elementary
- Jan. 19 – MCHS SBDM Meeting, 5:30 p.m.
- Jan. 24 – Board of Education Meeting, 6:30 p.m., MCHS Cafeteria
- Jan. 28 – MCHS Academic Team District Competition, 8:00 a.m., MCHS Cafeteria
- Jan. 30 – Born Learning Parent Workshop, 5:30 p.m., ELC
- **Feb. 3 – No School – Teacher Planning Day**
- Feb. 8 – MSE SBDM Meeting, 3:30 p.m.
- Feb. 11 – MCHS ACT Test, 8:00 a.m., Zone II Lobby
- Feb. 15 – Mapleton PTO Meeting, 4:30 p.m.
- Feb. 16 – MCHS SBDM Meeting, 5:30 p.m.
- **Feb. 20 – No School – President’s Day**
- Feb. 28 – Board of Education Meeting, 6:30 p.m., MCHS Cafeteria

Continuous Learning through Professional Literature

Carol Dweck on Fine-Tuning the Growth Mindset

In this article in *The Atlantic*, Christine Gross-Loh reports on an interview with Carol Dweck (Stanford University) about Dweck’s concern that some teachers and parents are implementing what she calls a “false growth mindset.” Some excerpts:

• “Nobody has a growth mindset in everything all the time,” says Dweck. “Everyone is a mixture of fixed and growth mindsets. You could have a predominant growth mindset in an area but there can still be things that trigger you into a fixed mindset trait. Something really challenging and outside your comfort zone can trigger it, or, if you encounter someone who is much better than you at something you pride yourself on, you can think, ‘Oh, that person has ability, not me.’ So I think we all, students and adults, have to look for our fixed-mindset triggers and understand when we are falling into that mindset.”

- Teachers can get discouraged when a student isn't learning and believe the student's failure is a reflection on their teaching ability (adopting a fixed mindset about themselves). At moments like this, they might be tempted to conclude the student has a fixed mindset rather than seeing it as their challenge to change the student's mindset as well as their own.

- Some parents and teachers try to buck up struggling students with comments like, "Wow, you tried really hard!" – which is a misunderstanding of the praise-effort mantra. When adults do this, it turns praising effort into a consolation prize and can be interpreted by children as a statement that the adult doesn't believe they can do any better. "It's not just effort, but strategy," says Dweck. "Students need to know that if they're stuck, they don't need just effort. You don't want them redoubling their efforts with the same ineffective strategies. You want them to know when to ask for help and when to use resources that are available. All of this is part of the process that needs to be taught and tied to learning." When students fail, teachers and parents should say things like, "Okay, what is this teaching us? Where should we go next?"

- With praise, focus on the process that led to success – hard work, good strategies, effective use of resources. "Be matter-of-fact," advises Dweck, "with not too strong or too passive a reaction... Effective teachers who actually have classrooms full of children with a growth mindset are always supporting children's learning strategies and showing how strategies created that success."

- Dweck describes an experiment conducted by her former graduate student, David Yeager, with 18,000 incoming ninth graders:

- The researchers took a humble posture with the students, saying, "We're experts on the brain and how students learn, but you're the experts on being a freshman in high school and we'd like your input for a program we're developing for future freshmen."
- The researchers then taught students how the teenage brain is especially open to learning – it's a time of great plasticity that they can take advantage of to grow their brains by taking on hard tasks in school and sticking to them.
- Students were given testimonials from public figures talking about how a growth mindset was key to their accomplishments.
- Students were then asked to write a letter to a struggling freshman counseling him or her on the growth-mindset principle.
- Finally, students were asked about an area where they'd like to contribute to making the world a better place – their family, community, or society – and how they might develop their intellectual abilities to maximize their impact.

“We’re excited about this,” Dweck concludes, “because we know the world of the future is going to be about taking on ill-defined, hard jobs that keep changing. It’s going to favor people who relish those challenges and know how to fix them. We are committed to creating a nation of learners.”

“How Praise Became a Consolation Prize” by Christine Gross-Loh in *The Atlantic*, December 16, 2016, <http://theatlantic.com/2hFrqjC>

Be sure to notify the designated person at your school if you have calendar information that should be added to your website calendar.

Thank you so much for your effort and commitment to children. If you have questions about any of the information contained in this issue of The MoCo Monday Minute, please contact me at matthew.thompson@montgomery.kyschools.us.