What does it take to....?

https://www.youtube.com/watch?v=iUlV3-p28uQ
Learning outcomes

Make meaning of the idea of an “Individual Development plan (IDP)”

Construct a basic IDP, including rationale for your choice of SMART goals

Apply the ideas of Mindset and Habits of Mind to the construction of your IDP

Practice teamwork by cooperating with an informal network of peers and faculty in framing and fortifying your IDP

Reflect on how ISU’s Principles of Community can inform your in your IDP
IDPs

What does “Individual Development Plan” mean to you?
Turn to your group and discuss, be prepared to share.

How can IDPs be useful?
Turn to your group and discuss, be prepared to share
Individual development plan (IDP)—organizing questions

Where do you want to go and why?

What abilities and knowledge do I require to put myself in the best position to succeed?

What specific, measurable, achievable, results-focused and time-bound goals do I need to focus on in my IDP and why?

For each goal:
◦ What actions do I need to take by when?
◦ How will I measure my progress?
◦ Who and what resources do I need to accomplish my actions?

Who do I need to connect with to help me achieve my IDP?

Link to AAAS IDP website: http://myidp.sciencecareers.org/
Connecting as a community

ISU’s Principles of Community

Respect: We seek to foster an open-minded understanding among individuals, organizations and groups. We support this understanding through outreach, increasing opportunities for collaboration, formal education programs and strategies for resolving disagreement.

Purpose: We are encouraged to be engaged in the university community. Thus, we strive to build a genuine community that promotes the advancement of knowledge, cooperation and leadership.

Cooperation: We recognize that the mission of the university is enhanced when we work together to achieve the goals of the university. Therefore, we value each member of the Iowa State University community for his or her insights and efforts, collective and individual, to enhance the quality of campus life.

Richness of Diversity: We recognize and cherish the richness of diversity in our university experience. Furthermore, we strive to increase the diversity of ideas, cultures and experiences throughout the university community.

Freedom from discrimination: We recognize that we must strive to overcome historical and divisive biases in our society. Therefore, we commit ourselves to create and maintain a community in which all students, staff, faculty and administrators can work together in an atmosphere free from discrimination, and to respond appropriately to all acts of discrimination.

Honest and respectful expression of ideas: We affirm the right to and the importance of a free exchange of ideas at Iowa State University within the bounds of courtesy, sensitivity and respect. We work together to promote awareness of various ideas through education and constructive strategies to consider and engage in honest disagreements.

How might these principles become part of or play a role in your IDP?
How does my mindset about my intelligence influence my thinking about my IDP?


Read the following brief description of this idea

◦ Record key points as you read this
◦ How does this idea of mindset influence your IDP
According to Dweck, people's self-theories about intelligence have a profound influence on their motivation to learn. Students who hold a "fixed" theory are mainly concerned with how smart they are—they prefer tasks they can already do well and avoid ones on which they may make mistakes and not look smart. In contrast, she said, people who believe in an "expandable" or "growth" theory of intelligence want to challenge themselves to increase their abilities, even if they fail at first.

Dweck's research about intelligence and motivation, and how they are variously influenced by fixed and growth mindsets, has attracted attention from teachers trying to help underperforming students, parents concerned with why their daughters get turned off math and science, and even sports coaches and human-resources managers intent on helping clients reach higher levels of achievement.

The journal *Child Development* is releasing a paper Wednesday, Feb. 7, co-authored by Dweck titled "Implicit Theories of Intelligence Predict Achievement Across Adolescent Transition: A Longitudinal Study and an Intervention." The research shows how at one New York City junior high school students' fixed and growth theories about intelligence affected their math grades. Over two years, she said, students with a fixed mindset experienced a downward academic trend while the others moved ahead.

The psychologists then designed an eight-week intervention program that taught some students study skills and how they could learn to be smart—describing the brain as a muscle that became stronger the more it was used. A control group also learned study skills but were not taught Dweck's expandable theory of intelligence. In just two months, she said, the students from the first group, compared to the control group, showed marked improvement in grades and study habits.

"What was important was the motivation," Dweck said. "The students were energized by the idea that they could have an impact on their mind." Dweck recalled a young boy who was a ringleader of the troublemakers. "When we started teaching this idea about the mind being malleable, he looked up with tears in his eyes, and he said, 'You mean, I don't have to be dumb?'" she said. "A fire was lit under him."
Your mindset about your intelligence

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<tr>
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<th>Growth Mindset</th>
<th>Fixed Mindset</th>
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<tbody>
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<td>Challenges</td>
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<td>Obstacles</td>
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<td>Feedback</td>
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<td>Success of others</td>
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In your group, choose one aspect, contrast the 2 mindsets

Provide an example of someone acting out of a growth vs. fixed mindset

In your group, discuss what efforts might be most important for your work on your IDP and why?

What Habits of Mind do I need to work on in my IDP and why?

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<th>Persistence</th>
<th>Creativity</th>
<th>Thinking flexibly</th>
<th>Managing emotions</th>
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<tr>
<td>Thinking about my thinking</td>
<td>Responsible risk taking</td>
<td>Asking questions</td>
<td>Listening with understanding and empathy</td>
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<td>Accuracy</td>
<td>Responding with wonderment and awe</td>
<td>Applying past knowledge</td>
<td>Using all senses to gather data</td>
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<tr>
<td>Thinking Interdependently</td>
<td>Being open to continuous learning</td>
<td>Thinking and communicating with clarity and precision</td>
<td>Finding humor</td>
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<td>Element</td>
<td>Exemplary</td>
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<td>Commit to being a lifelong learner</td>
<td>Actively seeks as many opportunities as possible to learn, creates opportunities to learn, encourages others to engage in learning opportunities, shows a growth mindset for most aspects of their learning</td>
<td>Actively trying to learn, seeks out new opportunities to learn, finds helpful resources and uses them consistently, articulates a conscious decision to be a lifelong learner</td>
<td>Wants to, but efforts are uncertain, sometimes looks for learning opportunities, can articulate a passion for learning some things</td>
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<td>Create social network of lifelong learners</td>
<td>Has large group of peers and mentors who can assist and motivate to do one’s best in all pursuits in life; actively uses these resources and engages with other learners, leads social networks of lifelong learners</td>
<td>Has ongoing connection with some other learners who help with formal and informal learning opportunities, takes some leadership for social networks the help one’s learning</td>
<td>Has found a few other learners to work with in some learning pursuits, actively participates in at least one formal or informal social network of learners</td>
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<td>Create a lifelong learning plan</td>
<td>Has a comprehensive, interconnected plan with learning goals, action steps, resources, revision/reflection process for most major aspects of learning in life; follows plans and works with others to help remain accountable; shares plan and encourages others to create lifelong learning plans</td>
<td>Has a plan that includes learning goals for more than one area of learning, including action steps, resources needed, reflection and revision process; mostly follows plan, not always holding one’s self accountable</td>
<td>Begins to make a plan, including specific learning goals for selected learning opportunities, and a few specific action steps to achieve those goals, sometimes follows the plan, but lacks consistency and accountability mechanisms</td>
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<td>Effectively use lifelong learning resources</td>
<td>Has numerous quality resources and uses them, has extensive networks of positive connections and relationships for sharing resources, interested in learning as much as possible about any topic presented</td>
<td>Has several adequate resources and utilizes most of them, interested in many areas of learning, has built a solid network of relationships</td>
<td>Has identified a few resources, uses them to some extent, shows some interest in one or two areas of learning, attempts to build relationships</td>
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Work on framing one IDP goal; share your goal and reasons for the goal with your small group
Consider developing a Habit of Mind as a goal
Next steps

Any graduate student or faculty member who wants to work on an IDP this spring, sign up on the sheet that is circulating

We will form teams of ~8, meet for 1 hour in Feb, Mar, Apr and do a group email check in once a month in between meetings to hold each other accountable for our progress.
Questions/Comments?