



# Growth Mindset

Boosting Motivation & Achievement

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"Studies show that teaching people to have a growth mindset, which encourages a focus on effort rather than on intelligence or talents, helps make them into high achievers in school and in life."

~ Carol Dweck

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## Fixed Mindset

You believe that your skills and intelligence are carved in stone and that you DON'T have the capacity to develop, cultivate, or improve many of them. You are born with a certain aptitude, skills, and intelligence and can't do much to change them.



The view you adopt  
for yourself  
profoundly affects  
the way you lead  
your life.

~ Carol Dweck

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## Growth Mindset

You believe that your skills and intelligence are things that can be developed, cultivated, and improved. That you DO have the capacity to learn and grow. Skills are built through effort and everyone can change and grow.

Your thoughts become your  
WORDS.

Your words become your  
BELIEFS

Your beliefs become your  
ACTIONS

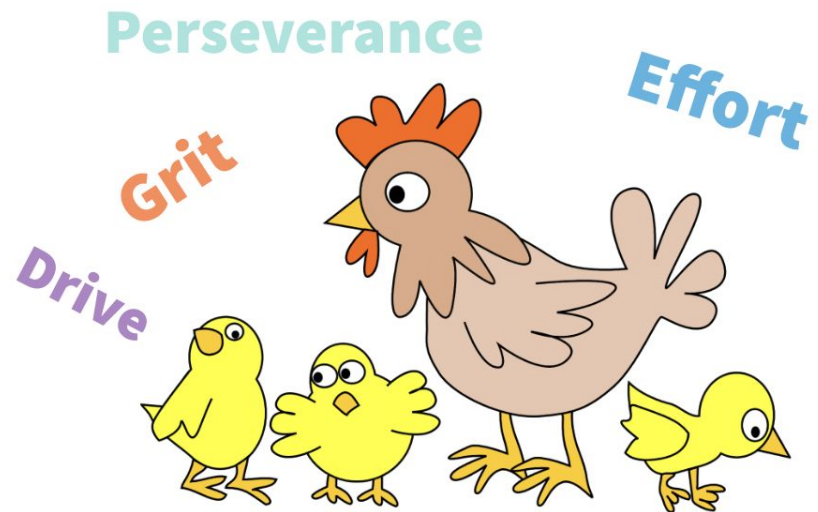
Your actions become your  
HABITS

Your habits become your  
REALITY

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Today is going to be a good day.  
I am strong.  
I am smart.  
I am courageous.  
I persevere through challenges.  
If I fall, I get back up.  
Mistakes help me learn.  
I can always improve.  
I am resilient and have grit.  
I work hard.  
I am determined.  
I empower others.  
I am positive.  
I ignore negative influences.  
I can do anything, but not everything.  
I am a learner and always growing.  
I am respectful.  
I am amazing just as I am.  
I'm not better than anyone.  
Nobody's better than me.  
I am blessed.  
I believe in myself.  
I create my life with God.

## So What Is the Difference?



## Mini-Lesson Idea: What is Grit?



We work to  
learn hard  
things.

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## Mini-Lesson Idea: The Brain

### Hemispheres of the Brain

#### LEFT BRAIN

- Logic •
- Analysis •
- Sequencing •
- Linear •
- Mathematics •
- Language •
- Facts •
- Think in Words •
- Words of Songs •
- Computation •



#### RIGHT BRAIN

- Creativity •
- Imagination •
- Holistic Thinking •
- Intuition •
- Arts (Motor Skills) •
- Rhythm (Beats) •
- Non-Verbal •
- Feelings •
- Visualization •
- Tune of Songs •
- Daydreaming •

## Mini-Lesson Idea: Fixed vs Growth Chart

### Fixed Mindset

Intelligence is static.

Leads to a desire to LOOK SMART and therefore a tendency to:

- ✓ Avoid challenges
- ✓ Give up easily due to obstacles
- ✓ See effort as fruitless
- ✓ Ignore useful feedback
- ✓ Be threatened by others' success

### Growth Mindset

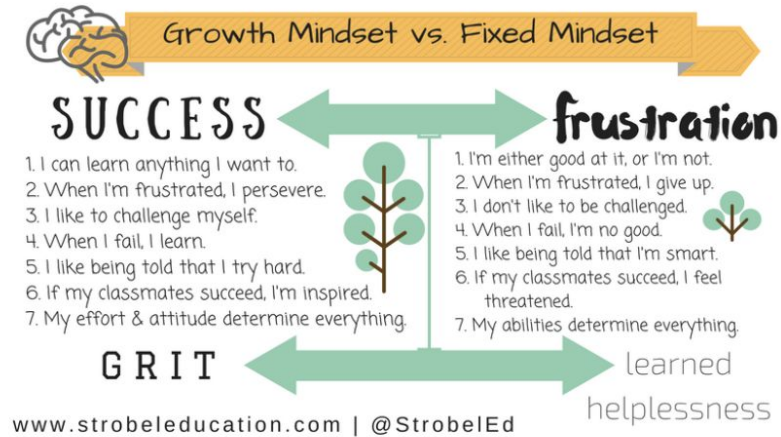
Intelligence can be developed.

Leads to a desire to LEARN and therefore a tendency to:

- ✓ Embrace challenges
- ✓ Persist despite obstacles
- ✓ See effort as path to mastery
- ✓ Learn from criticism
- ✓ Be inspired by others' success

Carol Dweck

## Mini-Lesson Idea: Success vs Frustration Chart



## Mini-Lesson Idea: Stretching and Effort – Our Potential

Our potential is  
one thing.

What we do  
with it is quite  
another.

– Angela Duckworth

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## Mini-Lesson Idea: Productive Struggle



## Mini-Lesson Idea: The Power of Yet



1. Divide students into groups of 5 or 6 and give each group a word (Courage, Dedication, Perseverance, Grit, Success, Hard Work, Struggle).
2. Students research the word giving examples, definitions, etc.
3. Student groups present the word to the class and explain.
4. Each student writes their "Not Yet" statement on a stick note to be placed on the hall bulletin board.
5. As students achieve their mini-goals they can place a checkmark on them or replace with another mini-goal.



## Self-Esteem Movement



**The problem is when special begins to mean better than others. A more valuable human being, a superior person, a more entitled person.**

## Are our grades supportive of student learning?



- Grading Scale
- Averaging Scores
- Retakes and Second Chances

| Teacher Action  | Result on Student Achievement     |
|---|-----------------------------------|
| Just telling students # correct and incorrect   | Negative influence on achievement |
| Clarifying the scoring criteria   | Increase of 16 percentile points  |
| Providing explanations as to why their responses are correct or incorrect                     | Increase of 20 percentile points  |
| Asking students to continue responding to an assessment until they correctly answer the items | Increase of 20 percentile points  |
| Graphically portraying student achievement  | Increase of 26 percentile points  |



"Test scores and measures of achievement can tell you where a student is, but they don't tell you where a student can end up."

~ Carol Dweck

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## Plot & Plan

**Which lessons from this morning to do you want to plan on your mini-lessons page?**

- Mini Lesson: What is Fixed Mindset
- Mini Lesson: What is Growth Mindset
- Mini Lesson: The View You Adopt
- Mini Lesson: Power of Thoughts
- Mini Lesson: What is Grit?
- Mini Lesson: The Brain
- Mini Lesson: Fixed vs Growth Mindset Chart
- Mini Lesson: Stretching, Effort, Potential
- Mini Lesson: Productive Struggle
- Mini Lesson: Power of “Yet”

## Dangers of Praise & Positive Labels

*When we praise their abilities or talents  
it makes them vulnerable. Their entire  
self-worth is tied to the ability to  
perform.*

**~ Carol Dweck**

# Potential Growth Mindset Lessons

|              |              |              |              |              |
|--------------|--------------|--------------|--------------|--------------|
| Mini-Lesson: | Mini-Lesson: | Mini-Lesson: | Mini-Lesson: | Mini-Lesson: |
| Mini-Lesson: | Mini-Lesson: | Mini-Lesson: | Mini-Lesson: | Mini-Lesson: |
| Mini-Lesson: | Mini-Lesson: | Mini-Lesson: | Mini-Lesson: | Mini-Lesson: |
| Mini-Lesson: | Mini-Lesson: | Mini-Lesson: | Mini-Lesson: | Mini-Lesson: |

## Dangers of Praise & Positive Labels

### Ability-Praised:

“Wow, you got an A, you must be really smart at math.”

### Effort-Praised:

“Wow, you got an A. That’s a really good score. You must have worked really hard.”

If a child is valued more  
for his accomplishments,  
he will learn to value  
what he does more than  
who he is."



## What to Praise?

- Effort, struggle, and persistence despite setbacks
- Strategies, choices
- Choosing difficult tasks
- Learning, improving

## Dangers of Negative Labels

Why we should stop putting negative labels on anyone!



## Reflection #1

What's a label you've carried with you?

## Reflection #2

What are some labels you've used with your students or your own children?

## W.I.N.

**W:** “When you...”

**I:** “I feel...”

**N:** “I need you or I would appreciate...”

## Criticism

- Grading takes account of revising, improving based on critical feedback
- Reward students for seeking critiques
- High standards + reassurance

## What's the Alternative?

Praise them as much as you want for the growth-oriented processes – what they accomplished through practice, study, persistence, and good strategies.

We can also ask our students about their work in a way that admires and appreciates their efforts and choices.



"Parents think they can give children permanent confidence by praising their brains and talents, but it doesn't work and actually has the opposite effect.

It makes children doubt themselves as soon as anything is hard or anything goes wrong." ~ Carol Dweck



If parents want to give their children a gift, the best thing they can do is teach their children to love challenges, to be intrigued by mistakes, enjoy effort, and keep on learning. That way, their children don't have to be slaves of praise. They will have a lifelong way to build and repair their confidences.

- Carol Dweck

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## Mini-Lesson Idea: Embracing Failure Astro Teller – Google X





## Mini-Lesson: Say This, Not That

| Say This   | Not That  |
|--|---|
| Praise the effort a student exhibits during a task.  | Avoid statements that suggest a student is “smart”                  |
| <b>I like the way you tried all kinds of strategies on that math problem until you finally got it.</b>   | <b>Wow, you did great on that math problem – you’re so smart!</b>   |
| <b>It was a long, hard assignment, but you stuck to it and got it done. That’s great!</b>  | <b>See, I told you that would be easy! You are so smart!</b>        |
| <i>For the students who gets an A without Trying:</i> <b>Alright, that was too easy for you. Let’s do something more challenging that you can learn from.</b>            | <b>Nice job. You got an A and you didn’t even have to try.</b>      |
| <i>For the student who works hard and doesn’t do well:</i> <b>I liked the effort you put in. Let’s work together some more and figure out what you don’t understand.</b> | <b>Some people are just not good at math. Don’t worry about it.</b> |

## Mini-Lesson Idea: Effective Praise Chart

### Fixed Mindset Students

|                |  |
|----------------|--|
| Believe        | Intelligence is set                        |
| Goal           | To look smart                              |
| Mistakes       | Proof they have lost their giftedness      |
| Challenge      | Fearful: To try and fail = no longer smart |
| Difficult Task | Give up                                    |
| Praised for    | Being Intelligent                          |

### Growth Mindset Students

|                |   |
|----------------|---|
| Believe        | Brain is like a muscle                  |
| Goal           | To learn                                |
| Mistakes       | Problem to be solved                    |
| Challenge      | Excited: See as an opportunity to learn |
| Difficult Task | Work harder                             |
| Praised for    | Effort, process, persistence            |

## Mini-Lesson Idea: The Perseverance Walk

[tinyurl.com/gm-walk-video](http://tinyurl.com/gm-walk-video)

## Mini-Lesson Idea: Smart Goals



Name Terence

### SMART GOALS

S - My SPECIFIC goal is to increase my mile speed by 30 seconds

M - How I will MEASURE my progress writing down my daily results

A - This is an attainable goal? ☒ yes ☐ no

R - These are the steps I will take to get my results

- doing speedwork 2x/week
- lifting weights 2x/week
- incorporating core exercises

T - This is TIME bound. I will achieve this goal by Nov. 15, 2016

### MY SMART GOAL

I will \_\_\_\_\_

\_\_\_\_\_

by \_\_\_\_\_.

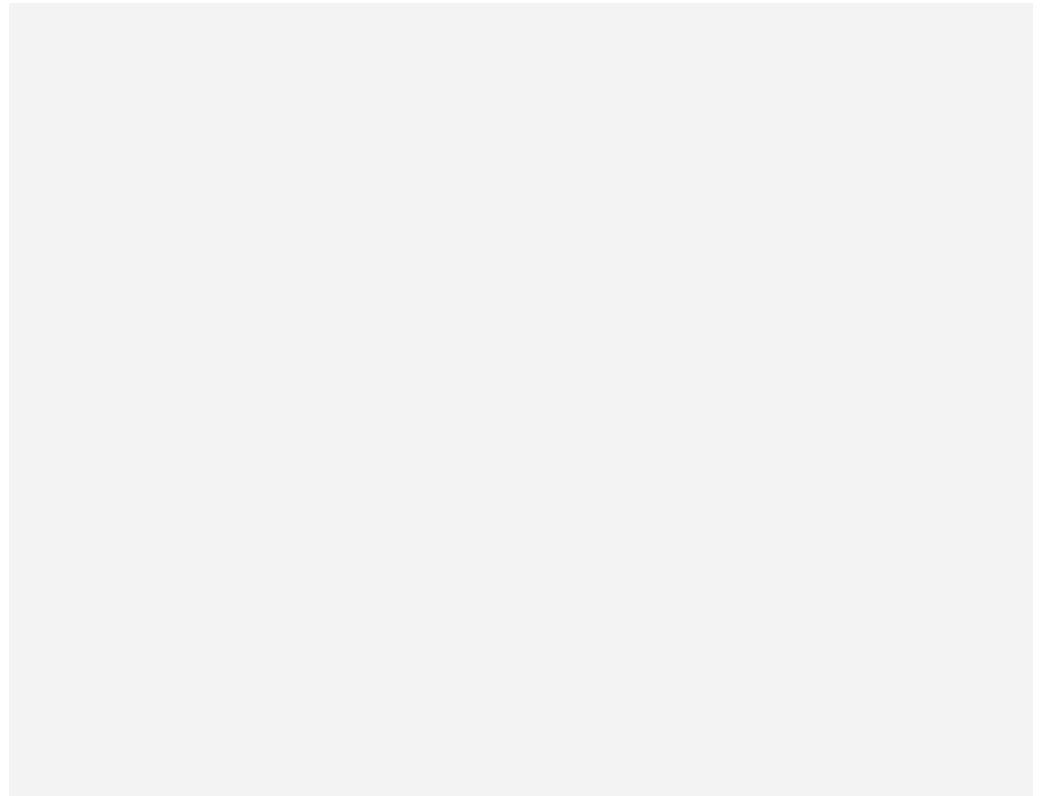
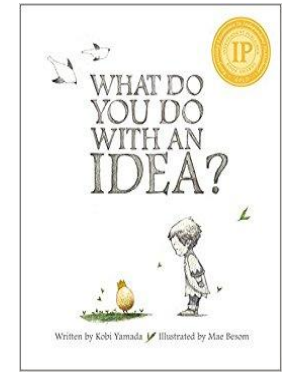
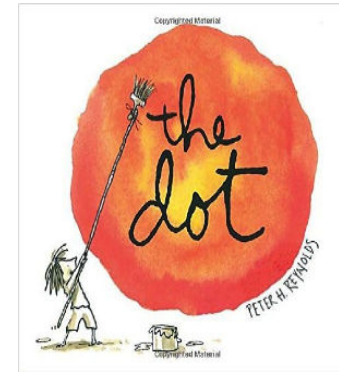
I will reach my goal by \_\_\_\_\_

\_\_\_\_\_

## Other Options for Introducing Growth Mindset: Picture Books

### PERSISTENCE AND HARD WORK

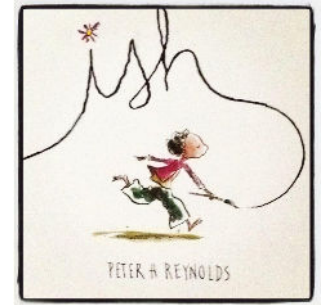
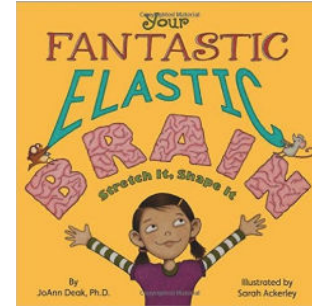
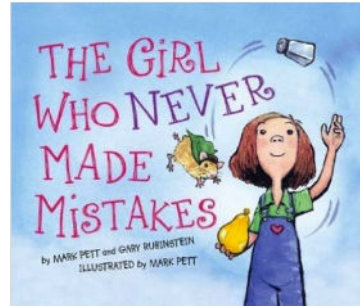
- *Flight School* by Lita Judge
- *Drum Dream Girl* by Margarita Engle
- *Amazing Grace* by Mary Hoffman
- *Little One Step* by Simon James
- *Sally Jean, the Bicycle Queen* by Cari Best
- *The Dot* by Peter Reynolds
- *Sky Color* by Peter Reynolds
- *Rosie Revere, Engineer* by Andrea Beaty
- *Iggly Peck, Architect* by Andrea Beaty
- *Ada Twist, Scientist* by Andrea Beaty
- *Stuck* by Oliver Jeffers
- *How To Catch a Star* by Oliver Jeffers
- *The Most Magnificent Thing* by Ashley Spires
- *What Do You Do with an Idea* by Kobi Yamada
- *A Splash of Red: The Life and Art of Horace Pippin* by Jen Bryant
- *Extra Yarn* by Mac Barnett
- *Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah* by Laurie Ann Thompson
- *Nadia: The Girl Who Couldn't Sit Still* by Karlin Gray
- *Ruby's Wish* by Shirin Yim Bridges



## Other Options for Introducing Growth Mindset: Picture Books

### MAKING MISTAKES AND RESILIENCE

- *Beautiful Oops!* by Barney Saltzberg
- *Ish* by Peter Reynolds
- *The Girl Who Never Made Mistakes* by Gary Rubinstein
- *Everybody Makes Mistakes* by Christine Kole MacLean
- *Nobody's Perfect: A Story for Children About Perfectionism* by Ellen Flanagan Burns
- *Mistakes That Worked* by Charlotte Jones
- *Everyone Can Learn to Ride a Bicycle* by Chris Raschka
- *The Quiltmaker's Journey* by Jeff Brumbeau
- *Only One You* by Linda Kranz
- *Giraffes Can't Dance* by Giles Andreae



### ABOUT THE BRAIN

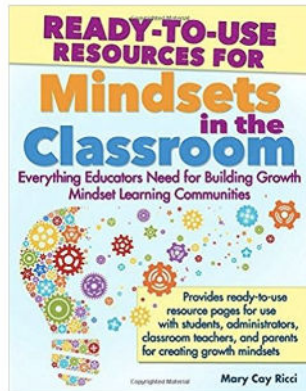
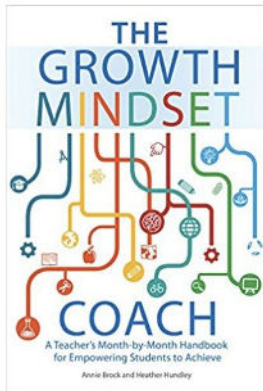
- *Your Fantastic Elastic Brain* by JoAnn Deak, Ph.D.
- *The Owner's Manual for Driving Your Adolescent Brain* by JoAnn Deak, Ph.D.

### GROWTH VS. FIXED MINDSET

- *The Day the Crayons Quit* by Drew Daywalt
- *Making a Splash—Growth Mindset for Kids* by Carol Reiley

## Videos

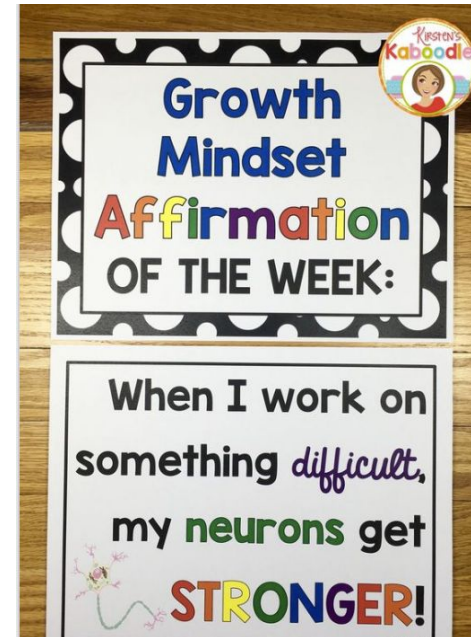
## Other Resources



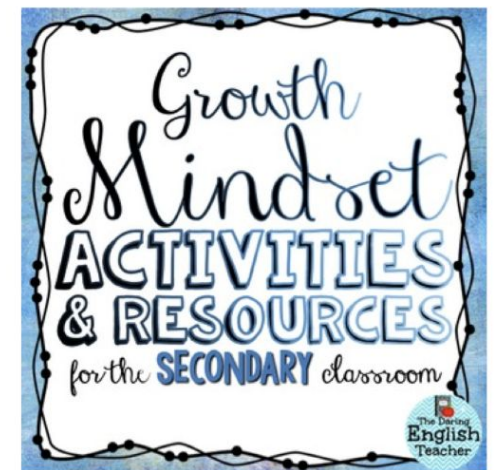


## Videos

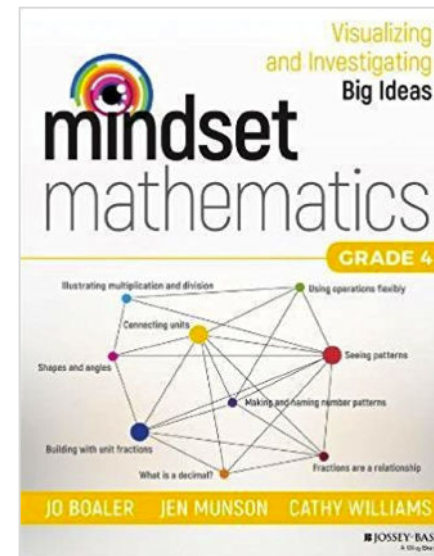
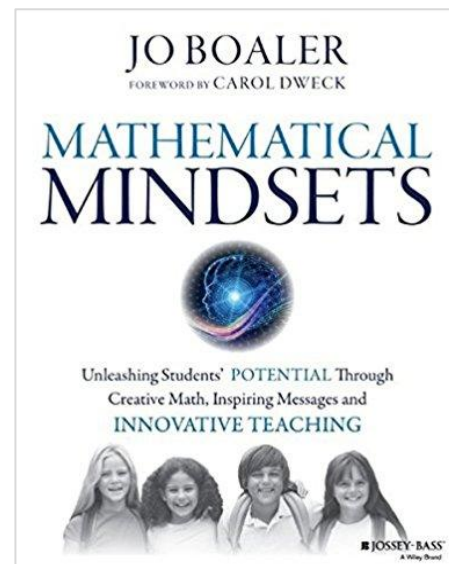
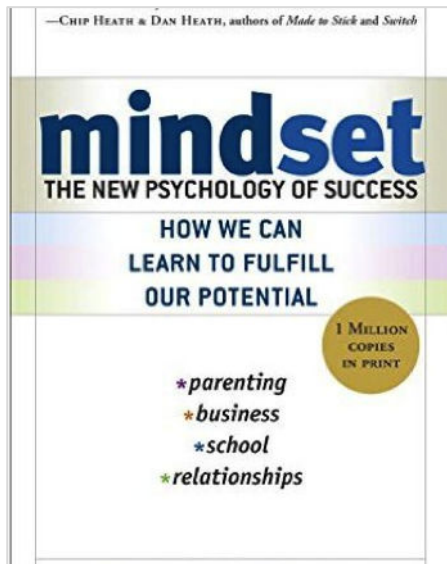
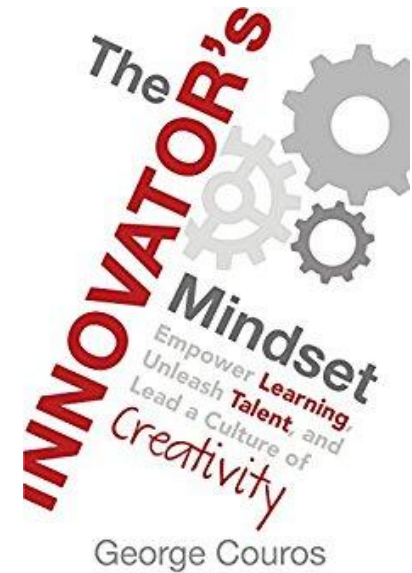
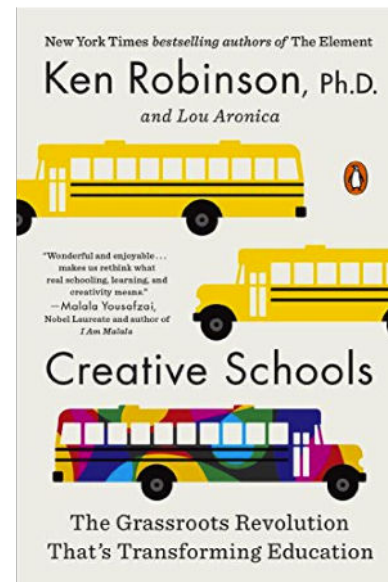
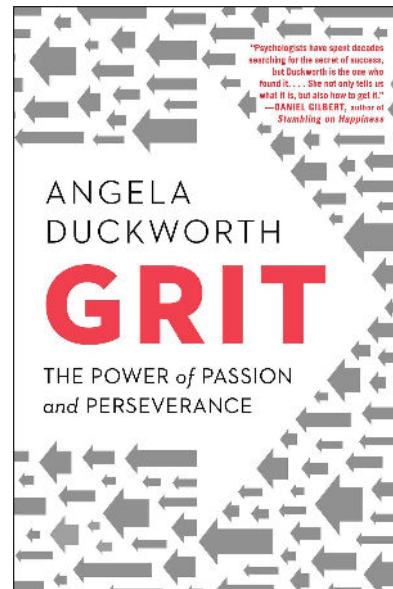
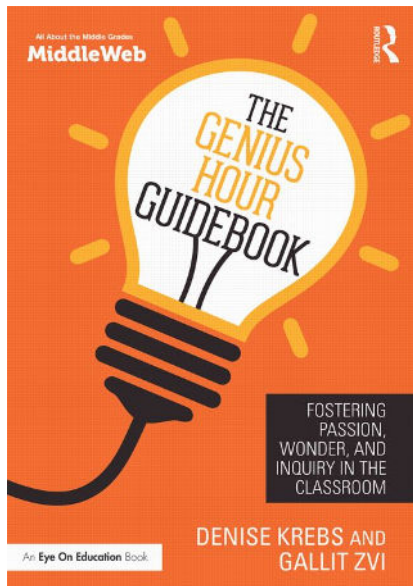
## Teachers Pay Teachers



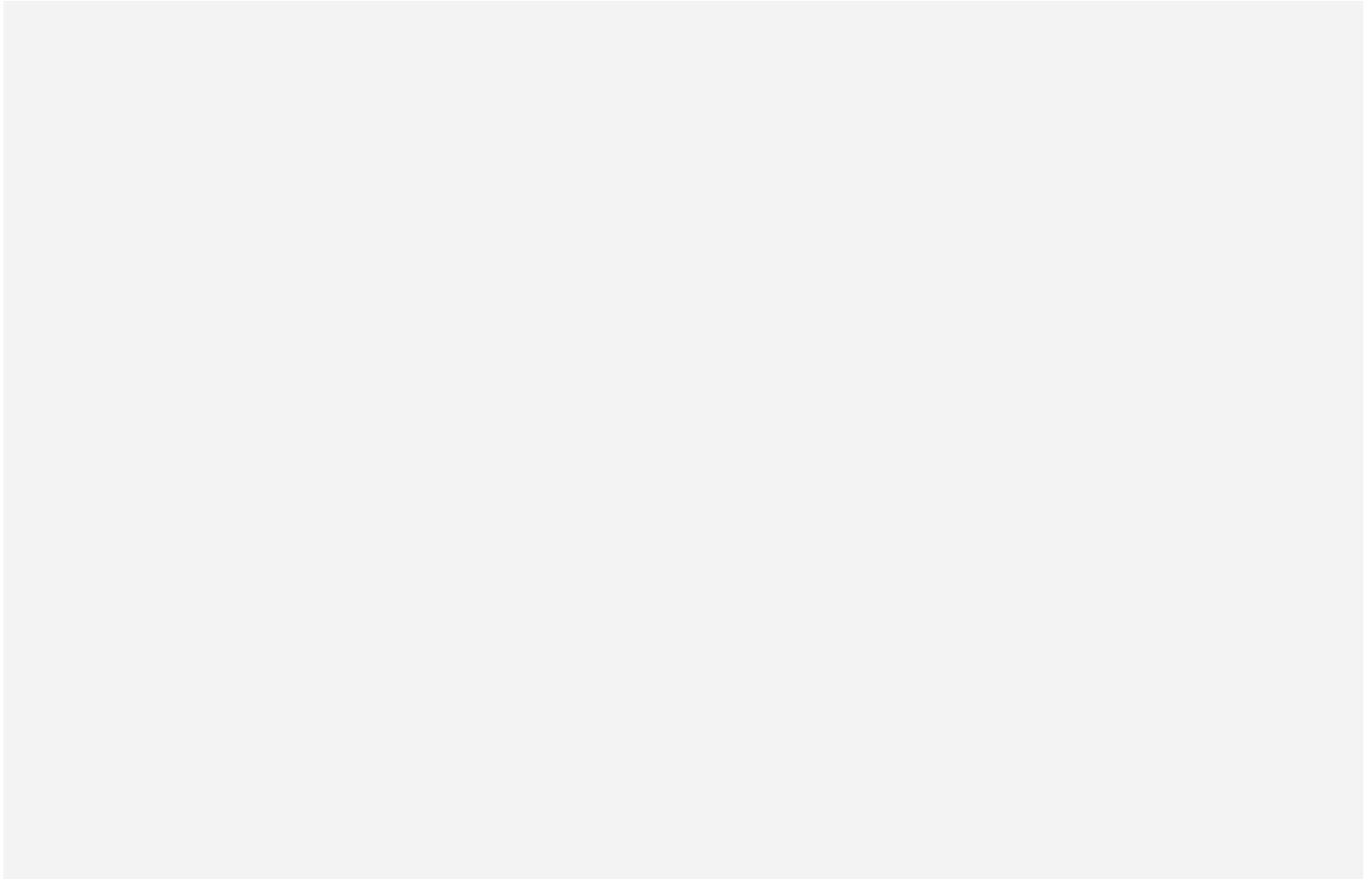
Teachers Pay Teachers:  
Affirmations: Growth  
Mindset Posters and Cards



## Favorite Professional Books



# My Biggest Influence

A large, empty light gray rectangular box intended for a person to write their response to the title 'My Biggest Influence'.

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- 6 Traits of Writing
- Assessing Writing
- Writing Process
- Mini-Lesson Modeling

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