

MINDSET



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Based on the work of Carol Dweck

Agree or Disagree?



- ❧ You were born with a certain amount of talent, and you can't really do much to change it.
- ❧ No matter who you are, you can significantly change your level of intelligence.
- ❧ You can learn new things, but you can't really change your basic level of talent or intelligence.
- ❧ When something is hard, it just makes me want to work more on it, not less.
- ❧ I like my work best when I can do it perfectly without any mistakes.

Introduction to Mindset



- ❧ As you watch the TED talk, jot down something that pops out at you as new or interesting.
- ❧ Also jot down something that you have a question about.
- ❧ The Power of belief -- mindset and success | Eduardo Briceno |
- ❧ Share your jottings with a partner.

Fixed Mindset



What are the characteristics of a person with a fixed mindset?

Fixed Mindset



- ❧ Avoid challenges.
- ❧ Want to look smart.
- ❧ Protect their ego.
- ❧ Judgmental.
- ❧ Believes in natural abilities.
- ❧ Super sensitive about making mistakes.
- ❧ Feedback is criticism or an attack on who you are.
- ❧ Perfection is important.
- ❧ When the going gets tough...they give up.

Students with a Fixed Mindset:

- ❧ Get upset by initial errors or difficulties.
- ❧ Get discouraged easily.
- ❧ Won't ask for help even when he/she needs it.
- ❧ Use statements such as "I can't," "I'm not good at this," or "I don't know how to do it" (rather than trying, seeking help or practicing more).

Josh Waitzkin



“If we win because we are a winner, then when we lose it must make us a loser.”

Growth Mindset



What are the characteristics of a person with a growth mindset?

Growth Mindset



- ❧ Seek challenges. Challenges are fun.
- ❧ Embrace learning.
- ❧ Persistent.
- ❧ Setbacks and mistakes are a part of growing and learning. They are opportunities for improving.
- ❧ Determined. Effort and hard work are a part of life.
- ❧ Oriented toward improvement.
- ❧ Feedback is helpful and part of learning.

Students with a Growth Mindset:



- ✧ Are more eager for challenges.
- ✧ Put in hard work.
- ✧ Are more able to cope with obstacles.

Josh Waitzkin



“The moment we believe that success is determined by an ingrained level of ability, we will be brittle in the face of adversity.”

Why is this important for schools?



- ❧ Students with a growth mindset are more successful in school and life.
- ❧ Students' grade point averages go up when they are taught that intelligence can be developed.
- ❧ Teaching the growth mindset narrows the achievement gap.

Teaching a Growth Mindset



- ❧ Students of all ages, from early grade school through college, can learn the growth mindset.
- ❧ Students can and should be taught that their intellectual skills are things that can be cultivated -- through their hard work, reading, education, confronting of challenges, etc.
- ❧ Cultivating a growth mindset takes time and reminders.



❧ IQ tests can measure current skills, but nothing can measure someone's potential. It is impossible to tell what people are capable of in the future if they catch fire and apply themselves.

The Brain as a Muscle



- ❧ Teach students that the brain is a muscle that can be strengthened with practice. This sends the message that students can directly affect their intelligence.
- ❧ Neurons and connections between neurons grow with practice.
- ❧ Knowing that the brain can grow often empowers unmotivated teenagers.
- ❧ Challenges and struggling help brains to grow and develop.
- ❧ [Khan Academy](#)

Teaching Students to Grow their Brain



In the Classroom



- ❧ Create a classroom culture in which struggle and risk-taking is valued (as much as, or even more than, just getting the right answer).
- ❧ Resist the urge to swoop in and offer hints.
- ❧ Take the time to recognize what students put into their work.
- ❧ Show students that you appreciate their choices, their thinking process, or their persistence.
- ❧ When students do something quickly, easily, and perfectly, do not tell them how great they are. Tell them, “I’m sorry I wasted your time on something too easy for you. Let’s do something you can learn from.”

In the Classroom



- ❧ Ask students to show you how they went about a task.
- ❧ Ask students about strategies that didn't work and what they learned from them.
- ❧ When students make mistakes, use these as occasions for teaching them to come up with new strategies.
- ❧ Explicitly teach problem-solving strategies.

In the Classroom



- ❧ Use Efforts Rubrics.
- ❧ Use the word “Yet”.
- ❧ Provide specific feedback.
- ❧ Ask yourself, “What are the opportunities for learning and growth today? For myself? For my students?”
- ❧ Ask students, “What did you learn today? What mistake did you make that taught you something? Where did you put in your best effort today?”

Sample Effort Rubric



I tried really hard.
I did my very best.
I paid attention.



I tried some of the time.
I could have done better.
I didn't always pay attention.



I didn't try at all. I gave up.
I didn't get anything done.
I didn't pay attention.

Effort Rubric



Level 4

- Was on task and engaged in the lesson 100% of the time
- Followed everything on the success criteria to the best of your ability
- Produced high quality work

Level 3

- Was on task and engaged in the lesson 75%+ of the time
- Followed more than 50% of the success criteria to the best of your ability
- Produced good work

Level 2

- Off task and not engaged
- Followed less than 50% of the success criteria
- Work was sloppy and not complete

Level 1

- Did not pay attention or listen to what was going on
- Didn't meet any of the success criteria
- Did not produce any work

In YOUR Classroom



- ❧ One is something you will do tomorrow that will start making your classroom more oriented toward the growth mindset?
- ❧ Think/Pair/Share.

Teach Students



- ❧ To set realistic goals and work toward accomplishing those goals.
- ❧ To value hard work, learning, and challenges.
- ❧ Sustained effort over time is the key to outstanding achievement.
- ❧ Help students experience the joy of confronting a challenge and of struggling to find strategies that work.
- ❧ How to cope with disappointing performance by planning for new strategies and more effort
- ❧ Study skills that will put them more in charge of their own learning.

Messages for Students



- ❧ Resilience – keep trying
- ❧ Determination – do your best
- ❧ Perseverance – never give up

- ❧ Setbacks are a part of the learning process.
- ❧ You don't learn anything from doing something that is easy.
- ❧ Mistakes are okay. Fix them. Learn from them.

Praise



- ❧ Praising children's intelligence may boost their confidence for a brief moment.
- ❧ BUT it:
 - ❧ Makes children afraid of challenges.
 - ❧ Causes them lose confidence when tasks become hard.
 - ❧ Leads to plummeting performance when faced with difficult tasks.
 - ❧ In some studies, praising intelligence led to lower performance on an IQ test.

Praise



- ❧ Older children (7+) and teens are often skeptical about praise. They:
 - ❧ Disregard praise as not genuine
 - ❧ Believe that teachers praise students who aren't smart

Praise



- ❧ Avoid labels. Do not praise students for being “smart” or “talented” or “gifted”.
- ❧ Praise children for:
 - ❧ Effort
 - ❧ Persistence
 - ❧ Strategies
- ❧ Praising for these behaviors sends the message that the student has the power to improve and change.
- ❧ Be specific with your praise.

Reaching One of Your Students

- ❧ Think of a student you work with who likely has a fixed mindset.
- ❧ What is something you will teach them tomorrow that you think could help them start to develop a growth mindset?
- ❧ Pair/Share.

Quotes from the Mindsets



- ❧ Sort the quotes into “Fixed” and “Growth”.
- ❧ Take the Fixed Mindset quotes.
- ❧ If you overheard a student making that Fixed Mindset statement, how could you respond with a growth mindset comment?

FAILING IS JUST ANOTHER
WORD FOR GROWING.

AND YOU KEEP GOING.

{ THIS IS
LEARNING }



KHANACADEMY

Failure



- ❧ Failure is a part of life. It's critical to help kids to learn to cope with setbacks and to help them focus on ways to improve.
- ❧ We need to help students fail, without them feeling like failures.

Developing “Grit”



- ❧ Grit – tenacity – stick-to-itiveness
- ❧ One way to make kids more tenacious is to show students how grit has been important to the success of others, and how mistakes and failures are normal parts of learning — **not** reasons to quit.
- ❧ We need to get kids comfortable with struggle so they see it as just a normal part of learning.

There was a time
when Einstein couldn't count
to ~~1 2 3 4 5 6 7 8 9~~ 10

Thankfully

**WE ARE BORN
TO LEARN**



KHANACADEMY

Angela Duckworth



- ❧ "You can do anything," "Just practice, practice, practice," and, "Don't give up!"
- ❧ "So when we try to develop grit in kids, we also need to find and help them cultivate their passions. That's as much a part of the equation here as the hard work and the persistence."



- ❧ Grades/Performance reflects a person's current skills and efforts, not their intelligence or worth.
- ❧ If students are disappointed in their performance, there are solutions:
 - ❧ Learn how to study better.
 - ❧ More time on task.
 - ❧ Find more learning opportunities (peers, online, etc.).
 - ❧ Ask the teacher, a parent, or a friend for help.

WHOEVER YOU ARE
WHEREVER YOU ARE

You only have to
know one thing:

#YouCanLearnAnything




KHANACADEMY

Tom Hoerr



“If our kids have graduated from here with nothing but success, then we have failed them, because they haven't learned how to respond to frustration and failure.”



 <https://www.mindsetworks.com/free-resources/enjoy.aspx>