

Growth Mindset Resources
NCSM/ NCTM 2014

Mindset, by Carol Dweck, Ph.D.: <http://www.amazon.com/Mindset-Psychology-Success-Carol-Dweck/dp/0345472322/>

Mindset Works newsletter:
<http://community.mindsetworks.com/newsletter>

Growth Mindset TEDx talk:
<http://www.youtube.com/watch?v=pN34FNbOKXc>

Fostering a Growth Mindset in Struggling Students talk:
<https://www.youtube.com/watch?v=cLQQbzWxduM>

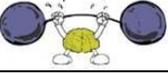
Instilling a Growth Mindset on MSNBC:
<http://www.msnbc.com/disrupt/watch/instilling-a-growth-mindset-for-students-52385859933>

More resources at: <http://www.mindsetworks.com/free-resources/>

Brainology® Unit 1 Activity 3, “Practice It”: Effective Effort, Option A

Effective Effort Rubric

In each row, circle the one statement that describes you the best. Then pick one or two areas where you will work on moving into a growth mindset.

	<p>Fixed</p>	<p>Mixed</p>	<p>Growth</p>
<p>Taking on Challenges</p>	<p>You don't really take on challenges on your own. You feel that challenges are to be avoided. You prefer easy work.</p>	<p>You might take on challenges when you have some previous experience with success in that area.</p>	<p>You look forward to the next challenge and have long range plans for new challenges. If things are easy, you find them boring.</p>
<p>Learning from Mistakes</p>	<p>You see mistakes as failures, as proof that the task is beyond your reach. You may hide mistakes or lie about them.</p>	<p>You can accept mistakes as temporary setbacks, but you want to forget about them as much as possible. You don't use your mistakes to learn and improve the next time.</p>	<p>You see mistakes as temporary setbacks—something to be overcome. You think about what you learned from your mistakes and use it to do better at the task.</p>
<p>Accepting Feedback and Criticism</p>	<p>You feel threatened by feedback and may avoid it all together. Criticism and constructive feedback make you feel like giving up.</p>	<p>You may be motivated by feedback if it is not too critical or threatening. It depends on who is giving the feedback and how difficult the task is.</p>	<p>You look for feedback and criticism on your performance so that you can improve. You apply new strategies as a result of feedback.</p>
<p>Practice and Applying Strategies</p>	<p>You do not like to practice and avoid it when you can. You do not have many strategies for accomplishing the learning goals or tasks, or the strategies you're using are not working.</p>	<p>You practice, but a big setback can make you want to quit. You are more willing to practice things you are already considered "good at." You are open to being given a strategy to meet a challenge, but you rarely apply your own strategies unless it is something you are already "good at."</p>	<p>You enjoy practicing and see it as part of the process of getting good at something. You may create your own practice or study plans. You use many strategies, think of some of your own strategies, and ask others about their strategies.</p>
<p>Perseverance (focus on task)</p>	<p>You have little persistence on learning goals and tasks. You tend to give up at the first sign of difficulty.</p>	<p>You may stick to it and persist if you get support from others. Unless others give you strategies for overcoming obstacles, you usually stop or give up.</p>	<p>You "stick to it" and keep working hard until the task is complete, even when it's difficult.</p>
<p>Asking Questions</p>	<p>You do not ask questions or do not know which questions to ask, but you can usually say you don't "get it" if asked.</p>	<p>You might ask questions about a portion of the task that you feel you can do. If you perceive it to be outside of your ability and skills, you probably won't ask questions.</p>	<p>You ask lots of specific questions of yourself and others. You don't just take things as they appear—you challenge yourself, the material, the task, and the teacher to make sure that you understand.</p>
<p>Taking Risks</p>	<p>You do not take risks, and if something is too hard you turn in blank work or copied work, if anything at all. You would rather not learn something than risk failing at it.</p>	<p>You will take risks if the task is already familiar to you. If not, you will resort to copying or turning in partially completed work. You may be willing to make a mistake to learn, but not if you are doing it in front of others.</p>	<p>You begin tasks confidently and you are willing risk making errors. You'd rather try and fail than never try.</p>

Brainology® Unit 1 Activity 3, “Practice It”: Effective Effort, Option B

Effective Effort Rubric

In each row, circle the one statement that describes you the best. Then pick one or two areas where you will work on moving into a growth mindset.

	Fixed	Mixed	Growth
Taking on Challenges	You don't try hard things. You only do easy work or take shortcuts.	You might try something difficult if someone makes you, but you would not choose it on your own.	You will choose something hard rather than easy if you have a choice. If things are easy, you find them boring.
Learning from Mistakes	You want to forget about mistakes as much as possible. You may hide mistakes and find excuses for them.	You try to avoid making a mistake a second time. You don't like to think about them.	You see mistakes as a chance to learn. You think about what you can do differently next time.
Accepting Feedback and Criticism	You are so upset by feedback and criticism that you feel like giving up.	Feedback and criticism make you a little embarrassed and/or bummed out. You may want to stop trying.	You feel OK about feedback and criticism because you know that you can do better next time.
Practice	You do not like to practice or work hard. You do not have many strategies for learning.	You only work as hard as you have to. You will practice things you are already "good at."	You enjoy practicing and you work hard at new things. You may create your own study plans.
Persistence	You give up as soon as something is hard.	You may stick to it and keep trying if you get help from others. If something is too hard, you might not try very much.	You "stick to it" and keep working hard. If something is very difficult, you try harder.
Asking Questions	You do not ask questions or ask for help if something is hard.	You might ask questions about something that you think you can do. If it's too hard though, you might give up.	You ask lots of questions of yourself and others. You do whatever it takes to make sure that you understand.
Taking Risks	If something is too hard you turn in blank work or copied work, if anything at all. You would rather not learn something than fail at it.	You may be willing to try something hard, but not if you are doing it in front of others.	You are willing to risk making mistakes. You'd rather try and fail than never try.

Growth Mindset Feedback

*As students begin to work on their learning objectives, growth minded language guides and motivates them to ensure that they remain **persistent, resilient, and focused** on the process of learning. It is important to give learners feedback about their progress and their results so they can specifically see their growth.*

Use these language frames when interacting with your students in the following situations.

When they struggle despite strong effort

- OK, so you didn't do as well as you wanted to. Let's look at this as an opportunity to learn.
- What did you do to prepare for this? Is there anything you could do to prepare differently next time?
- You are not there/here **yet**.
- When you think you can't do it, remind yourself that you can't do it **yet**.
- I expect you to make some mistakes. It is the kinds of mistakes that you make along the way that tell me how to support you.
- Mistakes are welcome here!
- You might be struggling, but you are making progress. I can see your growth (in these places).
- Look at how much progress you made on this. Do you remember how much more challenging this was (yesterday/last week/last year)?
- Of course it's tough –school is here to makes our brains stronger!
- If it were easy you wouldn't be learning anything!
- You can do it – it's tough, but you can; let's break it down into steps.
- Let's stop here and return tomorrow with a fresher brain.
- I admire your persistence and I appreciate your hard work. It will pay off.

When they struggle and need help with strategies

- Let's think about how to improve (the accuracy of) this section/paragraph/sentence/word choice/logic/description/problem/calculation.
- Let me add new information to help you solve this....
- Here are some strategies to figure this out.
- Describe your process for completing this task.
- Let's do one together, out loud.
- Let's practice (skill) so we can move it from our short-term to our long-term memory.
- Just try – we can always fix mistakes once I see where you are getting held up.
- Let me explain in another way with different words.
- What parts were difficult for you? Let's look at them.
- Let's ask ----- for advice—s/he may be able to explain/suggest some ideas/recommend some strategies.
- Let's write a plan for practicing and/or learning.
- If you make _____ changes, we can reassess your score. Let's discuss a plan for you.

When they are making progress

- Hey that's a tough problem/task/concept that you've been working on for a while. What strategies are you using?
- I can see a difference in this work compared to _____. You have really grown (in these areas).
- I see you using your strategies/tools/notes/etc. Keep it up!
- Hey! You were working on this for awhile and you didn't quit!
- Your hard work is clearly evident in your process/project/essay/assignment.

When they succeed with strong effort

- I am so proud of the effort you put forth to/in/with _____.
- I am very proud of you for not giving up, and look what you have to show for it!
- Congratulations – you really used great strategies for studying, managing your time (behavior, etc.).
- I want you to remember for a moment how challenging this was when you began. Look at how far you have come!
- All that hard work and effort paid off!
- The next time you have a challenge like this, what will you do?
- What choices did you make that you think contributed to your success?
- It's exciting to see the difference in your work now when I compare it to your earlier work.
- I can see you really enjoyed learning _____.

When they succeed easily without effort

- It's great that you have that down. Now we need to find something a bit more challenging so you can grow.
- It looks like your skills weren't really challenged by this assignment. Sorry for wasting your time!
- I don't want you to be bored because you're not challenging yourself.
- We need to raise the bar for you now.
- You're ready for something more difficult.
- What skill would you like to work on next?
- What topic would you like to learn more about next?

Growth Mindset Framing

In order to create a "risk-free" classroom environment where all students are willing to take on challenges and push themselves, it is important to make the focus on learning clear, make it safe to risk mistakes, and communicate a high confidence in all students' ability to rise to the learning challenges. Use the following statements when introducing a new topic, concept, skill, or assignment in class:

For Communicating a Learning Goal

- New material is an opportunity to stretch!
- Today's learning objective will give everyone an opportunity to stretch.
- Today, your brain will get stronger.
- I am hoping that you all do not know this already; I wouldn't want to waste your time!
- I really want us to stretch beyond our comfort zone on this!
- After you do this, I'm going to ask everyone to share one mistake so we can learn from it.
- I'd like everyone to share one thing that is really confusing with their partner.
- The point of the lesson is learning; I want to know what parts are unclear so we can all meet our learning target.
- Today's target for learning is _____. By tomorrow our goal is _____.
- I do not expect you to know this already. I am here to help you learn challenging material.
- Today, I want you to challenge yourself. Stretch to learn this challenging material.
- This is very dense reading/challenging material. I am not going to hold you accountable for understanding all of it right away, but I want you to give it a first try.
- This is just the first draft—you'll have lots of chance to improve it.
- I want you to push yourselves to tackle this concept.
- You won't be graded on this—it's a risk-free zone!
- We're in the learning zone today. Mistakes are our friends!

For Communicating High Expectations

- I **know** that you (all) have the ability to do this, so I have set the bar high.
- This will be a challenging concept to learn, but all of us can reach the goal.
- Be sure to communicate with me about your progress so I can provide support to you.
- I am going to push you all because I know if I do you will all do amazing work!
- Our classroom is a place for everyone to learn challenging material. I am here to help you meet that goal.
- This is challenging, but rewarding!
- This may be difficult right now, but you will remember it for the rest of your life.
- When you master this learning, you can be proud because this isn't easy.
- Here is my challenge for you. I know you can meet it. I want you to challenge yourself.
- As you learn this, mistakes are expected. Your mistakes help me support you. Let's make mistakes together!
- I have seen you stretch and succeed in the past. Let's do it again.