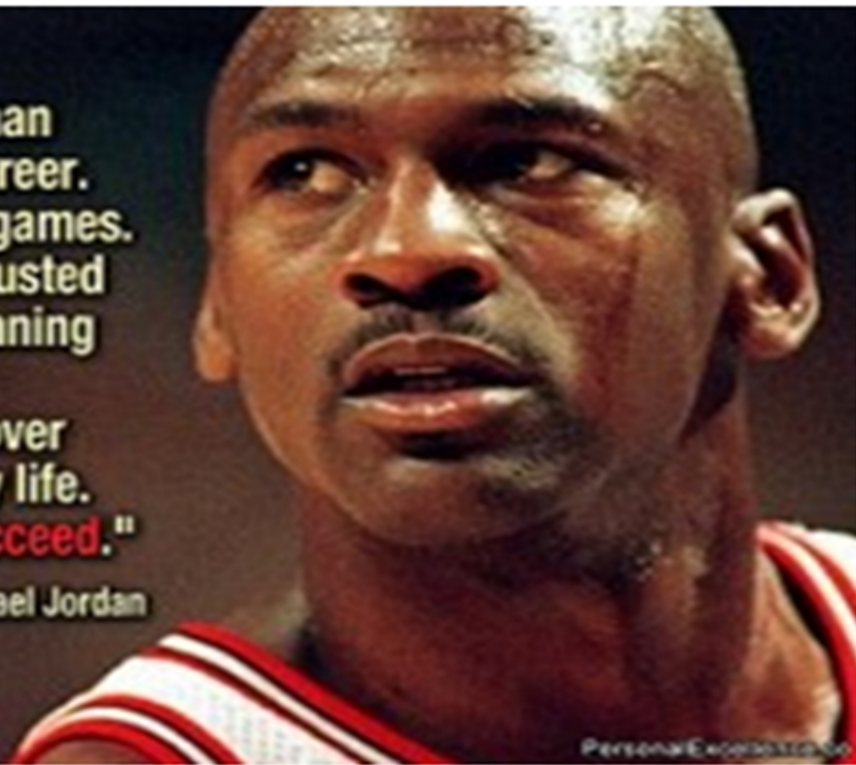


Growth Mindset in the Classroom

"I've missed more than
9,000 shots in my career.
I've lost almost 300 games.
26 times I've been trusted
to take the game winning
shot and missed.
I've failed over and over
and over again in my life.
And that is why I succeed."

~ Michael Jordan



Personalized Education

The Two Mindsets

Fixed Mindset	Growth Mindset
Intelligence is static.	Intelligence can be developed.
Leads to a desire to <i>look smart</i> and therefore a tendency to	Leads to a desire to <i>learn</i> and therefore a tendency to
<ul style="list-style-type: none">• avoid challenges	<ul style="list-style-type: none">• embrace challenges
<ul style="list-style-type: none">• give up easily due to obstacles	<ul style="list-style-type: none">• persist despite obstacles
<ul style="list-style-type: none">• see effort as fruitless	<ul style="list-style-type: none">• see effort as path to mastery
<ul style="list-style-type: none">• ignore useful feedback	<ul style="list-style-type: none">• learn from criticism
<ul style="list-style-type: none">• be threatened by others' success	<ul style="list-style-type: none">• be inspired by others' success



Growth Mindset

Across Grade Levels

Grade	Fixed Mindset	Growth Mindset
K	n/a	100%
1	10%	90%
2	18%	82%
3	42%	58%

What are some thoughts you have after seeing this data?

What do you think contributes to this shift to a fixed mindset?

What can we do to stop this trend?

Building a Growth Mindset School Culture



- Pre-assess, differentiate, formative assessments, & summative assessments. (ah-ha)
- Student self-assessment.
- The power of “Yet”!
- Celebrate failures and learn from mistakes.
- Praise effort, perseverance, and motivation.
- Educate students about the brain and what happens to it when they are learning - neurons. (ah-ha)
- Educate staff and parents.

The REWARD of Failure!?!?



- Failure can be a reward, for it is through failure that we can learn the most.
- <http://safeshare.tv/v/ss56534e8bd4f3c>
- Failure is an important life lesson. However, when faced with failure, it is imperative that opportunities are built in where students can reflect and make adjustments or changes so they can learn from the situation.
 - Student Self-Assessment
 - Teacher Language
 - How can we create this type environment in our classrooms?
- Motivation
 - Intrinsic Rewards: personal satisfaction a person feels when something is accomplished.
 - Extrinsic Rewards: outside incentives provided to a person by another individual or source, such as money, certificates, or prizes.

Using Growth Mindset in Praise and Feedback



- Praise what your student does, not who he or she is.
 - Instead of saying, “You are so smart/clever/brilliant,” say, “I can see you really worked hard/put forth effort/tried hard.”
 - Focus on praising work ethic and effort – not achievement.
- Adopt the word “yet” into your vocabulary.
 - <https://www.youtube.com/watch?v=J-swZaKN2Ic>

Redirecting Fixed Mindset Thinking



If your student says...

- “I am no good in math.”
- “I will never be as smart as her.”
- “I don’t understand!”
- “This is easy!”
- “I will never be able to read as fast as him!”
- “I already know how to multiply fractions.”

Then you might say...

- “You may not understand this yet, so let’s practice some more.”
- “Let’s figure out what she does and try-it.”
- “What are you missing? Can I help you figure it out?”

Teach about the Brain!



Increase of motivation, willingness to accept challenges, and healthier reaction to failure are only a few of the benefits a child will experience when he or she understand how her brain works.



Educate Yourself and Parents



- **Books**

- Mindset: The New Psychology of Success by Carol Dweck
- Mindsets in the Classroom by Mary Cay Ricci
- Drive by Daniel Pink
- How Children Succeed by Paul Tough

- **Mindset Book Club Discussions**

- Sign-up through Community Ed.
- Offering district-wide in May