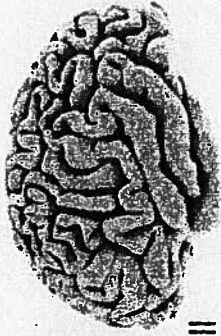
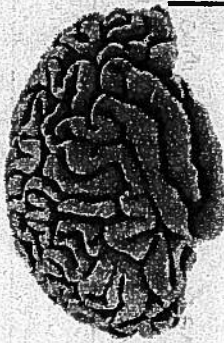
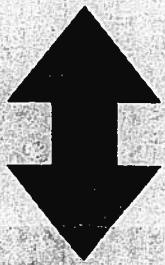


# IT'S UP TO ME AND I CAN DO SOMETHING ABOUT IT!



Intelligence  
Grows

Intelligence is  
Fixed



Goals

I want to learn well so that I know a lot about my subject

I want to perform well so everyone knows I'm smart

Hard Times

I will try again

I give up

Working Hard

It will help me learn more

It is not worth it

Feedback or Suggestions

Give me feedback and suggestions please

I don't need it and do not want it

Difficult Task

Give me more I want to learn

Not for me I do not feel smart

Successful Classmate

I can learn from his/her achievement

I'm not happy about it

Results of My Mindset

I may achieve higher levels of success

I may not achieve my full potential

# TEACHER MOVES TO CREATE EFFORT-BASED CLASSROOMS

Moves	Examples
<p>Treat All Students as Smart</p>	<ul style="list-style-type: none"> <li>• Prepare lessons where all students can participate, but perhaps enter at different points. Ensure that the lessons are pushing the students' thinking.</li> <li>• Ensure that students know that they have a right to work on material that has high cognitive demand and even though it is hard, they have the responsibility to work hard and smart until they get it.</li> <li>• Let students know that you will support them in accomplishing the difficult goals.</li> <li>• Let students know that if they find the work easy, that you apologize, but you will find more appropriate work for them.</li> <li>• Let students know that when they solve difficult problems, they actually get smarter.</li> </ul>
<p>Promote Learning Stance</p>	<ul style="list-style-type: none"> <li>• Model being a learner so that students know that showing off is not what learning is about</li> <li>• Ask students to build on each other's knowledge so that they know they are supposed to learn from each other</li> <li>• Help students know that a low grade just means they have to practice more, get more support, and use other ways to learn.</li> </ul>
<p>Acknowledge Effort Not Ability</p>	<ul style="list-style-type: none"> <li>• <i>You really studied for your English test, and your improvement shows it. You read the material over several times, outlined it, and tested yourself on it. That really worked!</i></li> <li>• <i>I noticed the way you tried all kinds of strategies on that math problem until you finally got it.</i></li> <li>• <i>It was a long, hard assignment, but you stuck to it and got it done. You stayed at your desk, kept up your concentration, and kept working. That's great!</i></li> <li>• <i>I noticed that you took on that challenging project for your science class. It will take a lot of work—doing the research, designing the machine, buying the parts, and building it. You're going to learn a lot of great things.</i></li> </ul>
<p>Encourage Resiliency When Student Does Not Meet Goal</p>	<ul style="list-style-type: none"> <li>• <i>You have learned a lot of English, you just have to work more on the mathematics' vocabulary so that the problems make more sense to you. I have some material here that can help you understand these problems.</i></li> <li>• <i>You have really been working hard so I know you have actually learned so much more than the last time we tested this material. You are getting smarter at doing this work. So think carefully and you will do well.</i></li> </ul>