

GROWTH MINDSET TOOLKIT

41 KASC-CREATED RESOURCES ■ 23 READY-TO-USE ACTIVITIES

DIRECTIONS for getting started

HOW DO WE GET STARTED?

- Read the **OVERVIEW** (below) — highlights and purpose for each section of the toolkit
- Read the **Plan for Developing a Growth Mindset Classroom** — aligns to organization/content of the toolkit
 - Discuss in planning teams within your school
 - Share with teachers who are implementing
- Review the **Action Steps** with planning team — discuss
- Review **Monthly Focus** chart — decide with planning team
- Decide how to use the activities and resources in each section. If you have opened there are facilitator notes in blue for the person responsible. If resources have a red chart at the beginning to describe

GROWTH MINDSET ACTION STEPS

Use these steps to decide your approach to developing a growth mindset school or classroom.

STEPS		
1. DECIDE EXPECTATIONS FOR GROWTH MINDSET (GM) EFFORT		
Some options to consider are below. All work requires collaboration among the appropriate people.	Person / Group Responsible	Due Date(s)
<input type="checkbox"/> School-wide initiative <ul style="list-style-type: none"> • Introduce the concepts throughout the year to build understanding and ownership • Develop a growth mindset school with implementation in all classrooms • Other — — OR —		
<input type="checkbox"/> Pilot project phase-in <ul style="list-style-type: none"> • Some teaching teams or departments • One volunteer classroom from each grade or department • Other — — OR —		
<input type="checkbox"/> Teacher-initiated effort <ul style="list-style-type: none"> • Teaching team or departments • Individual classrooms • Other — 		
2. BUILD THE FOUNDATION		
The necessary professional learning should be based on the needs of those involved.	Person / Group Responsible	Due Date(s)

ACTION STEPS applicable for a school-wide or teacher-initiated effort

ON-GOING LEARNING AND SOCIAL MEDIA IDEAS

DEVELOPING A GROWTH MINDSET — MONTHLY FOCUS

A ready-made campaign for school or classroom: It's important to intentionally build and strengthen the growth mindset environment. This tool provides nine months of ready-to-use text to promote a growth mindset culture where students and adults are moving toward their full potential. The chart tells you about the monthly components. A document for each month follows. Decide which components are best for your school or classroom goals.

COMPONENT <i>(monthly suggestions for 9 months)</i>	DESCRIPTION	PURPOSE	USE(S)
Professional Learning	short summaries of articles suggestions for additional reading and/or classroom applications	strengthen the staff's understanding of growth mindset and how to create a growth mindset school	share an article a month and discuss in PLC's, team meetings, or staff meeting have teachers lead discussions and when applicable share what this looks like in their classrooms
Newsletters, Website, and/or Facebook	brief ready-to-post messages for families	educate families about growth mindset and provide ideas to use at home	communicate growth mindset messages in the ways that fit your school
Twitter Message	Twitter-ready quotes with #GrowthMindsetSchool if only a classroom initiative use #GrowthMindsetClass	Twitter is a quick and easy way to reach some students, families, and community members, and promote your school's culture	use social growth mind the use of the class as bell connect to
Trait / Word of the Month (schoolwide or classroom)	suggested traits that are by-products of growth mindset to use monthly	promote traits which support a growth mindset	use related students (see Trait / resources)
Quote of the Month (schoolwide or classroom)	a quote to complement the trait/word of the month	use inspirational words to reinforce growth mindset traits	use quote prompt, to

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MONTH 1 — DEVELOPING A GROWTH MINDSET

PROFESSIONAL LEARNING

The term "neuroplasticity" describes the brain's ability to reorganize its neural connections based on new experiences. In neuroscience, researchers talk about the brain being "plastic," with the ability to change and remodel itself. Behavioral and learning experiences help the brain to grow, with attention, effort, and practice being keys to locking the new information into new neural pathways.

Norman Doidge, author of *The Brain That Changes Itself*, explains, "At first, many of the scientists didn't dare use the word 'neuroplasticity' in their publications, and their peers belittled them for promoting a fanciful notion. Yet they persisted, slowly overturning the doctrine of the unchanging brain. They showed that children are not stuck with the mental abilities they are born with."

Neuroplasticity isn't a fad, it's based on sound neuroscience research that's been conducted since 1965.

Classroom Application — *Engaging Brains: How to Enhance Learning by Teaching Kids About Neuroplasticity* by Donna Wilson, Ph.D., Edutopia, February 11, 2014
www.edutopia.org/blog/neuroplasticity-engage-brains-enhance-learning-donna-wilson

NEWSLETTERS, WEBSITE, AND/OR FACEBOOK

Our [select correct choice: school OR classroom] is working to develop a growth mindset in each of our students and adults. As part of that effort, each month we'll share information about the topic with you. We are excited to be on this journey and look forward to your feedback and questions.

WHAT IS GROWTH MINDSET?

The belief, based on science, that intelligence and academic abilities can be developed through:

- deliberate practice,
- new learning strategies, and
- time devoted to improvement.

WHY FOCUS ON GROWTH MINDSET?

When people have a growth mindset, they understand that intelligence can be developed. Based on years of research, we know that students with a "growth" mindset have greater motivation in school, make better grades, and achieve at higher levels than students who believe their abilities are "fixed."

When students participate in a program that teaches them how their brains work, they are more open to focusing on the process that leads to learning — working hard and developing new strategies. Students with a fixed mindset worry about how "smart" they appear and think that working hard means they must not be as smart as they thought.

Explanations based on "Growth Mindset Newsletter" and Mindset: The New Psychology of Success by Carol Dweck

TWITTER MESSAGE

We are what we believe we are. —CS Lewis #GrowthMindsetSchool

TRAIT / WORD OF THE MONTH (schoolwide or classroom)

Growth Mindset vs Fixed Mindset

QUOTE OF THE MONTH (schoolwide or classroom)

Whether you think you can, or think you can't, you're right. —Henry Ford

nine months of content for staff, students, parents

CLASSROOM TRAIT OF THE MONTH

books, videos, and quotes for a different trait each month

Resource — Trait/Word of the Month	
Purpose: Provide teachers/schools with print and video resources for monthly initiative to teach the traits associated with growth mindset	Audience: Teachers Leaders supporting teachers
Prerequisite: working definition of growth mindset and fixed mindset; basic level understanding of how the brain learns	

Trait/Word of the Month

One part of developing a growth mindset classroom of school could be to study an important growth mindset trait or word each month.

Classroom focus could include the same school-wide efforts but go deeper in building student understanding of the role of these traits/words in a growth mindset.

Trait/Word of the Month					
	Trait/Word	Elementary	Middle	High	Quotes for Classroom/School Use
1	effort	<i>A Little Bit of Oomph</i> by Barney Saltzberg	John Legend: <i>Success Through Effort</i> https://www.youtube.com/watch?v=LUTCigWSBsw	"Unpacking the Mindsets" by Trevor Ragan http://trainugly.com/unpacking-the-mindsets/	I hated every minute of training, but I said, "Suffer now and live the rest of your life as a champion." — Muhammad Ali
2	risk/facing failure (learn from mistakes, accept failure)	<i>Making a Splash</i> by Carol Riley Audri's Rube Goldberg Trap https://www.youtube.com/watch?v=0uDDEEHDF1Y	Audri's Rube Goldberg Trap https://www.youtube.com/watch?v=0uDDEEHDF1Y "Celebrating Mistakes" http://trainugly.com/celebrate-mistakes/	Mindshift Motivational Video https://www.youtube.com/watch?v=fviFNrWkZ8 "Learning Like a Scientist" http://trainugly.com/learning-like-scientist/ "Celebrating Mistakes" http://trainugly.com/celebrate-mistakes/	Success is not final, failure is not fatal, it's the courage to continue that counts. — Winston Churchill

READY-TO-USE, ORIGINAL ACTIVITIES

for classroom and school with facilitator directions, audience, materials, timing

TALK THAT MOTIVATES STUDENTS	
Purpose:	<ul style="list-style-type: none"> Distinguish between talk that inhibits students and talk that motivates Learn and practice a strategy for improving talk and feedback
Audience:	<ul style="list-style-type: none"> Teachers Leaders supporting teachers Parents
Prerequisite:	Teachers/parents have learned background and research on praise (The Impact of Praise video)
Materials Needed:	<ul style="list-style-type: none"> Copies of participant activities below
Time:	30 minutes

TALK: USE AND TEACH GROWTH MINDSET TALK

"The wrong kind of praise creates self-defeating behavior. The right kind motivates students to learn."
— Carol Dweck, *Mindset: The New Psychology of Success*

ACTIVITY: TALK THAT MOTIVATES STUDENTS

- For each praise example in the following chart, identify what effect that praise could have on:
 - inhibiting students from making learning mistakes
 - motivating students to learn more
- Make notes on the difference between the two statements.

Praise Statements			
1a. You always get good grades, and we have many more assignments, so you'll get your grade back up to an A+ soon. (inhibiting)	1b. You have such a positive attitude about your struggles on this assignment. You're showing you know that struggle is important for learning. (motivating)	<input type="checkbox"/> inhibiting	<input type="checkbox"/> motivating
What's the difference?		<input type="checkbox"/> inhibiting	<input type="checkbox"/> motivating
No specific answer, but some notes are: The teacher's attempt to comfort the student in 1a sends the message that A+ is a desirable goal. Striving for perfection discourages learning risks and often creates emotional turmoil when students don't reach that goal. 1b reinforces the benefits of productive struggle.			

FACILITATOR COPY

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2a. Those last two problems were really challenging, but you stuck with it and came up with a solution.	2b. You're really great at math, and you are one of the best students I've ever had!		

PARTICIPANT/STUDENT COPY