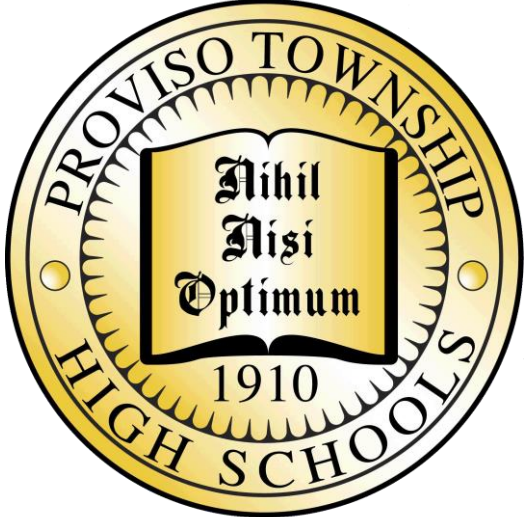


# Growth Mindset Development Guide



# PTHS 209 Leadership Team Introduction



*Dr. Jesse J. Rodriguez, Superintendent*

Dear Faculty and Staff,

The Growth Mindset Development Guide was created through the Proviso Grit/Growth Mindset Project. During this project, Proviso teachers and a team of coaches engaged in action research and professional learning to study the related topics of grit and growth mindset. The goal is to enhance perseverance in our students, and to create a learning environment where both students and teachers embrace the importance of having a growth mindset.

I am proud of the teachers that participated in this project over the last two years and continue to demonstrate a profound interest in ensuring the academic success of our students. This summer, teachers involved in the project came together to finish preparing this guide, and to collaborate on the development of professional learning opportunities for their colleagues. Their interest in supporting the work of their fellow teachers and staff members allows for an opportunity to ensure a world-class education and service that empowers all members of the Proviso community.

Sincerely,

A handwritten signature in black ink that reads "Jesse J. Rodriguez".

Jesse J. Rodriguez, Ph.D.  
Superintendent



*Dr. Nicole Howard, Asst. Superintendent  
Academics and Family Services*

Dear Colleagues,

The Office of Academics and Family Services was honored to support the work of the Grit/Growth Mindset Project. The realization of our vision to provide a rigorous academic program, coupled with highly responsive interventions and social supports, that produce high levels of proficiency for all students, can only be realized if adults and students believe they can grow to meet high expectations and are willing to put in the hard work to do so.

The research on the impact of fostering grit and growth mindset in schools to improve student learning is clear. It is time that our commitment to this work is also clear. This guide is your roadmap to promoting grit and growth mindset in your classrooms and fostering success for all students. Together, we can, and we will!

Your partner in learning,

A handwritten signature in black ink that reads "Nicole M. Howard".

Assistant Superintendent  
Academics and Family Services

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Version 1  
August 2018

# Overview: The Grit/Growth Mindset Project @ Proviso

The ***Grit/Growth Mindset Project @ Proviso*** is an innovative approach to increasing high school student performance through the engagement of teachers across PTHS District 209. This research-intensive and cognitive process has resulted in the development of this user-friendly and meaningful guide to Grit/Growth Mindset classroom resources and practices. Specifically, a team of dedicated teachers and four external coaches gathered qualitative data through observations, recordings, and interviews and engaged in the design thinking process to develop a **PTHS 209 Growth Mindset Development Guide**. This guide may be used to mentor new teachers as well as engage current staff in practices and assessment of practices to support struggling students through building confidence, resilience, and perseverance over time and throughout their experiences in Proviso Township High School District 209. The guide contains essential learnings from the Grit/Growth Mindset Project @ Proviso, tools for self-reflection, analysis, and building growth-minded practices and environments, and many additional resources to support your team's journey. The contents were developed FOR Proviso teachers BY Proviso teachers.

There are three essential concepts in this process: Grit, Growth Mindset, and Learning Culture. All three are interdependent and necessary to ensure student success. As students often come to school ill-equipped academically, emotionally, and even socially and physically in many cases, "traditional" practices do not meet the diverse needs of our classrooms. Instead, we must turn to looking within our students to capitalize what they do bring to us every day - a concept identified as Grit. "When students are encouraged to view academic success as a product of hard work rather than an outgrowth of natural intelligence, they are more likely to perform at higher levels" (Dweck, 1999, Boykin and Noguera, 2011). In order to "grow" Grit in our classrooms, however, we must revisit our approaches, cultural systems and classroom environments, as well as our interactions with students. Such an approach is called Growth Mindset, where making mistakes, getting "it" wrong, and taking risks are the norm and essential to uncovering what students must know and be able to do. If we approach our students with the belief that they *will* get there but are just not there *yet*, our perspective completely changes. Hopeless failure becomes a chance to do better. High stakes become low stakes. Competition becomes collaboration. As we challenge ourselves and each other, we must commit to a learning culture where we ALL learn and grow - adults and kids. If we disallow ourselves from making mistakes, we, just like our students, can never learn. If we are not learning, then our students cannot be learning. Get out there, take a risk, and realize that every try is one step to getting there, even if you're not there... yet.

## Project Leaders

Dr. Jesse Rodriguez, PTHS District 209 Superintendent

Dr. Nicole Howard, PTHS District 209 Assistant Superintendent

Mr. Dan Johnson, PTHS District 209 Director of Family and Student Services

Dr. Tony Brazouski, Project Lead, Advance Education Solutions, LLC

Dr. Ayanna F. Brown, Thought Spectrum, LLC

Mr. Glenn Lid, PTHS District 209 and Nationally-Distinguished Educator (ret.)

Dr. Anita Sparks, Regional Superintendent (ret.), Leadership Developer, Milwaukee Public Schools

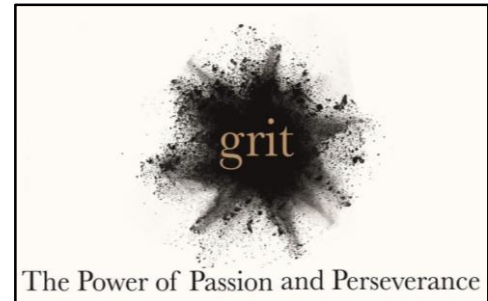
## PTHS District 209 Teacher Participants

<b>Cohort 1</b>	<b>Subject</b>	<b>School</b>
Cedric Andreani*	World Languages	East
Sherry Bates	English	West
Shika Bhala	English	East
Katherine Connelly*	P.E.	West
Angda Goel	English	West
Michelle Lucas-Duckins	Science	West
James Marter	Math	West
Keith Morris	F.A.C.S.	East
Brigid Obrzut*	P.E.	West
Patrice Reiger	English	East
Oliver Speller	Science	East
Heather Wickey	Math	West
Andre Zabrodsky	Math	East
<b>Cohort 2</b>		
Marie Arias*	Science	East
Danele Butler	Social Studies	West
Amanda Duvall	World Languages	East
Danielle English	Science	West
Dustin Greenberg	World Languages	East
Candice Johnson	English	West
Stephen Joseph*	Science	East
Dana Kellerman	P.E.	West
William Klaus	Math	West
Erica Lowe	Math/ESL	West
Andre Moffett	English	East
Allison Ruggiero	English	West
Bozena Suwary	Science	West
Ryan Walker	Math	East
<b>Project Managers</b>		
Ben Gaslawski	P.E.	East
Michelle Lucas-Duckins	Science	West
Constance Jesukaitis	F.A.C.S.	West
Stephen Rauch	Social Studies	West
Eduardo Rodriguez*	Engineering	West
Bozena Suwary	Science	West

\*No longer in the district

# Key Concept Definitions

**Grit** is defined as “perseverance and passion for long-term goals.” As such, “Grit entails working strenuously toward challenges, maintaining effort and interest over years despite failure, adversity, and plateaus in progress. The Gritty individual approaches achievement as a marathon; his or her advantage is stamina. Whereas disappointment or boredom signals to others that it is time to change trajectory and cut losses, the Gritty individual stays the course” ([Duckworth, et. al., 2007](#)). For Proviso students to be successful, they must develop and leverage Grit. This trait, then, must be taught, embraced, and consciously built into daily activities, lessons, behaviors, policies, and procedures. These components are built upon underlying beliefs and values resulting in a Growth Mindset.



A **Growth Mindset** is that in which “people believe their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment” (Dweck, 2006). This is juxtaposed with the “Fixed Mindset” where people believe “their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort” (Dweck, 2006). Schools have traditionally mirrored the static or fixed tendencies affiliated with intelligence studies, particularly as related to IQ testing. This dismisses the belief in potential cultivated by effort, strategy and support that allows for all to improve. Grit only develops when a person embraces a mindset that the person has the potential to be successful at some point in time resulting from deliberate practice (Ericsson, 2016). [Teaching Growth Mindset](#) and engaging in deliberate practice require specific and measurable strategies. There are some very simple strategies that allow a shift from Fixed Mindset to Growth Mindset approaches to occur.



A **Culture of Learning** develops when, “Professional educators work collectively and purposefully to create and sustain a culture of learning for *all students and adults*” (Hipp & Huffmann, 2010). A culture of learning capitalizes on Katzenmeyer’s and Moller’s (2001) claim: “When given opportunities to lead, teachers can influence school reform efforts. Waking this sleeping giant of teacher leadership has unlimited potential in making a real difference in the pace and depth of school change.” A culture of learning must also embrace Culturally Responsive Practices (**CRP**) to address inequities in education.

# Data Collection Methodology

## **Purpose:**

The purpose for the Grit/Growth Mindset Project @ Proviso was two-fold. First, the project worked to gain initial insight as to how teachers cultivate Grit in the classroom. Specifically, what were the teaching practices that reflected persistence to support and engage challenges? Of note were the forms of communication, both verbal and non-verbal, that articulated positive strategies and beliefs about learning, both short-term and long-term. In an open invitation to teachers, the project was described as follows:

Teachers from both schools engaged in this action research project in collaboration with a team of coaches. This project proceeds from the idea that for Proviso students to be successful, they must develop and leverage grit. This trait, then, must be taught, embraced, and consciously built into daily activities, lessons, behaviors, policies, and procedures. These components are built upon underlying beliefs and values resulting in a Growth Mindset. (Johnson, 2018, e-mail communication)

Secondly, the project sought to observe how students demonstrate Growth Mindsets that foster Grit. The student component of the project functioned in relationship to the focus on teachers. The approach to this project was to examine teacher practices; however, the interdependent relationship between teaching and learning does not isolate the observation of one without the direct or indirect observation of the other. This led to the development of teacher and student indicators of successful processes (Growth Mindset Self-Assessment Indicators). It is important to note that as coaches conducted formal observations, only teacher practices were documented.

## **Participants:**

The Grit/Growth Mindset @ Proviso project was funded by a Priority School Grant.

During the 2016-2017 academic year, principals at Proviso East and West chose teachers who displayed or conveyed unique instructional practices and/or beliefs in student achievement. Each teacher was then invited to participate in the project and informed that they would receive professional development and support, instructional feedback and mentoring. We refer to this group as Cohort 1. The following academic year, as continued funds became available, Cohort 2 was launched to bring in a new cohort of teachers to participate in the project, re-engage teachers who participated last year to learn from their experience, and introduce the concept of Growth Mindset to our students through classroom projects funded by the grant.

It is important to note that during Spring of 2018, Cohort 1 was able to return to engage in reflective work and think about how they could continue to serve as leaders to support Cohort 2. Additionally, Cohort 2 received initial training similar to the initial training for Cohort 1, which was accomplished in five sessions, but only included one classroom observation with feedback, unlike Cohort 1, who experienced three observations with feedback. Finally, an initiation component was added where

teachers were invited to become Project Managers and create student projects that utilized the principles of Growth Mindset, which were displayed during the May BOE meeting.

### **Training:**

Training began with an orientation and overview of the objectives of the project, how to advance the goals expressed in the Priority Schools Grant and an introduction by coaches to the learning modules/training. A total of five professional development sessions were conducted over a period of 13 weeks, beginning in February of 2017 and completed in May of 2017.

Topics for the training sessions included (a) Grit/Growth Mindset (b) Culturally Responsive Education and Instruction, (c) Teacher planning and leadership, and (d) Engaged Instruction.

### **Observation:**

Each teacher participant in Cohorts 1 and 2 was observed using the Growth Mindset Classroom Self-Assessment Indicators (**SAI**). Teachers used this feedback as a reflective tool to support their planning and to make new considerations for their planning, instruction, and assessment.



# Growth Mindset Classroom Self-Assessment Indicators (SAI)

The following document was derived from Dweck's Brainology tools at [www.mindsetworks.com](http://www.mindsetworks.com). After PTHS teachers piloted the tools, they worked collaboratively to identify the specific traits most applicable to Proviso students. These are the characteristics and activities that foster Grit and Growth Mindset:

## SAI Color Key

<b>Taking on Challenges</b>
<b>Learning from Mistakes</b>
<b>Accepting Feedback and Criticism</b>
<b>Practice and Applying Strategies</b>
<b>Perseverance (focus on task)</b>
<b>Asking Questions</b>
<b>Taking Risks</b>

The PTHS 209 Growth Mindset Classroom SAI are especially useful as they provide *both student and teacher-based indicators*. It is important to remember that indicators are not requirements. Use the SAI to self-assess in the classroom, view lessons online, and/or collaborate with peers.

On the pages following the PTHS 209 Growth Mindset Classroom SAI, you will find very specific observations of students and teachers that led to Grit/Growth Mindset Project @ Proviso teachers in creating the SAI. These provide further examples of what Growth Mindset classrooms look, sound, and feel like. Remember, these are from *real classrooms with real Proviso students* led by *real Proviso teachers*.

The PTHS 209 Grit/Growth Mindset Classroom SAI that follows is meant to serve as a tool to help teachers mindfully incorporate Grit and Growth Mindset strategies and cultural practices in their planning and instruction.

\* The indicators on this self-assessment support those in the Danielson Framework Domains 1 and 2.

## PTHS 209 Growth Mindset Classroom Self-Assessment Indicators (SAI)

	<b>Student-Based Indicators</b>	<b>Teacher-Based Indicators</b>
<b>Taking on Challenges</b>	<ul style="list-style-type: none"> <li>• Students accept or attempt the challenges presented and develop short and long-term strategies to reach their goal(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher presents challenges and cultivates a culture of anticipating and applying learning strategies to future challenges.</li> </ul>
<b>Learning from Mistakes</b>	<ul style="list-style-type: none"> <li>• Students see mistakes as temporary setbacks, something to be overcome.</li> <li>• Students reflect about what they have learned and apply that learning when revisiting the same or a related task.</li> <li>• Students reflect on their learning and can explain how they arrived at an answer using content knowledge.</li> <li>• Students offer additional information about what they could have added/done differently</li> </ul> <p>Students are able to self-evaluate following an activity.</p>	<ul style="list-style-type: none"> <li>• Teacher frames mistakes as temporary setbacks and models practice for how mistakes can be seen as something from which to learn.</li> <li>• Teacher supports students to use classroom strategies effectively, introducing new strategies as needed.</li> <li>• Teacher creates opportunities in class for student reflection and goal-setting.</li> <li>• Teacher encourages application of prior learning to new contexts.</li> </ul>
<b>Accepting Feedback &amp; Criticism</b>	<ul style="list-style-type: none"> <li>• Students apply feedback and criticism to their task(s).</li> <li>• Students apply new strategies as a result of feedback.</li> <li>• Students accept feedback as being a supportive element in the learning process.</li> <li>• Students actively seek feedback and constructive criticism from peers and teacher(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher offers feedback and criticism through an established revision process.</li> <li>• Teacher models expectations for applying feedback to student work.</li> <li>• Teacher allocates time for students to provide peer feedback.</li> </ul>
<b>Practice and Applying Strategies</b>	<ul style="list-style-type: none"> <li>• Students engage in the process of problem solving as part of the process of getting better or good at something.</li> <li>• Students create and utilize their own strategies or study plans, individually or collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher develops a culture of problem solving and free thinking.</li> <li>• Teacher models and fosters effective strategies.</li> </ul>
<b>Perseverance (focus on task)</b>	<ul style="list-style-type: none"> <li>• Students transcend feelings of frustration when challenged.</li> <li>• Students naturally collaborate, seek necessary assistance, and leverage a variety of resources to complete the task, such as peers, teachers, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher articulates positive examples of when failures lead to achievement.</li> <li>• Teacher encourages students to seek out revisions of failed attempts.</li> <li>• Teacher embeds collaboration time in class and provides opportunities for students to assist peers and seek out resources.</li> </ul>
<b>Asking Questions</b>	<ul style="list-style-type: none"> <li>• Students ask specific questions related to the task(s).</li> <li>• Students ask questions about their own thinking and ideas.</li> <li>• Students appropriately challenge the text, the task, other students, and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher models diverse styles of questions to encourage thinking.</li> <li>• Teacher fosters an environment in which students ask questions of one another.</li> </ul>
<b>Taking Risks</b>	<ul style="list-style-type: none"> <li>• Students develop autonomous problem-solving skills.</li> <li>• Students approach tasks without fear of failure.</li> <li>• Students develop confidence through taking risks and see mistakes as part of the learning process.</li> <li>• Students work to develop integrity, challenge each other appropriately, and hold each other accountable.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher fosters an environment where students are not afraid to make mistakes.</li> <li>• Teacher demonstrates neutrality discussions to maintain the culture of change.</li> <li>• Teacher encourages students to welcome criticism as a means to improve and grow, leading to public display of finished products.</li> <li>• Teacher encourages students to be autonomous, to be leaders and take ownership of their learning.</li> </ul>

## Indicator Evidence: *Taking on Challenges*

<b>Teacher Indicators</b>	<b>Classroom Evidence</b>
<ul style="list-style-type: none"> <li>• Teacher presents challenges and cultivates a culture of anticipating and applying learning strategies to future challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher challenges students to build on prior knowledge.</li> <li>• Teacher provides strategies for meeting the challenge of rigorous assessments.</li> <li>• Teacher encourages students and is strategically supportive.</li> </ul>
<b>Student Indicators</b>	<b>Classroom Evidence</b>
<ul style="list-style-type: none"> <li>• Students accept or attempt the challenges presented and develop short and long-term strategies to reach their goal(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Students think, pair and share ideas about possible answers to assigned questions.</li> <li>• Students get right to work and are constantly revising as the teacher asks and probes for more information.</li> <li>• Students work cooperatively in groups as they complete their work.</li> <li>• Students demonstrate that they can be successful beyond the content.</li> </ul>
<b>Recommended Practices (See Appendix A)</b>	
<ul style="list-style-type: none"> <li>• Create an environment that cultivates creative challenges and allows for student choice.</li> <li>• Anticipate misconceptions and common errors.</li> <li>• Prepare examples and activities to address students' needs.</li> <li>• Teacher helps students choose and apply learning strategies.</li> </ul>	

## Indicator Evidence: *Learning from Mistakes*

<b>Teacher Indicators</b>	<b>Classroom Evidence</b>
<ul style="list-style-type: none"> <li>• Teacher frames mistakes as temporary setbacks and models practice for how mistakes can be seen as something from which to learn.</li> <li>• Teacher supports students to use classroom strategies effectively, introducing new strategies as needed.</li> <li>• Teacher creates opportunities in class for student reflection and goal-setting.</li> <li>• Teacher encourages application of prior learning to new contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher asks students to evaluate their learning using this rubric to evaluate their learning: 1= I need assistance, 2= okay, 3= I got this.</li> <li>• Teacher uses questioning to elicit collaborative student processing.</li> <li>• Teacher consistently invites students to recognize their own growth and increased competency.</li> <li>• Teacher returns an incomplete assignment to a group, offering them a chance to complete it.</li> <li>• Teacher reminds the group about the importance of checking their work.</li> <li>• Teacher tells collaborative groups that they should use everybody’s brain in the group to get their best work and ideas.</li> <li>• Teacher outwardly shares that it’s okay to make a mistake because we use mistakes to learn.</li> </ul>
<b>Student Indicators</b>	<b>Classroom Evidence</b>
<ul style="list-style-type: none"> <li>• Students see mistakes as temporary setbacks, something from which to learn.</li> <li>• Students reflect on what they have learned and recognize when to use that learning in new contexts.</li> <li>• Students reflect on their learning and are able to explain how they arrived at an answer using content knowledge.</li> <li>• Students reflect on their learning and consider how additions or changes to the process.</li> <li>• Students are able to self-evaluate following an activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Students return to the board to correct/modify their responses.</li> <li>• Students constantly revise based upon suggestions from teacher feedback.</li> <li>• Students know the teacher will be around to point out mistakes and they are eager for teacher feedback.</li> <li>• Students are having fun as they are being challenged.</li> </ul>
<b>Recommended Practices (See Appendix B)</b>	
<ul style="list-style-type: none"> <li>• Teacher rewards mistakes and emphasizes they are necessary to learn.</li> <li>• Teacher models approaches to learning and how errors are natural and required for learning.</li> <li>• Teacher creates opportunities for students to reflect upon their own learning.</li> <li>• Teacher provides opportunities for students to modify, correct, and/or adjust their performance based upon feedback, collaboration, and practice.</li> </ul>	

## Indicator Evidence: *Accepting Feedback and Criticism*

<b>Teacher Indicators</b>	<b>Classroom Evidence</b>
<ul style="list-style-type: none"> <li>• Teacher offers feedback and criticism through an established revision process.</li> <li>• Teacher models expectations for applying feedback to student work.</li> <li>• Teacher allocates time for students to provide peer feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher tells student to incorporate their own words as well as those who they read about on paper. Tells students to look at the directions.</li> <li>• Teacher says, “It’s not how you draw. It’s how what you draw reminds you of what the words mean.”</li> <li>• Teacher gives examples. Relates concepts to students’ lives.</li> <li>• Teacher determines prior knowledge.</li> </ul>
<b>Student Indicators</b>	<b>Classroom Evidence</b>
<ul style="list-style-type: none"> <li>• Students apply feedback and criticism to their task(s).</li> <li>• Students are willing apply new strategies as a result of feedback.</li> <li>• Students recognize feedback as a supportive element in the learning process.</li> <li>• Students actively seek feedback and constructive criticism from peers and teacher(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Students restate and clarify their explanations to justify reasoning.</li> <li>• Students help each other revise thought patterns out loud in front of groups and the teacher.</li> <li>• Students want to understand why they are doing this.</li> <li>• Students review feedback and make adjustments on how to proceed.</li> </ul>
<b>Recommended Practices (See Appendix C)</b>	
<ul style="list-style-type: none"> <li>• Teacher offers feedback and opportunities for revision.</li> <li>• Teacher sets expectations for revising student work.</li> <li>• Teacher provides time during instruction for peer review and feedback.</li> <li>• Teacher models guidance strategies for constructive criticism.</li> </ul>	

## Indicator Evidence: *Practice and Applying Strategies*

<b>Teacher Indicators</b>	<b>Classroom Evidence</b>
<ul style="list-style-type: none"> <li>• Teacher develops a culture of problem solving and free thinking.</li> <li>• Teacher models and fosters effective strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher gives students "think time".</li> <li>• Teacher states questions within a real-life context.</li> <li>• Teacher models problem-solving and how to infer.</li> <li>• Teacher guides students with prompts.</li> <li>• Teacher restates students' responses.</li> <li>• Teacher asks students to work together and talk to each other.</li> <li>• Teacher reminds students to use context clues and to try to apply prior knowledge in new contexts.</li> <li>• Teacher breaks activities into accessible "chunks".</li> <li>• Teacher encourages students to listen to peer reasoning.</li> <li>• Teacher holds students to time limits.</li> <li>• Teacher provides personalized feedback to individuals or groups.</li> <li>• Teacher maintains a classroom environment that is conducive to learning (attention to volume, light, etc.).</li> </ul>
<b>Student Indicators</b>	<b>Classroom Evidence</b>
<ul style="list-style-type: none"> <li>• Students engage in the process of problem solving as part of the process of getting better or good at something.</li> <li>• Students create and utilize their own strategies or study plans, individually or collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>• Students practice making inferences based on statements.</li> <li>• Students collaborate efficiently and effectively.</li> <li>• Students follow teacher's suggestions.</li> <li>• Students bounce ideas off each other in groups and between groups.</li> <li>• Students hold each other accountable.</li> <li>• Students refer to available resources to support their problem solving.</li> </ul>
<b>Recommended Practices (See Appendix D)</b>	
<ul style="list-style-type: none"> <li>• Teacher develops a culture for problem-solving activities.</li> <li>• Teacher identifies competent classmates and encourages students to seek their feedback.</li> <li>• Teacher models and encourages creative thinking.</li> <li>• Teacher models effective strategies and provides students opportunities to apply a variety of strategies in diverse experiences.</li> </ul>	

## Indicator Evidence: *Perseverance (Focus on Task)*

<b>Teacher Indicators</b>	<b>Classroom Evidence</b>
<ul style="list-style-type: none"> <li>• Teacher articulates positive examples of when failures lead to achievement.</li> <li>• Teacher encourages students to seek out revisions of failed attempts.</li> <li>• Teacher embeds collaboration time in class and provides opportunities for students to assist peers and seek out resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher gives knowledge of team building strategies recalling learning that had taken place the day before.</li> <li>• Teacher promotes resilience and flexibility to persevere by breaking down jobs in cohesive manner.</li> <li>• Teacher identifies student leaders to explicitly instruct groups in simplest terms how to complete the task.</li> </ul>
<b>Student Indicators</b>	<b>Classroom Evidence</b>
<ul style="list-style-type: none"> <li>• Students transcend feelings of frustration when challenged.</li> <li>• Students naturally collaborate, seek necessary assistance, and leverage a variety of resources to complete the task, such as peers, teachers, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are excited about projects even if they were reluctant at first.</li> <li>• Students collaborate organically to determine next steps in a given activity.</li> <li>• Students sense their comments are valued by both teacher and peers.</li> </ul>
<b>Recommended Practices (See Appendix E)</b>	
<ul style="list-style-type: none"> <li>• Teacher uses language that encourages students to persevere.</li> <li>• Teacher illustrates how failure may lead to achievement.</li> <li>• Teacher uses collaboration as a strategy to encourage students to assist each other.</li> </ul>	

## Indicator Evidence: *Asking Questions*

<b>Teacher Indicators</b>	<b>Classroom Evidence</b>
<ul style="list-style-type: none"> <li>• Teacher models diverse styles of questions to encourage thinking.</li> <li>• Teacher fosters an environment in which students ask questions of one another, leading to a deeper understanding of the material.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher engages students to answer questions and clarify expectations for the whole class.</li> <li>• Teacher validates all student questions and calls on all students at some point throughout the lesson.</li> </ul>
<b>Student Indicators</b>	<b>Classroom Evidence</b>
<ul style="list-style-type: none"> <li>• Students ask specific questions related to the task(s).</li> <li>• Students ask questions about their own thinking and ideas.</li> <li>• Students appropriately challenge the text, the task, other students, and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Students ask questions for clarification.</li> <li>• Students seek clarification as they think through ideas and begin applying their practice to the task.</li> <li>• Students offer personal insight related to the topic and ask for clarification.</li> </ul>
<b>Recommended Practices (See Appendix F)</b>	
<ul style="list-style-type: none"> <li>• Teacher uses diverse styles of questioning to encourage higher-level thinking.</li> <li>• Teacher fosters an environment where questioning is an accepted form of learning.</li> <li>• Teacher invites students to engage in debate and challenge texts.</li> </ul>	



## Indicator Evidence: *Taking Risks*

<b>Teacher Indicators</b>	<b>Classroom Evidence</b>
<ul style="list-style-type: none"> <li>• Teacher fosters an environment where students are not afraid to make mistakes.</li> <li>• Teacher demonstrates neutrality in discussions to maintain the culture of change.</li> <li>• Teacher encourages students to welcome criticism as a means to improve and grow, leading to public display of finished products.</li> <li>• Teacher encourages students to be autonomous, to be leaders and to take ownership of their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher has areas where students collaborate and document their ideas, requiring students to record their thinking publicly and build on each group's ideas.</li> <li>• Teacher encourages free response with no raised hands, however no one dominates the discussion.</li> <li>• Teacher asks students to evaluate their group members on effort in the completion of the project.</li> </ul>
<b>Student Indicators</b>	<b>Classroom Evidence</b>
<ul style="list-style-type: none"> <li>• Students develop autonomous problem-solving skills.</li> <li>• Students approach tasks without fear of failure.</li> <li>• Students develop confidence through taking risks and see mistakes as part of the learning process.</li> <li>• Students work to develop integrity, challenge each other appropriately, and hold each other accountable.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are chosen at random to make contributions on the board. All students get a turn and are required to write something.</li> <li>• Students are at ease with making mistakes in front of everyone. Students embrace the competition.</li> <li>• Students are unaffected by being wrong. They can laugh at themselves and their mistakes.</li> <li>• Students record their thinking publicly and build on each group's ideas.</li> </ul>
<b>Recommended Practices (See Appendix G)</b>	
<ul style="list-style-type: none"> <li>• Teacher encourages an environment where students and teachers are NOT afraid to make mistakes.</li> <li>• Teacher welcomes constructive feedback as a means to improve and grow in their practice.</li> <li>• Teacher encourages students to publicly share student work.</li> <li>• Teacher designs activities with cooperative learning in mind.</li> </ul>	

## Instructional Planning: Incorporating Grit and Growth Mindset

- Incorporating Grit and Growth Mindset does not require teachers to start from zero. Instead, teachers should revisit instructional planning and ensure that lessons support the development of Grit and Growth Mindset.
- Grit and Growth Mindset can be explicitly taught and measured. When explicitly teaching the concept of Grit and Growth Mindset, teachers may share personal stories of Grit.
- Students can complete self-assessments to see where they fall on the Grit scale and complete regular Grit check-ins/self-assessments/conferences.
- Discuss why it is important for students to develop Grit in various aspects of their lives and not just where their passions may lie thus far.
- It is imperative that teachers understand how students learn, but it is even more effective to help *students* understand how they learn.
- Keep the conversation going.

# Reading and Online Resources

The following resources supported the work of the Grit/Growth Mindset Project @ Proviso and served as foundations upon which practical knowledge was expanded. A brief summary of each resource is provided after each link. Rubrics, posters, and infographics were collected and are also provided. Please adhere to copyright and intellectual property laws if duplicated, replicated, or modified.

## Reading Resources

### [Setting the Stage of Engaged Global Learning- the First Five Days](#)

This LiveBinder is packed with classroom activities, resources, and videos to set your classroom up in an engaging, growth-minded way!

### [Helping Struggling Students Build a Growth Mindset](#)

Veteran researchers present five strategies, like maintaining success files and allowing choice, to help struggling students develop a positive attitude needed for success.

### [Teaching Mindset- Stanford](#)

Carol Dweck talks you through her research and journey in founding Growth Mindset and its principles.

### [Mindset Works](#)

Featuring “Brainology”, Dweck’s education division, MindsetWorks is packed with tools, resources, rubrics, and support materials for working with students and/or developing your own mindset.

### [Dweck Revisits Mindset](#)

Carol Dweck addresses the abuses and subtleties of Growth Mindset in the contemporary classroom.

### [Duckworth- Grit: The Power of Passion and Perseverance](#)

Angela Duckworth provides her journey in uncovering the Grittiness of those who persevere.

### [Grit/Duckworth Website](#)

Resources, books, videos abound at Duckworth’s primary website.

### [Grit Scale](#)

Take this shortened version of Duckworth’s survey to start the conversation about Grit- great for students!

### [Incorporating Growth Mindset into Your Teaching Practice](#)

A Growth Mindset is not essential for students along- it can help teachers increase their impact in the classroom as well.

## Critical Friends

By providing structures for effective feedback and strong support, Critical Friends Groups help teachers improve instruction and student learning.

## Trauma-trained Teachers

Recent science has suggested that our kids are facing the same trauma-induced issues as soldiers returning from war. This article suggests some strategies and resources for teachers to develop trauma-aware pedagogies.

## Online Resources

### Videos

#### Explanation of Growth Mindset

You Can Learn Anything (Khan Academy): <https://youtu.be/JC82II2cjqA>

How to grow your brain: <https://youtu.be/GWSZ1DKjNzY>

Growth Mindset Explained: [https://youtu.be/-\\_oqghnxBmY](https://youtu.be/-_oqghnxBmY)

#### Explanation of Grit

Angela Duckworth "Grit" Animated Core video: <https://youtu.be/sWctLEdlqi4>

Angela Duckworth on Grit: <https://youtu.be/H14bBuluwB8>

Carol Dweck explains Grit: <https://youtu.be/wh0OS4MrN3E>

#### Useful for Lessons on Growth Mindset

Carol Dweck on power of Growth Mindset: [https://youtu.be/\\_X0mgOOSpLU](https://youtu.be/_X0mgOOSpLU)

Eduardo Bracino on the power of Growth Mindset: <https://youtu.be/pN34FNbOKXc>

Fixed vs. Growth Mindset: [https://youtu.be/KUWn\\_TJTrnU](https://youtu.be/KUWn_TJTrnU)

Grit and Growth Mindset Cartoon: [https://youtu.be/0Q6a\\_rD85X0](https://youtu.be/0Q6a_rD85X0)

#### Useful for Lessons on Grit

Will Smith on Talent: <https://youtu.be/ikHyDwyqdRM>

John Legend on Effort: <https://youtu.be/LUtcigWSBsw>

Motivational short: <https://youtu.be/RmTxr7OsPj0>

Yoda "Do or Don't Do": [https://youtu.be/c\\_yOTG\\_vqYq](https://youtu.be/c_yOTG_vqYq)

Meet the Robinsons "You Failed!": <https://youtu.be/AWtRadR4zYM>

Bruno Mars on Sesame Street on Grit: <https://youtu.be/pWp6kkz-pnQ>

Janelle Monae on Sesame Street on the power of "yet": <https://youtu.be/XLeUvZvuvAs>

Kid President Pep Talk: <https://youtu.be/RwlhUcSGqgs>

Famous Failures: <https://youtu.be/zLYECljmnQs>

Michael Jordan: <https://youtu.be/PH8nTfxwByY>

### Websites

Duckworth Grit Scale: <https://angeladuckworth.com/Grit-scale/>

Growth Mindset Inventory (for teachers to take to better understand this concept):

<http://www.londonacademyofit.co.uk/learning-blog/learning/interactive-quiz-fixed-vs-growth-mindset/>

Growth Mindset Inventory PDF (to print):

<http://homepages.math.uic.edu/~bshiple/MindsetQuiz.w.scores.pdf>

[Mindset Kit](#)

Easy 3 question survey: [PERTS Growth Mindset Survey](#)


[Self-Assessment Survey Grit](#)

# Additional Resources

Mindset Works® EducatorKit – Tools for Teachers & Students

## Effective Effort Rubric

*This rubric assesses the learning process—the effective effort that a learner applies.*

	<b>Fixed</b>	<b>Mixed</b>	<b>Growth</b>
<b>Taking on Challenges</b>	You don't really take on challenges on your own. You feel that challenges are to be avoided.	You might take on challenges when you have some previous experience with success in a related challenge.	You look forward to the next challenge and have long range plans for new challenges.
<b>Learning from Mistakes</b>	You see mistakes as failures, as proof that the task is beyond your reach. You may hide mistakes or lie about them.	You may accept mistakes as temporary setbacks, but lack strategies to apply what you learned from the mistakes in order to succeed.	You see mistakes as temporary setbacks, something to be overcome. You reflect about what you learned and apply that learning when revisiting the task.
<b>Accepting Feedback and criticism</b>	You feel threatened by feedback and may avoid it all together. Criticism and constructive feedback are seen as a reason to quit.	You may be motivated by feedback if it is not overly critical or threatening. Who is giving the feedback, the level of difficulty of the task, or their personal feelings might all be factors in your motivation.	You invite and are motivated by feedback and criticism. You apply new strategies as a result of feedback. You think of feedback as being a supportive element in the learning process
<b>Practice and Applying Strategies</b>	You do not practice and avoid practicing when you can.  You do not have any strategies for accomplishing the learning goals or tasks, or you apply ineffective strategies.	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."	You enjoy the process of practicing and see it as part of the process of getting good at something. You may create your own practice or study plans. You fluidly use many strategies, think of some of your own strategies, and ask others about their strategies.
<b>Perseverance (focus on task)</b>	You have little persistence on learning goals and tasks. You give up at the first sign of struggle.	You may persevere with prompting and support. Unless you are provided strategies for overcoming obstacles, you will stop or give up.	You "stick to it" and have stamina for the task(s). You keep working confidently until the task is complete.
<b>Asking Questions</b>	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.	You might ask questions about a portion of the task that you feel you can do. If you perceive it to be out of your ability, you probably won't ask questions.	You ask specific questions, ask questions about your own thinking, and challenge the text, the task, and the teacher.
<b>Taking Risks</b>	You do not take risks, and if something is too hard you turn in blank work or copied work, if anything at all. You are not engaged in the process/task.	You will take risks if the task is already fairly familiar to you. If not, you will resort to copying or turning in partially completed work.	You begin tasks confidently, risk making errors, and openly share the work you produce.

Mindset Works® EducatorKit

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[www.mindsetworks.com](http://www.mindsetworks.com)

# NTN Agency Rubric, High School



**Develop Growth Mindset: I can grow my intelligence and skills through effort, practice, and challenge. The brain grows bigger with use, like a muscle.**

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
<b>Use Effort and Practice to Grow</b>	<ul style="list-style-type: none"> <li>Does not connect effort or practice to getting better at a skill, improved work quality, or performance</li> </ul>		<ul style="list-style-type: none"> <li>Superficially connects effort and practice to getting better at a skill, improved work quality, or performance</li> </ul>		<ul style="list-style-type: none"> <li>Understands how effort and practice relate to getting better at skills, improved work quality, or performance</li> </ul>		<ul style="list-style-type: none"> <li>Understands that effort and practice improve skills, work quality, and performance and that the process takes patience and time</li> </ul>
<b>Seek Challenge</b>	<ul style="list-style-type: none"> <li>Rarely takes on academic challenges and risks to pursue learning</li> <li>Struggles to identify the personal barriers (mindset, beliefs, circumstances) that inhibit taking risks</li> </ul>		<ul style="list-style-type: none"> <li>With encouragement, sometimes takes on academic challenges and risks to pursue learning</li> <li>Superficially describes personal barriers (mindset, beliefs, circumstances) that inhibit taking risks</li> </ul>		<ul style="list-style-type: none"> <li>Seeks academic challenges and takes risks to pursue learning</li> <li>Analyzes personal barriers (mindset, beliefs, circumstances) that inhibit taking risks</li> </ul>		<ul style="list-style-type: none"> <li>Strategically and independently seeks academic challenges and takes risks to pursue learning</li> <li>Analyzes and overcomes personal barriers (mindset, beliefs, circumstances) that could inhibit taking risks</li> </ul>
<b>Grow from Setbacks</b>	<ul style="list-style-type: none"> <li>Identifies challenges, failures, or setbacks, but does not describe reactions to them (e.g. giving up or trying harder)</li> </ul>		<ul style="list-style-type: none"> <li>Identifies challenges, failures, or setbacks and describes reactions to them (e.g. giving up or trying harder)</li> </ul>		<ul style="list-style-type: none"> <li>Identifies challenges, failures, or setbacks and reflects on how reactions to them (e.g. giving up or trying harder) affect process, product, or learning</li> </ul>		<ul style="list-style-type: none"> <li>Reflects on personal or academic growth from challenges, failures, or setbacks as well as why and how reactions (e.g. giving up or trying harder) affect the process, product, and learning</li> </ul>
<b>Build Confidence</b>	<ul style="list-style-type: none"> <li>Struggles to identify academic strengths, previous successes, or endurance gained from personal struggle to build confidence in academic success for a new task, project, or class</li> </ul>		<ul style="list-style-type: none"> <li>Identifies an academic strength, previous success, or endurance gained through personal struggle, but does not use these skills to build confidence in success for a new task, project, or class</li> </ul>		<ul style="list-style-type: none"> <li>Builds confidence in success (on a new task, project, or class) by knowing and using academic strengths, previous success, or endurance gained through personal struggle</li> </ul>		<ul style="list-style-type: none"> <li>Consistently confident that success is possible (on a new task, project, or class) by knowing and using academic strengths, previous successes, or endurance gained through personal struggle</li> </ul>
<b>Find Personal Relevance</b>	<ul style="list-style-type: none"> <li>Rarely, and with significant support, finds personal relevance in the work by connecting it to interests or goals, reflecting on progress towards mastery, or identifying autonomous choices</li> </ul>		<ul style="list-style-type: none"> <li>With support, sometimes finds personal relevance in the work by connecting it to interests or goals, reflecting on progress towards mastery, or identifying autonomous choices</li> </ul>		<ul style="list-style-type: none"> <li>Often finds personal relevance in the work by connecting it to interests or goals, reflecting on progress towards mastery, or identifying autonomous choices</li> </ul>		<ul style="list-style-type: none"> <li>Independently seeks and finds personal relevance in the work by connecting it to interests or goals, reflecting on progress towards mastery, or identifying autonomous choices</li> </ul>

**Take Ownership Over One's Learning: I can learn how to learn and monitor progress to be successful on tasks, school, and life.**

	EMERGING	ED	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
<b>Meet Benchmarks</b>	<ul style="list-style-type: none"> <li>• Completes few benchmarks and class assignments and may resist or struggle to use resources and supports (e.g. study groups, teacher support, workshops, tutorials)</li> </ul>		<ul style="list-style-type: none"> <li>• Completes some benchmarks and class assignments; and, only when forced to, or at the last minute, uses resources and supports (e.g. study groups, teacher support, workshops, tutorials)</li> </ul>		<ul style="list-style-type: none"> <li>• Usually completes polished benchmarks and class assignments by using resources and supports when necessary (e.g. study groups, teacher support, workshops, tutorials)</li> </ul>		<ul style="list-style-type: none"> <li>• Achieves personal best work on almost all benchmarks and class assignments by setting goals, monitoring progress, and using resources and supports (e.g. study groups, teacher support, workshops, tutorials)</li> </ul>
<b>Seek Feedback</b>	<ul style="list-style-type: none"> <li>• Rejects feedback and/or does not revise work</li> </ul>		<ul style="list-style-type: none"> <li>• Sometimes shows evidence of accepting feedback to revise work, but at times may resist when it's difficult</li> </ul>		<ul style="list-style-type: none"> <li>• Consistently shows evidence of accepting and using feedback to revise work to high quality</li> </ul>		<ul style="list-style-type: none"> <li>• Consistently shows evidence of actively seeking, identifying, and using feedback to revise work to high quality</li> </ul>
<b>Tackle and Monitor Learning</b>	<ul style="list-style-type: none"> <li>• For a task or project, superficially identifies what is known, what needs to be learned, and how hard it will be</li> </ul>		<ul style="list-style-type: none"> <li>• For a task or project, identifies what is known, what needs to be learned, and how hard it will be; but may not use a strategy to tackle the task or does not monitor how well the strategy is working</li> </ul>		<ul style="list-style-type: none"> <li>• For a task or project identifies what is known, what needs to be learned, and how hard it will be; uses a strategy and steps to tackle the task; and monitors how well the approach and effort are working</li> </ul>		<ul style="list-style-type: none"> <li>• For a task or project, identifies what is known, what needs to be learned, and how hard it will be; selects an appropriate strategy and takes steps to tackle the task; and monitors and adjusts based on how well the approach and effort are working</li> </ul>
<b>Actively Participate</b>	<ul style="list-style-type: none"> <li>• Stays focused for part of the activity/discussion, team meeting, or independent time but often cannot resist distraction or does not notice when or why a loss of focus happens</li> </ul>		<ul style="list-style-type: none"> <li>• Mostly stays focused on the activity/discussion, team meeting, or independent time and knows when and why disengagement or distraction happens</li> </ul>		<ul style="list-style-type: none"> <li>• Actively participates in the activity/discussion, team meeting, or independent time and has strategies for staying focused and resisting most distraction</li> </ul>		<ul style="list-style-type: none"> <li>• Actively participates and takes initiative on the activity/discussion, team meeting, or independent time and has personal strategies for staying focused</li> </ul>
<b>Build Relationships</b>	<ul style="list-style-type: none"> <li>• Does not build relationships with trusted adults or peers to get back on track as needed or to enhance learning</li> </ul>		<ul style="list-style-type: none"> <li>• Does not initiate building relationships, but has a few trusted adults or peers to get back on track as needed or to enhance learning</li> </ul>		<ul style="list-style-type: none"> <li>• Builds and uses relationships with trusted adults and peers to get back on track as needed and to enhance learning</li> </ul>		<ul style="list-style-type: none"> <li>• Actively builds trusting relationships with adults and peers to pursue goals, enhance learning, and get back on track as needed</li> </ul>
<b>Impact Self &amp; Community</b>	<ul style="list-style-type: none"> <li>• Identifies the ups and downs of the classroom and home community</li> </ul>		<ul style="list-style-type: none"> <li>• Has limited understanding of individual role in the ups and downs of the classroom and home community</li> </ul>		<ul style="list-style-type: none"> <li>• Analyzes individual role in the ups and downs of the classroom and home community</li> </ul>		<ul style="list-style-type: none"> <li>• Monitors and adjusts individual role to positively influence the ups and downs of the classroom and home community</li> </ul>

NQCHS Productive Persistence Rubric						
Category	Emerging	Developing	Capable	Proficient	Mastery	Evidence
<p><b>Growth Mindset</b> Students believe that they can learn and achieve</p>	Believes that intelligence is fixed and hard work won't change that	Often doubts capacity to learn new things and grow through hard work	Sometimes demonstrates a belief that he/she is capable of learning and growing	Often demonstrates a belief that he/she is capable of learning and growing	Consistently demonstrates a belief that he/she is capable of learning and growing	
<p><b>Learning</b> Students know learning skills and strategies</p>	Struggles with completing tasks and following through on goals and is usually distracted by other things	Inconsistently follows through with completing tasks and goals and is sometimes distracted by other things	Usually able to follow through on completing tasks and reaching goals and rarely distracted by other things	Often able to follow through on completing tasks and reaching goals and usually can identify distractions and use strategies to avoid them	Consistently follows through on completing tasks and reaching goals and always avoids distractions	
<p><b>Belonging</b> Students feel that they belong in the learning context</p>	Does not feel connected to adults or other students and does not reach out for support	Connected to one or two adults and a few other students and sometimes reaches out for support	Has good relationships with several adults and other students in the school community and usually reaches out to them for support	Has good relationships with most of the adults and other students in the building and usually shows leadership among peers	Has good relationships with most of the adults and other students in the building and is considered a leader among peers	
<p><b>Value</b> Students believe the learning material has value</p>	Doesn't link the class/subject to anything meaningful and may not see the value of a high school diploma	Somewhat understands the value of the class/subject and can sometimes link the value of a high school diploma to future	Understands the value of the class content and how it will benefit him or her, sees the value of a high school diploma, and has some goals beyond high school	Believes that what class and school offers is beneficial to his or her future, sees the value of a high school diploma, and has goals and a clear plan beyond high school	Able to apply things he/she is learning beyond class and high school and can see the value of a high school diploma, articulates clear reasons for how a high school diploma will help in the future	
	Rarely or never sees himself or herself as a contributing member to class and the learning community	Sometimes sees himself or herself as a contributing member to class and the learning community	Often sees himself or herself as a contributing member to class and the learning community	Usually sees himself or herself as a contributing member to class and the learning community	Always sees himself or herself as a contributing member to class and the learning community	Takes advantage of extra opportunities for learning and helps other students (tutoring)





# CLASSROOM ASSESSMENT SCORING SYSTEM™

## DIMENSIONS OVERVIEW

## Positive Climate

	Low (1, 2)	Middle (3, 4, 5)	High (6, 7)
<b>Relationships</b> <ul style="list-style-type: none"> <li>• Physical proximity</li> <li>• Shared activities</li> <li>• Peer assistance</li> <li>• Matched affect</li> <li>• Social conversation</li> </ul>	There are few, if any, indications that the teacher and students enjoy warm, supportive relationships with one another.	There are some indications that the teacher and students enjoy warm, supportive relationships with one another.	There are many indications that the teacher and students enjoy warm, supportive relationships with one another.
<b>Positive Affect</b> <ul style="list-style-type: none"> <li>• Smiling</li> <li>• Laughter</li> <li>• Enthusiasm</li> </ul>	There are no or few displays of positive affect by the teacher and/or students.	There are sometimes displays of positive affect by the teacher and/or students.	There are frequent displays of positive affect by the teacher and/or students.
<b>Positive Communication</b> <ul style="list-style-type: none"> <li>• Verbal affection</li> <li>• Physical affection</li> <li>• Positive expectations</li> </ul>	There are rarely positive communications, verbal or physical, among teachers and students.	There are sometimes positive communications, verbal or physical, among teachers and students.	There are frequently positive communications, verbal or physical, among teachers and students.
<b>Respect</b> <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Warm, calm voice</li> <li>• Respectful language</li> <li>• Cooperation and/or sharing</li> </ul>	The teacher and students rarely, if ever, demonstrate respect for one another.	The teacher and students sometimes demonstrate respect for one another.	The teacher and students consistently demonstrate respect for one another.

## Negative Climate

	Low (1, 2)	Middle (3, 4, 5)	High (6, 7)
<b>Negative Affect</b> <ul style="list-style-type: none"> <li>• Irritability</li> <li>• Anger</li> <li>• Harsh voice</li> <li>• Peer aggression</li> <li>• Disconnected or escalating negativity</li> </ul>	The teacher and students do not display strong negative affect and only rarely, if ever, display mild negativity.	The classroom is characterized by mild displays of irritability, anger, or other negative affect by the teacher and/or the students.	The classroom is characterized by consistent irritability, anger, or other negative affect by the teacher and/or the students.
<b>Punitive Control</b> <ul style="list-style-type: none"> <li>• Yelling</li> <li>• Threats</li> <li>• Physical control</li> <li>• Harsh punishment</li> </ul>	The teacher does not yell or make threats to establish control.	The teacher occasionally uses expressed negativity such as threats or yelling to establish control.	The teacher repeatedly yells at students or makes threats to establish control.
<b>Sarcasm/Disrespect</b> <ul style="list-style-type: none"> <li>• Sarcastic voice/statement</li> <li>• Teasing</li> <li>• Humiliation</li> </ul>	The teacher and students are not sarcastic or disrespectful.	The teacher and/or students are occasionally sarcastic or disrespectful.	The teacher and/or students are repeatedly sarcastic or disrespectful.
<b>Severe Negativity</b> <ul style="list-style-type: none"> <li>• Victimization</li> <li>• Bullying</li> <li>• Physical punishment</li> </ul>	There are no instances of severe negativity between the teacher and students.	There are no instances of severe negativity between the teacher and students.	There are instances of severe negativity between the teacher and students or among the students.

## Teacher Sensitivity

	Low (1, 2)	Middle (3, 4, 5)	High (6, 7)
<b>Awareness</b> <ul style="list-style-type: none"> <li>Anticipates problems and plans appropriately</li> <li>Notices lack of understanding and/or difficulties</li> </ul>	The teacher consistently fails to be aware of students who need extra support, assistance, or attention.	The teacher is sometimes aware of students who need extra support, assistance, or attention.	The teacher is consistently aware of students who need extra support, assistance, or attention.
<b>Responsiveness</b> <ul style="list-style-type: none"> <li>Acknowledges emotions</li> <li>Provides comfort and assistance</li> <li>Provides individualized support</li> </ul>	The teacher is unresponsive to or dismissive of students and provides the same level of assistance to all students, regardless of their individual needs.	The teacher is responsive to students sometimes but at other times is more dismissive or unresponsive, matching her support to the needs and abilities of some students but not others.	The teacher is consistently responsive to students and matches her support to their needs and abilities.
<b>Addresses Problems</b> <ul style="list-style-type: none"> <li>Helps in an effective and timely manner</li> <li>Helps resolve problems</li> </ul>	The teacher is ineffective at addressing students' problems and concerns.	The teacher is sometimes effective at addressing students' problems and concerns.	The teacher is consistently effective at addressing students' problems and concerns.
<b>Student Comfort</b> <ul style="list-style-type: none"> <li>Seeks support and guidance</li> <li>Freely participates</li> <li>Takes risks</li> </ul>	The students rarely seek support, share their ideas with, or respond to questions from the teacher.	The students sometimes seek support from, share their ideas with, or respond to questions from the teacher.	The students appear comfortable seeking support from, sharing their ideas with, and responding freely to the teacher.

## Regard for Student Perspectives

	Low (1, 2)	Middle (3, 4, 5)	High (6, 7)
<b>Flexibility and Student Focus</b> <ul style="list-style-type: none"> <li>Shows flexibility</li> <li>Incorporates student's ideas</li> <li>Follows lead</li> </ul>	The teacher is rigid, inflexible, and controlling in his plans and/or rarely goes along with students' ideas; most classroom activities are teacher-driven.	The teacher may follow the students' lead during some periods and be more controlling during others.	The teacher is flexible in his plans, goes along with students' ideas, and organizes instruction around students' interests.
<b>Support for Autonomy and Leadership</b> <ul style="list-style-type: none"> <li>Allows choice</li> <li>Allows students to lead lessons</li> <li>Gives students responsibilities</li> </ul>	The teacher does not support student autonomy and leadership.	The teacher sometimes provides support for student autonomy and leadership but at other times fails to do so.	The teacher provides consistent support for student autonomy and leadership.
<b>Student Expression</b> <ul style="list-style-type: none"> <li>Encourages student talk</li> <li>Elicits ideas and/or perspectives</li> </ul>	There are few opportunities for student talk and expression.	There are periods during which there is a lot of student talk and expression but other times when teacher talk predominates.	There are many opportunities for student talk and expression.
<b>Restriction of Movement</b> <ul style="list-style-type: none"> <li>Allows movement</li> <li>Is not rigid</li> </ul>	The teacher is highly controlling of students' movement and placement during activities.	The teacher is somewhat controlling of students' movement and placement during activities.	Students have freedom of movement and placement during activities.

## Behavior Management

	Low (1, 2)	Middle (3, 4, 5)	High (6, 7)
<b>Clear Behavior Expectations</b> <ul style="list-style-type: none"> <li>• Clear expectations</li> <li>• Consistency</li> <li>• Clarity of rules</li> </ul>	Rules and expectations are absent, unclear, or inconsistently enforced.	Rules and expectations may be stated clearly but are inconsistently enforced.	Rules and expectations for behavior are clear and consistently enforced.
<b>Proactive</b> <ul style="list-style-type: none"> <li>• Anticipates of problem behavior or escalation</li> <li>• Low reactivity</li> <li>• Monitors</li> </ul>	The teacher is reactive, and monitoring is absent or ineffective.	The teacher uses a mix of proactive and reactive responses; sometimes she monitors and reacts to early indicators of behavior problems but other times misses or ignores them.	The teacher is consistently proactive and monitors the classroom effectively to prevent problems from developing.
<b>Redirection of Misbehavior</b> <ul style="list-style-type: none"> <li>• Effective reduction of misbehavior</li> <li>• Attention to the positive</li> <li>• Uses subtle cues to redirect</li> <li>• Efficient redirection</li> </ul>	Attempts to redirect misbehavior are ineffective; the teacher rarely focuses on positives or uses subtle cues. As a result, misbehavior continues and/or escalates and takes time away from learning.	Some of the teacher's attempts to redirect misbehavior are effective, particularly when he or she focuses on positives and uses subtle cues. As a result, misbehavior rarely continues, escalates, or takes time away from learning.	The teacher effectively redirects misbehavior by focusing on positives and making use of subtle cues. Behavior management does not take time away from learning.
<b>Student Behavior</b> <ul style="list-style-type: none"> <li>• Frequent compliance</li> <li>• Little aggression and defiance</li> </ul>	There are frequent instances of misbehavior in the classroom.	There are periodic episodes of misbehavior in the classroom.	There are few, if any, instances of student misbehavior in the classroom.

## Productivity

	Low (1, 2)	Middle (3, 4, 5)	High (6, 7)
<b>Maximizing Learning Time</b> <ul style="list-style-type: none"> <li>• Provision of activities</li> <li>• Choice when finished</li> <li>• Few disruptions</li> <li>• Effective completion of managerial tasks</li> <li>• Pacing</li> </ul>	Few, if any, activities are provided for students, and an excessive amount of time is spent addressing disruptions and completing managerial tasks.	The teacher provides activities for the students most of the time, but some learning time is lost in dealing with disruptions and the completion of managerial tasks.	The teacher provides activities for the students and deals efficiently with disruptions and managerial tasks.
<b>Routines</b> <ul style="list-style-type: none"> <li>• Students know what to do</li> <li>• Clear instructions</li> <li>• Little wandering</li> </ul>	The classroom routines are unclear; most students do not know what is expected of them.	There is some evidence of classroom routines that allow everyone to know what is expected of them.	The classroom resembles a "well-oiled machine"; everybody knows what is expected of them and how to go about doing it.
<b>Transitions</b> <ul style="list-style-type: none"> <li>• Brief</li> <li>• Explicit follow-through</li> <li>• Learning opportunities within</li> </ul>	Transitions are too long, too frequent, and/or inefficient.	Transitions sometimes take too long or are too frequent and inefficient.	Transitions are quick and efficient.
<b>Preparation</b> <ul style="list-style-type: none"> <li>• Materials ready and accessible</li> <li>• Knows lessons</li> </ul>	The teacher does not have activities prepared and ready for the students.	The teacher is mostly prepared for activities but takes some time away from instruction to take care of last-minute preparations.	The teacher is fully prepared for activities and lessons.

## Instructional Learning Formats

	Low (1, 2)	Middle (3, 4, 5)	High (6, 7)
<b>Effective Facilitation</b> <ul style="list-style-type: none"> <li>Teacher involvement</li> <li>Effective questioning</li> <li>Expanding children's involvement</li> </ul>	The teacher does not actively facilitate activities and lessons to encourage students' interest and expanded involvement.	At times, the teacher actively facilitates activities and lessons to encourage interest and expanded involvement, but at other times she merely provides activities for the students.	The teacher actively facilitates students' engagement in activities and lessons to encourage participation and expanded involvement.
<b>Variety of Modalities and Materials</b> <ul style="list-style-type: none"> <li>Range of auditory, visual, and movement opportunities</li> <li>Interesting and creative materials</li> <li>Hands-on opportunities</li> </ul>	The teacher does not use a variety of modalities or materials to gain students' interest and participation during activities and lessons.	The teacher is inconsistent in her use of a variety of modalities and materials to gain students' interest and participation during activities and lessons.	The teacher uses a variety of modalities including auditory, visual, and movement and uses a variety of materials to effectively interest students and gain their participation during activities and lessons.
<b>Student Interest</b> <ul style="list-style-type: none"> <li>Active participation</li> <li>Listening</li> <li>Focused attention</li> </ul>	The students do not appear interested and/or involved in the lesson or activities.	Students may be engaged and/or interested for periods of time, but at other times their interest wanes and they are not involved the activity or lesson.	Students are consistently interested and involved in activities and lessons.
<b>Clarity of Learning Objectives</b> <ul style="list-style-type: none"> <li>Advanced organizers</li> <li>Summaries</li> <li>Reorientation statements</li> </ul>	The teacher makes no attempt to or is unsuccessful at orienting and guiding students toward learning objectives.	The teacher orients students somewhat to learning objectives, or the learning objectives may be clear during some periods but less so during others.	The teacher effectively focuses students' attention toward learning objectives and/or the purpose of the lesson.

## Concept Development

	Low (1, 2)	Middle (3, 4, 5)	High (6, 7)
<b>Analysis and Reasoning</b> <ul style="list-style-type: none"> <li>Why and/or how questions</li> <li>Problem solving</li> <li>Prediction/experimentation</li> <li>Classification/comparison</li> <li>Evaluation</li> </ul>	The teacher rarely uses discussions and activities that encourage analysis and reasoning.	The teacher occasionally uses discussions and activities that encourage analysis and reasoning.	The teacher often uses discussions and activities that encourage analysis and reasoning.
<b>Creating</b> <ul style="list-style-type: none"> <li>Brainstorming</li> <li>Planning</li> <li>Producing</li> </ul>	The teacher rarely provides opportunities for students to be creative and/or generate their own ideas and products.	The teacher sometimes provides opportunities for students to be creative and/or generate their own ideas and products.	The teacher often provides opportunities for students to be creative and/or generate their own ideas and products.
<b>Integration</b> <ul style="list-style-type: none"> <li>Connect concepts</li> <li>Integrates with previous knowledge</li> </ul>	Concepts and activities are presented independent of one another, and students are not asked to apply previous learning.	The teacher sometimes links concepts and activities to one another and to previous learning.	The teacher consistently links concepts and activities to one another and to previous learning.
<b>Connections to the Real World</b> <ul style="list-style-type: none"> <li>Real-world applications</li> <li>Related to students' lives</li> </ul>	The teacher does not relate concepts to the students' actual lives.	The teacher makes some attempts to relate concepts to the students' actual lives.	The teacher consistently relates concepts to the students' actual lives.

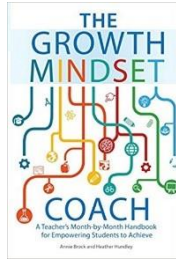
## Quality of Feedback

	Low (1, 2)	Middle (3, 4, 5)	High (6, 7)
<b>Scaffolding</b> <ul style="list-style-type: none"> <li>Hints</li> <li>Assistance</li> </ul>	The teacher rarely provides scaffolding to students but rather dismisses responses or actions as incorrect or ignores problems in understanding.	The teacher occasionally provides scaffolding to students but at other times simply dismisses responses as incorrect or ignores problems in students' understanding.	The teacher often scaffolds for students who are having a hard time understanding a concept, answering a question, or completing an activity.
<b>Feedback Loops</b> <ul style="list-style-type: none"> <li>Back-and-forth exchanges</li> <li>Persistence by teacher</li> <li>Follow-up questions</li> </ul>	The teacher gives only perfunctory feedback to students.	There are occasional feedback loops—back-and-forth exchanges—between the teacher and students; other times, however, feedback is more perfunctory.	There are frequent feedback loops—back-and-forth exchanges—between the teacher and students.
<b>Prompting Thought Processes</b> <ul style="list-style-type: none"> <li>Asks students to explain thinking</li> <li>Queries responses and actions</li> </ul>	The teacher rarely queries the students or prompts students to explain their thinking and rationale for responses and actions.	The teacher occasionally queries the students or prompts students to explain their thinking and rationale for responses and actions.	The teacher often queries the students or prompts students to explain their thinking and rationale for responses and actions.
<b>Providing Information</b> <ul style="list-style-type: none"> <li>Expansion</li> <li>Clarification</li> <li>Specific feedback</li> </ul>	The teacher rarely provides additional information to expand on the students' understanding or actions.	The teacher occasionally provides additional information to expand on the students' understanding or actions.	The teacher often provides additional information to expand on students' understanding or actions.
<b>Encouragement and Affirmation</b> <ul style="list-style-type: none"> <li>Recognition</li> <li>Reinforcement</li> <li>Student persistence</li> </ul>	The teacher rarely offers encouragement of students' efforts that increases students' involvement and persistence.	The teacher occasionally offers encouragement of students' efforts that increases students' involvement and persistence.	The teacher often offers encouragement of students' efforts that increases students' involvement and persistence.

## Language Modeling

	Low (1, 2)	Middle (3, 4, 5)	High (6, 7)
<b>Frequent Conversations</b> <ul style="list-style-type: none"> <li>Back-and-forth exchanges</li> <li>Contingent responding</li> <li>Peer conversations</li> </ul>	There are few if any conversations in the classroom.	There are limited conversations in the classroom.	There are frequent conversations in the classroom.
<b>Open-Ended Questions</b> <ul style="list-style-type: none"> <li>Questions require more than a one-word response</li> <li>Students respond</li> </ul>	The majority of the teacher's questions are closed-ended.	The teacher asks a mix of closed-ended and open-ended questions.	The teacher asks many open-ended questions.
<b>Repetition and Extension</b> <ul style="list-style-type: none"> <li>Repeats</li> <li>Extends/elaborates</li> </ul>	The teacher rarely, if ever, repeats or extends the students' responses.	The teacher sometimes repeats or extends the students' responses.	The teacher often repeats or extends the students' responses.
<b>Self- and Parallel Talk</b> <ul style="list-style-type: none"> <li>Maps own actions with language</li> <li>Maps student action with language</li> </ul>	The teacher rarely maps his or her own actions and the students' actions through language and description.	The teacher occasionally maps his or her own actions and the students' actions through language and description.	The teacher consistently maps his or her own actions and the students' actions through language and description.
<b>Advanced Language</b> <ul style="list-style-type: none"> <li>Variety of words</li> <li>Connected to familiar words and/or ideas</li> </ul>	The teacher does not use advanced language with students.	The teacher sometimes uses advanced language with students.	The teacher often uses advanced language with students.

# Growth Mindset Quiz



From  
Brock & Hundley

Directions: Check all statements with which you agree.

- \_\_\_ 1. There are just some things I'll never be good at.
- \_\_\_ 2. When I make a mistake, I try to learn from it.
- \_\_\_ 3. When others do better than me, I feel threatened.
- \_\_\_ 4. I enjoy getting out of my comfort zone.
- \_\_\_ 5. When I show others I'm smart or talented, I feel successful.
- \_\_\_ 6. I feel inspired by the success of others.
- \_\_\_ 7. I feel good when I can do something others cannot.
- \_\_\_ 8. It's possible to change how intelligent you are.
- \_\_\_ 9. You shouldn't have to try to be smart—you just are or you aren't.
- \_\_\_ 10. I enjoy taking on a new challenge or task with which I am unfamiliar.

Quiz Handout from The Growth Mindset Coach by Annie Brock & Heather Hundley  
Score: Odd-numbered questions indicate a fixed mindset.  
Even-numbered questions indicate a growth mindset.

# A Parent's Guide to

## ENCOURAGING A GROWTH MINDSET

### What is a growth mindset?

Growth mindset is a concept developed by Carol Dweck, a Professor of Psychology at Stanford University. It is the belief that a person's abilities and intelligence can be developed through practice, hard work, dedication, and motivation.

### What is a fixed mindset?

A fixed mindset is the notion that intelligence and talent alone will lead to success. People with a fixed mindset believe that these things are "fixed" and cannot be developed or improved upon. They believe that you are either born with it or not, and nothing can change that.

### Why is having a growth mindset important?

Research has shown that children who have a fixed mindset are more likely to:

- Fear failure
- Give up on tasks they feel are too difficult
- Ignore feedback
- Avoid challenges
- Feel threatened by the success of others

Children who have a growth mindset are more likely to:

- Learn from their mistakes
- Be motivated to succeed
- Put forth more effort
- Take challenges head on
- Take risks
- Seek feedback
- Learn more
- Learn faster





## Mindset Quiz

Place a check in the column that identifies the extent to which you agree or disagree with the statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Your intelligence is something very basic about you that you can't change very much.				
2. No matter how much intelligence you have, you can always change it quite a bit.				
3. You can always substantially change how intelligent you are.				
4. You are a certain kind of person, and there is not much that can be done to really change that.				
5. You can always change basic things about the kind of person you are.				
6. Music talent can be learned by anyone.				
7. Only a few people will be truly good at sports – you have to be “born with it.”				
8. Math is much easier to learn if you are male or maybe come from a culture who values math.				
9. The harder you work at something, the better you will be at it.				
10. No matter what kind of person you are, you can always change substantially.				
11. Trying new things is stressful for me and I avoid it.				
12. Some people are good and kind, and some are not – it's not often that people change.				
13. I appreciate when parents, coaches, teachers give me feedback about my performance.				
14. I often get angry when I get feedback about my performance.				
15. All human beings without a brain injury or birth defect are capable of the same amount of learning.				
16. You can learn new things, but you can't really change how intelligent you are.				
17. You can do things differently, but the important parts of who you are can't really be changed.				
18. Human beings are basically good, but sometimes make terrible decisions.				
19. An important reason why I do my school work is that I like to learn new things.				
20. Truly smart people do not need to try hard.				

Circle the number in the box that matches each answer.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. ability mindset – fixed	0	1	2	3
2. ability mindset – growth	3	2	1	0
3. ability mindset – growth	3	2	1	0
4. personality/character mindset – fixed	0	1	2	3
5. personality/character mindset – growth	3	2	1	0
6. ability mindset – growth	3	2	1	0
7. ability mindset – fixed	0	1	2	3
8. ability mindset – fixed	0	1	2	3
9. ability mindset – growth	3	2	1	0
10. personality/character mindset - growth	3	2	1	0
11. ability mindset – fixed	0	1	2	3
12. personality/character mindset – fixed	0	1	2	3
13. ability mindset –growth	3	2	1	0
14. ability mindset – fixed	0	1	2	3
15. ability mindset – growth	3	2	1	0
16. ability mindset – fixed	0	1	2	3
17. personality/character mindset – fixed	0	1	2	3
18. personality/character mindset –growth	3	2	1	0
19. ability mindset – growth	3	2	1	0
20. ability mindset – fixed	0	1	2	3
<b>Total</b>				
<b>Grand Total</b>				

Strong Growth Mindset = 45 – 60 points  
 Growth Mindset with some Fixed ideas = 34 – 44 points  
 Fixed Mindset with some Growth ideas = 21 – 33 points  
 Strong Fixed Mindset = 0 – 20 points

# Culturally Responsive Pedagogy

<b>Culturally Responsive Teacher Behaviors</b>	<b>Rate Yourself</b>					<b>What do you think you need to do to move up one level?</b>
	1	2	3	4	5	
	Not yet	Not sure how yet, but interested	Attempting		I could model	
Uses students' cultures to help them create meaning for content and learning.						
Emphasizes social and cultural successes.						
Attempts creative approaches to teaching and learning.						
Sees themselves as a part of the communities in which they teach.						
Helps students make connections between their [identities] and the world.						
Develops students' scaffolding constantly increasing student skills through more difficult ideas, etc.						
Encourages students to take a critical view of ideas.						
All students experience academic success.						
Enables students to retain cultural competence.						
Models and creates opportunities to be critical.						
Models and creates opportunities to be conscious.						
Invites students to use their content knowledge to challenge the status quo.						

# What will I take back to my classroom?

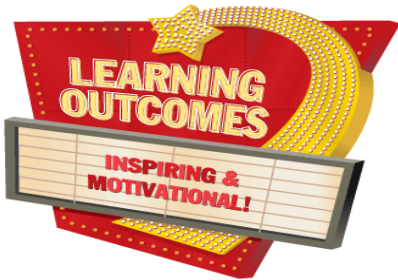


## Mindset Growth

1. How will you engage students in a conversation about mindset growth?
2. What will you share about your mindset growth?
3. What resources will you use to support your conversation with students?



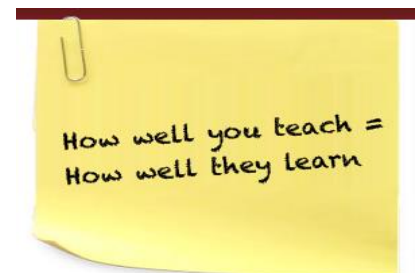
## Classroom Environment



1. What physical change can I make in my classroom now to support mindset growth?
2. What can I change in my teacher practices that will support mindset growth and student success?
3. Are there procedures in my class that need to change in order to support mindset growth and student success?

## Setting Instructional Outcomes

1. How do I see the importance of setting instructional outcomes?
2. How will I use instructional outcomes in my planning?
3. How do I plan to use instructional outcomes in my instructional delivery?

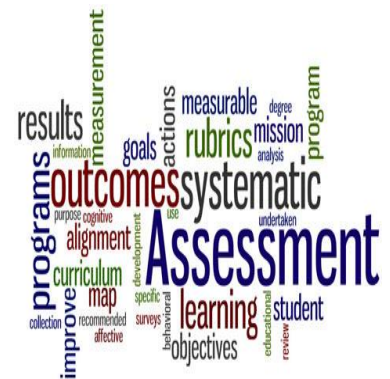


## Designing Coherent Instruction

1. What are you asking yourself when you are developing lesson plans?
2. How will you know if your students are learning? What processes will you use?
3. How will you ensure that all of your students have an opportunity to succeed?
4. How is this lesson aligned to the previous lesson? To the next lesson? Students need to see the connection.

## Designing Student Assessments

1. How will you use formative assessments to inform instruction?
2. How will you use formative assessments to help students monitor and assess their own learning?
3. What new strategies will I employ to determine where my students are academically and where they need to be? What steps will I take to help them get there?
4. How will I use formative assessments to support differentiated learning?



**ENJOYS**  
AND APPRECIATES THE  
**PRESENT**  
**MOMENT.**

The greater part of your happiness or misery depends upon your attitude towards any given moment.

**CONNECTS**  
INNER PURPOSE WITH  
**OUTER**  
**EFFORT.**

You have a unique voice and a unique drive that are longing to be expressed.

**ACCEPTS**  
AND EMBRACES  
**GREAT**  
**CHALLENGES.**

The most prolific days of your life won't likely be easy.

7 TRAITS OF A **HIGHLY**  
**EFFECTIVE**  
**MINDSET**

**SELF-**  
**DISCIPLINED.**

Discipline allows you to control the course of your life.

**REMAINS**  
**POSITIVE AND**  
**FOCUSED**  
THROUGH FAILURE.

Forget about failure. It's focused resilience that eventually leads you to your desired result.

**FILTERS**  
AND CHANNELS  
**ANGER**  
**EFFECTIVELY.**

Funnel your anger into a productive action plan, look for answers and resolutions, not excuses and complaints.

**WILLINGNESS**  
AND DRIVE TO  
**HELP**  
**OTHERS.**

When you serve others you end up benefiting as much if not more than those you serve.

BY MARC CHERNOFF

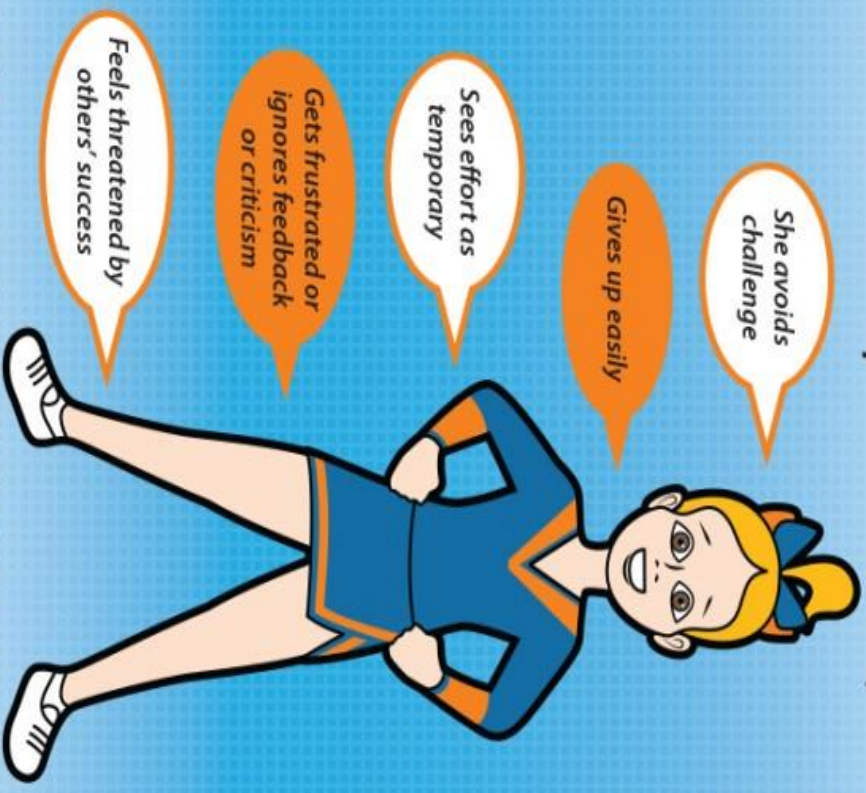
MarcAndAngel.com

AMERICAN EXPRESS  
#PASSION  
PROJECT

# Fixed Mindset

Believes talent is inborn

*Desires to be seen as perfect and talented, so...*

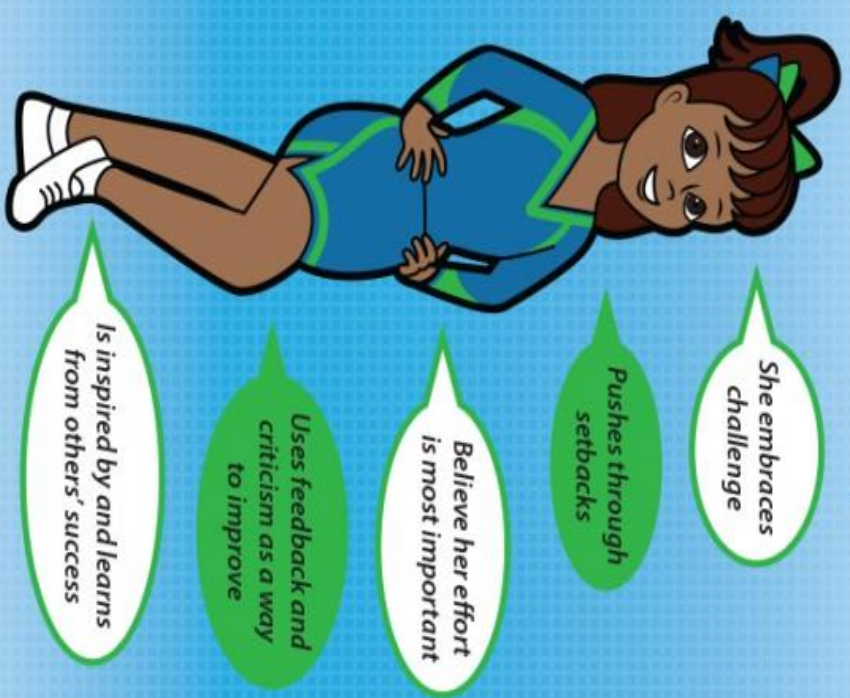


*Leads to a very emotional cheerleader that is constantly trying to regulate herself and the way others view her. This creates a rigid and difficult athlete that is limiting her potential.*

# Growth Mindset

Believes ability can be developed

*Ultimate desire is to learn and improve, so...*



*Leads to a hard working cheerleader that is constantly looking to better herself. This creates a calmer, more open-minded athlete that is coachable and can reach her fullest potential.*



<b>Growth Mindset</b> <b>The Force</b>	<b>Fixed Mindset</b> <b>The Dark Side</b>
<p>Because you are eager to learn you are happy to have a go and...</p>	<p>Because you are afraid of looking silly and getting things wrong you...</p>
<p><b>Embrace challenges</b></p>	<p><b>Avoid challenges</b></p>
<p><b>Keep going even when it's hard</b></p>	<p><b>Give up easily when it's hard</b></p>
<p><b>See effort as the journey to success</b></p>	<p><b>See effort as a waste of your time</b></p>
<p><b>Learn from criticism</b></p>	<p><b>Ignore useful feedback</b></p>
<p><b>Are inspired by the success of others</b></p>	<p><b>Feel threatened by other people's success</b></p>



## “When do you feel smart?”

(from Carol Dweck’s book, *Mindset: The New Psychology of Success*, page 22)

We asked people, ranging from grade schoolers to young adults, “When do you feel smart? The differences were striking.

### People with the growth mindset said:

“When it’s really hard, and I try really hard, and I can do something I couldn’t do before.”

“When I work on something a long time and I start to figure it out”

For people with a growth mindset it’s not about immediate perfection. It’s about learning something over time—confronting a challenge and making progress. People with a growth mindset thrive when they’re stretching themselves.

### People with the fixed mindset said:

“It’s when I don’t make any mistakes.”

“When I finish something fast and it’s perfect.”

“When something is easy for me but other people can’t do it.

It’s about being perfect right now. In the fixed mindset it’s not enough just to succeed. It’s not enough just to look smart or talented. You have to be pretty much flawless. And you have to be flawless right away. When do people with a fixed mindset thrive? When things are safely within their grasp. If things get too challenging when they’re not feeling smart or talented- they lose interest.



# Fixed Mindset

## Intelligence is static

People who hold these beliefs think that "they are the way they are", but that doesn't mean that they have less of a desire for a positive self-image than anyone else. So of course they want to perform well and look smart.

Leads to a desire to look smart  
and therefore a tendency to...

### CHALLENGES

...avoid challenges

By definition, a challenge is hard and success is not assured, so rather than risk failing and negatively impacting their self-image, they will often avoid challenges and stick to what they know they can do well.

### OBSTACLES

...give up easily

Same with obstacles. The difference here, as I see it, is that challenges are things that you can decide to do while obstacles are external forces that get in your way.

### EFFORT

...see effort as fruitless or worse

What's the point of working hard and making efforts if afterwards you are still on square one? If your worldview tells you that effort is an unpleasant thing that doesn't really pay dividends, then the smart thing to do is to avoid it as much as possible.

### CRITICISM

...ignore useful negative feedback

Useful negative feedback is ignored in the best of cases, and taken as an insult the rest of the time. The Fixed Mindset logically leads you to believe that any criticism of your capabilities is criticism of you. This usually discourages the people around and after a while they stop giving any negative feedback, further isolating the person from external influences that could generate some change.

### SUCCESS OF OTHERS

...feel threatened by the success of others

The success of others is seen as a benchmark against which the person looks bad. Usually when others succeed, people with a Fixed Mindset will try to convince themselves and the people around them that the success was due to either luck (after all, almost everything is due to luck in the Fixed Mindset world) or objectionable actions. In some cases, they will even try to tarnish the success of others by bringing up things that are completely unrelated ("Yes, but did you know about his...").

As a result, they may plateau early  
and achieve less than their full potential.

All this confirms a deterministic view of the world.

As a result, they don't reach their full potential and their beliefs feed on themselves: They don't change or improve much with time, if at all, and so to them this confirms that "they are as they are".



# Growth Mindset

## Intelligence can be developed

Leads to a desire to learn  
and therefore a tendency to...

People who hold the Growth Mindset believe that intelligence can be developed, that the brain is like a muscle that can be trained. This leads to the desire to improve.



...embrace challenges

And how do you improve? First, you embrace challenges, because you know that you'll come out stronger on the other side.



...persist in the face of setbacks

Similarly, obstacles - external setbacks - do not discourage you. Your self-image is not tied to your success and how you will look to others; failure is an opportunity to learn, and so whatever happens you win.



...see effort as the path to mastery

Effort is seen not as something useless to be avoided but as necessary to grow and master useful skills.



...learn from criticism

Criticism and negative feedback are sources of information. That doesn't mean that all criticism is worth integrating or that nothing is never taken personally, but at least the Growth Mindset individual knows that he or she can change and improve, so the negative feedback is not perceived as being directly about them as a person, but rather about their current abilities.



...find lessons and inspiration in the success of others

The success of others is seen as a source of inspiration and information. To Growth Mindset individuals, success is not seen as a zero-sum game.

As a result, they reach ever-higher levels of achievement.

All this gives them a greater sense of free will

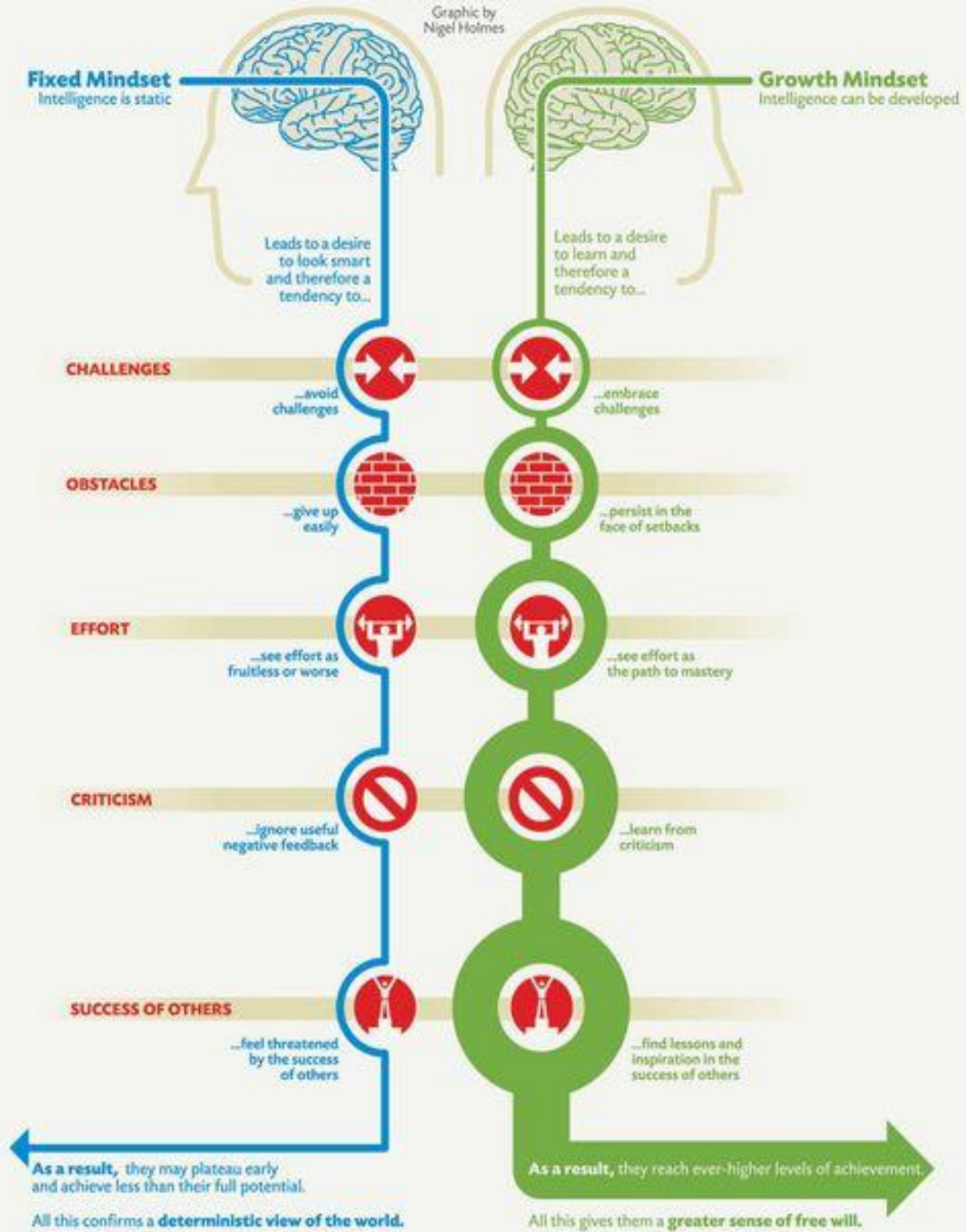
And so, Growth Mindset individuals will improve and this will create a positive feedback loop that encourages them to keep learning and improving. Of course, most people do not have a 100% Fixed mindset or a 100% Growth mindset; most of us have some of both.

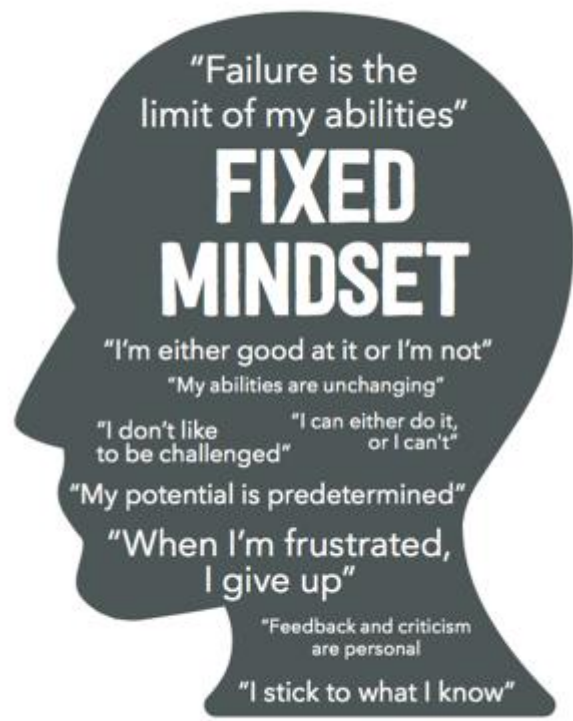
The good news is that it is possible to change your worldview from a fixed mindset to a growth mindset. And Carol Dweck's research indicates that both children and adults can be taught to change their mindset!

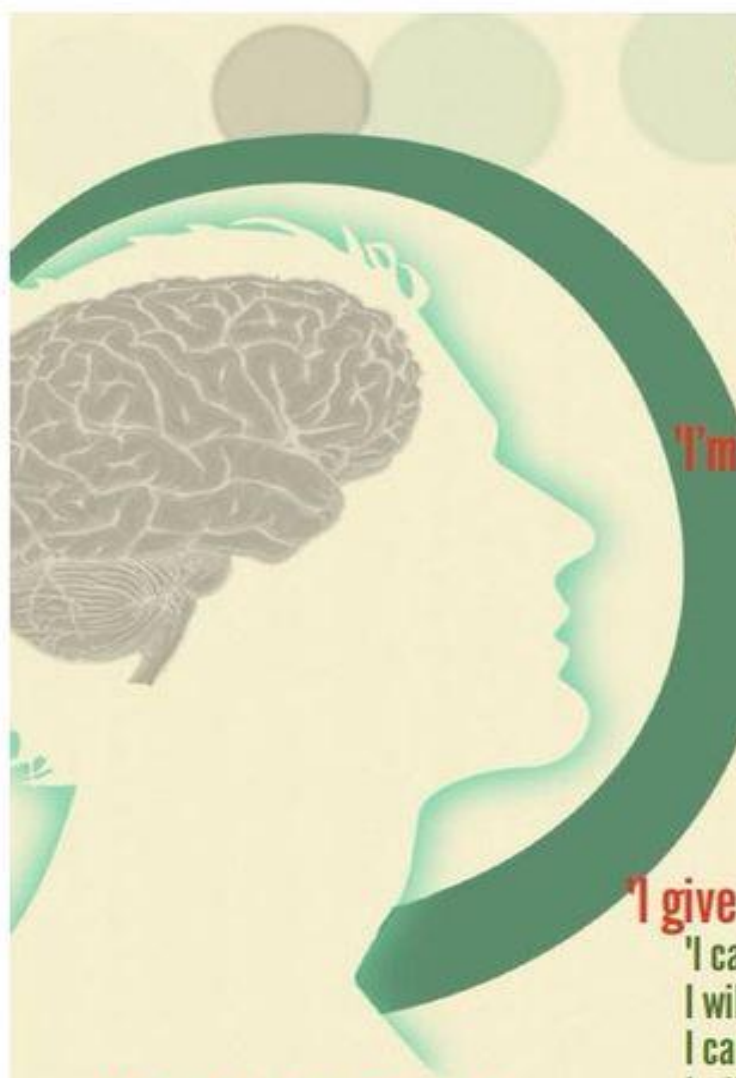
# TWO MINDSETS

CAROL S. DWECK, Ph.D.

Graphic by Nigel Holmes







# Change your words - Change your Mindset!

## 'I'm not good at this!'

'I will try and if I can't do this, I will try again.  
I need some feedback and more help.'

## 'My first plan didn't work.'

'Use a good strategy and if that doesn't work, use another strategy until you run out of strategies. I have to do my best.'

## 'I give up!'

'I can do better than that.  
I will use a strategy.  
I can keep doing it.  
I will be happy.'

## 'I just don't do Maths.'

'I can get ideas from others.  
I can try my best in Maths.  
I will train my brain.'

## 'It's good enough!'

'Have a look at my work.  
I can have a go at it. I will have another go and try harder.'

## 'This is too hard!'

'I made a mistake, but that's alright. I can keep trying!  
If I need help I will ask a friend.'

## She's so smart.

**I will never be that smart!**  
'Of course I can do it! I'm almost there.  
I need feedback from other people.'

**A mindset is a belief we hold about our intelligence and ability.**

**A**  
**GROWTH**  
**MINDSET**

MEANS THAT  
YOU BELIEVE  
*intelligence*  
CAN BE  
*developed*

*And you have a*  
**PASSION**  
*to*  
**LEARN**  
*which means you*

Embrace  
**challenge**

*Learn from criticism*

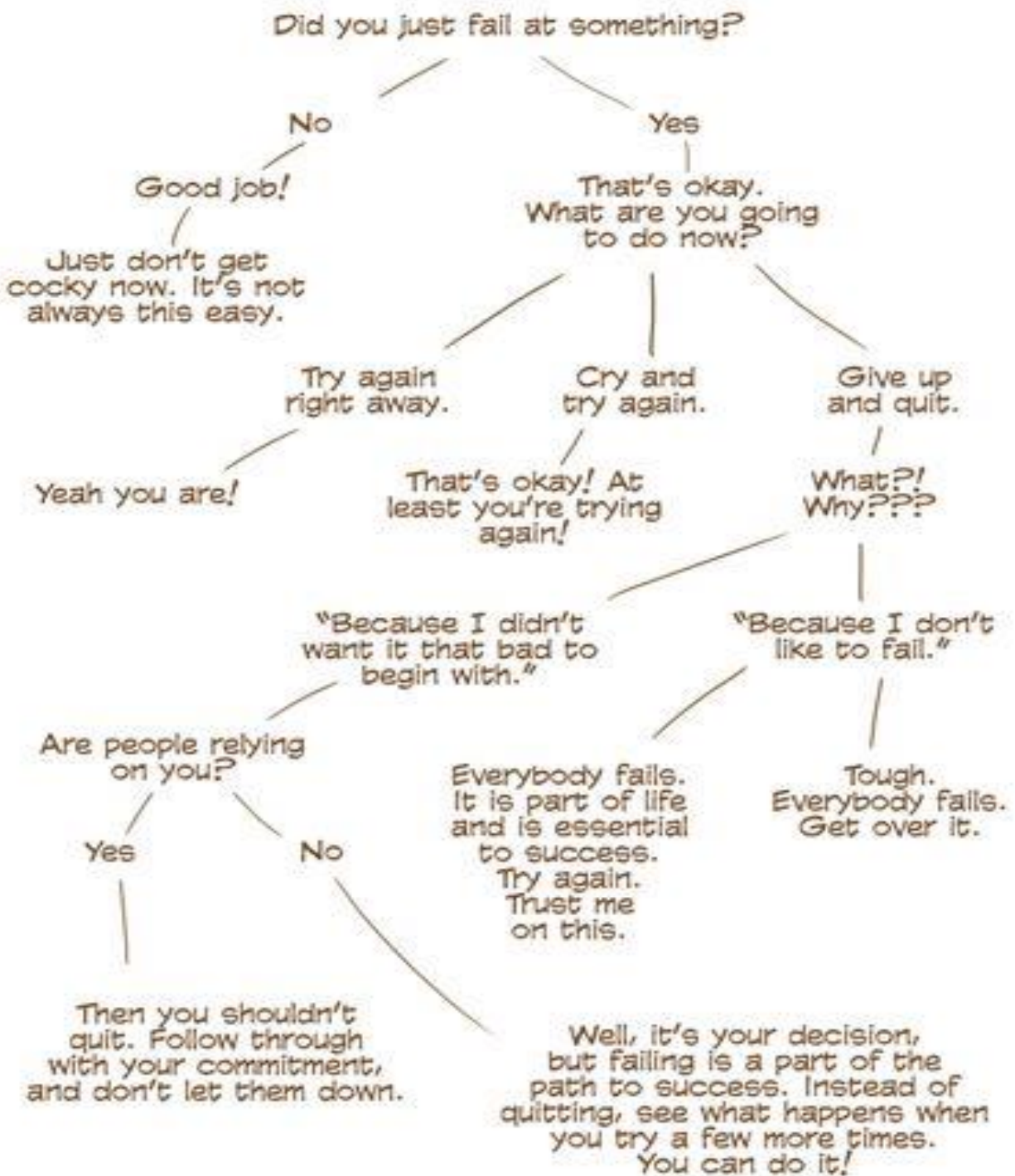
**KEEP GOING**  
*when things get*  
**TOUGH**

ARE INSPIRED  
BY  
GREATNESS IN  
OTHERS

**AND**

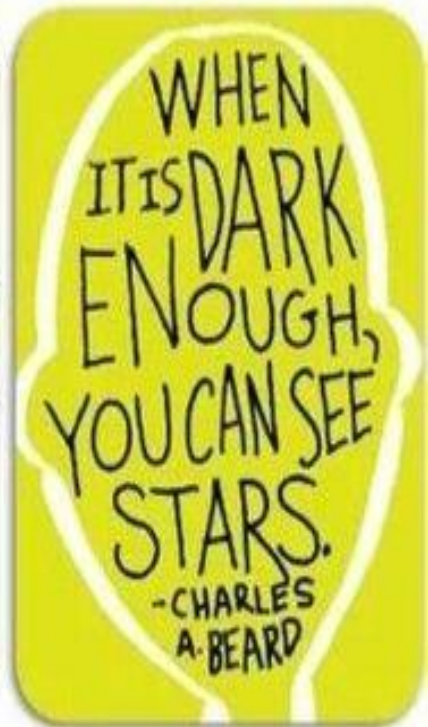
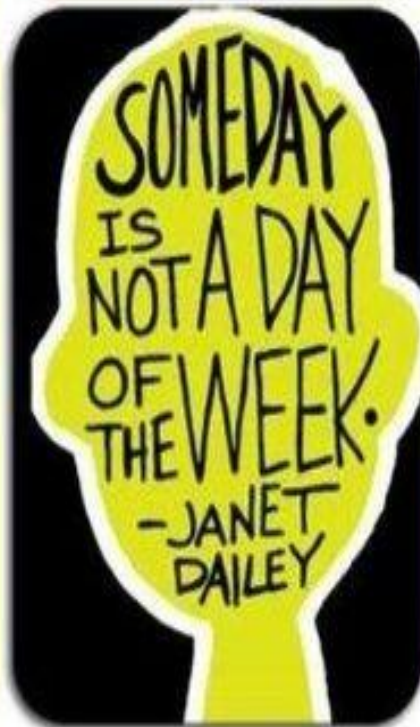
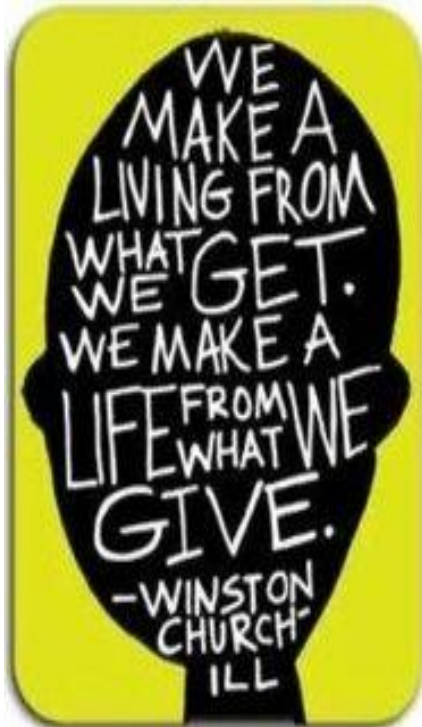
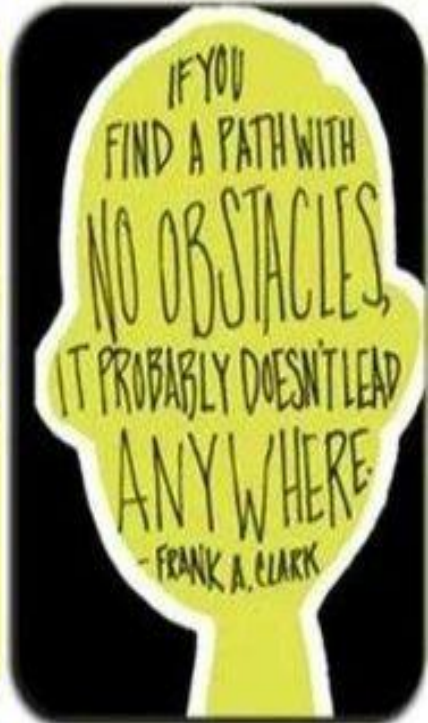
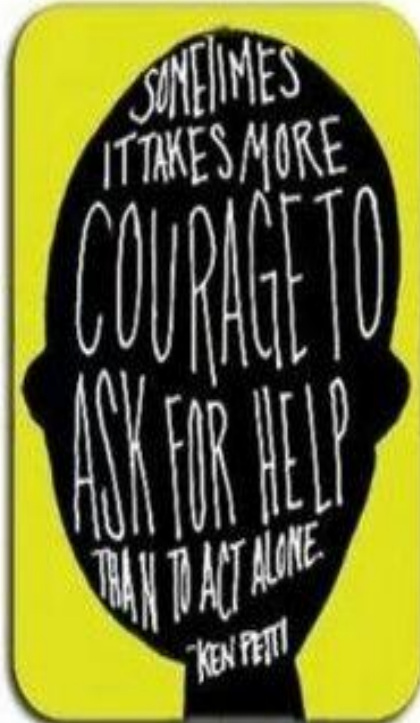
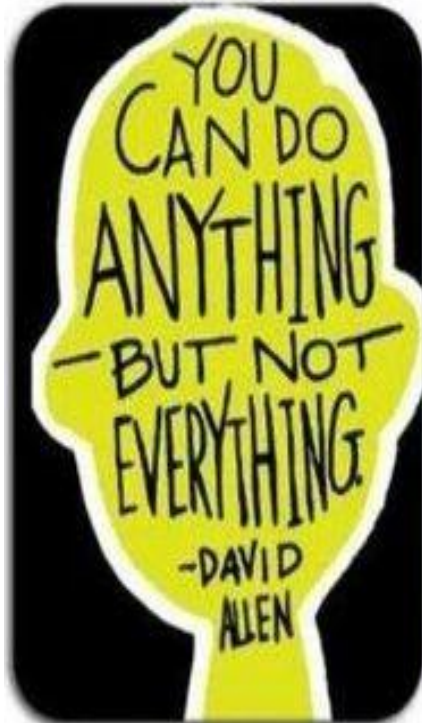
**SEE EFFORT AS THE**  
**PATH TO MASTERY**

# fail chart





# things to remember when you get stuck



**YOU HAVE ONLY**

**FAILED**

*IF YOU*

**HAVE**

**GIVEN**

**UP**

*Until then, it's learning*

# The Academic Mindsets



## Mindset #1: Growth

- Effort Equals Increased Intelligence and Ability
- Persist Even with Setbacks
- Believe in Continued Growth



## Mindset #2: Self-Efficacy

- Believe in Success
- Goals Are Attainable
- Must See a Clear Path to Reach Goal



## Mindset #3: Sense of Belonging

- Feeling of Belonging to the Learning Community
- Connect Learning with Social Rewards
- Belonging Equals Engagement, Which Leads to Pushing Their Potential

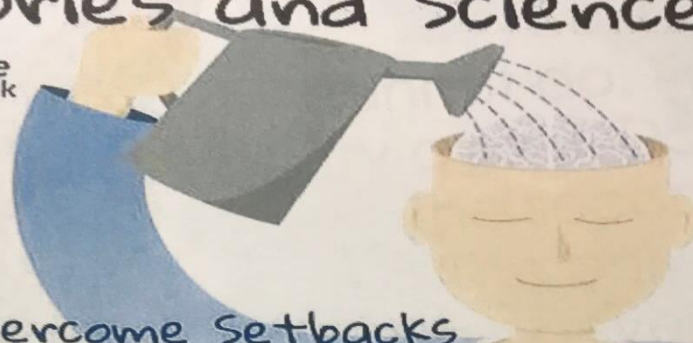


## Mindset #4: Relevance

- Work Has Value And Purpose
- Value the Skills and Knowledge They Are Attaining
- Find Work Relevant and Interesting

# Growth Mindset Stories and Science

by @Inner\_Drive  
www.innerdrive.co.uk



## Overcome Setbacks

Just a few years before selling Whatsapp to Facebook for \$19 billion, Brian Acton was rejected by them at a job interview. He wrote "Facebook turned me down. It was a great opportunity to connect with some fantastic people. Looking forward to life's next adventure."



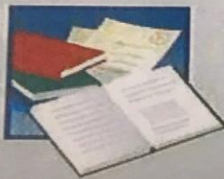
## Learn From Mistakes

Michael Jordan is the best basketball player ever. He offers an interesting insight into his mindset, when in a Nike advert he says that "I have failed over and over again, and that is why I succeed."



## Embrace the Challenge

Faced with a difficult task, what do you do? Research suggests that those with a growth mindset enjoy the challenge more and also want to persist with the task for longer.



## Focus on Your Development

Studies have shown that those who focus on their own development, instead of comparing themselves to others, have higher levels of motivation, confidence, self-regulation, academic performance and less anxiety.

# Appendices

## Appendix A: Taking on Challenges

### Asking Questions:

- Setting up a dynamic for student inquiry
- Teachers should look for common mistakes/misconceptions and acknowledge these throughout the teaching and learning process
- Position/build classroom assignments around challenges to accomplish creating student inquiry

### Modeling

- Demonstrate how to struggle with content and learning and how to overcome it. Communicate the struggle.
  - Model strategies to overcome the seemingly impossible
  - Provide supports/structure
  - Make strategies clear and explicit

### Communication

- Allowing creativity as a choice
- Provide opportunities to present/develop communication skills
- Teachers use paraphrasing to help levels of understanding and clarification
- Expose students to academic language alongside everyday language

## Appendix B: Learning from Mistakes

- Create an environment where mistakes are expected, respected, inspected, and then corrected (ERIC)
- Offering credit for re-takes
- Using mistakes as positive, teachable moments (Teacher should encourage students to share their mistakes)
- Encourage perseverance and Grit through research-based guidance practices
- Use Growth Mindset language
- Perform reflective assessments
- Scaffold/ teach students how to peer evaluate
- Highlight teacher (your own) mistakes...place it up front for examination
- Don't stop students from making mistakes
- Create a community board of "Best Mistakes of the Year"
- List most common mistakes made for each skill or competency
- Create connections between prior mistakes and current lessons (build on prior knowledge)

## Appendix C: Accepting Feedback and Criticism

- Indicators are used to guide work, feedback, and revision. Students should contribute in indicator creation
- Opportunities given to revise and redo
- Students are given opportunities to reflect on learning
- Feedback is frame positively and incorporated into future lessons
- Teacher demonstrates/models giving and receiving feedback and criticism
- Establish developed criteria for providing feedback (i.e. can the criticism be applied)
- Create an environment to allow for different points of view, including student voice
- Teacher asks for feedback both positive and critical
- Teacher models using Growth Mindset vocabulary
- Teachers can use “software teams” to facilitate student-to-student and teacher-to-student feedback
- Opportunities are provided to practice
- Celebrate accomplishments
- Create an atmosphere that is critical of feedback that is not productive

## Appendix D: Practice and Applying Strategies

- Student volunteers to assist when implementing strategies
- Revisit and scaffold strategies
- Discuss the relevance of the strategies being used
- Monitor students application of student-created strategies
- Create opportunities for student reflection
- Ask students how they arrived at an idea, answer, or logic
- Students teach their peers about their strategies that were successful/in their own language
- Provide concrete examples/ordinary everyday life applications for examples
- Create a booklet which demonstrates strategies, lessons, or ideas by units
- Give students relatively unsolvable situations which require students to problem-solve using strategic thinking
- Teachers model how to use daily goals/practice chart
- Student created anchor charts that are published
- Practice articulating peer-presentations to demonstrate the application of these strategies
- Provide students opportunities to write in a reflective journal and or share those journals
- Have students draw/diagram summarizing the unit lesson or goals.



## Appendix E: Perseverance (Focus on Task)

- Allow for multiple opportunities to demonstrate mastery
- Teachers provide extended wait time
- Teachers provide incentives for effort
- Teachers do not accept incomplete work
- Teachers use language that promotes high expectations
- Students develop progress charts which are attached to learning goals
- Teacher designs a portfolio for students to monitor their long-term growth
- Include parents and other stakeholders in the conversation on long-term growth and learning goals
- Create bell-to-bell engagement
- Display motivational posters and positive messages along with informational sources
- Breakdown challenges into manageable parts
- Acknowledge mistakes and praise effort to remedy those errors
- Assignments/activities should be student-centered
- Establish or plan mini-deadlines
- Minimize opportunities for cheating or avoiding challenges
- Build in collaboration for student learning
- Teach students to use each other as resources
- Give students real world examples and build in relationships with professionals in various fields
- Remind them they have persevered through difficulty/ Activate prior knowledge
- Gradual increase of rigor with justification
- Make sure the environment is conducive to the teacher persevering
- Students and Teachers develop relationships, so they can be transparent about their struggles and the solutions used

## Appendix F: Asking Questions

- All questions should have answers/follow-up
- Questions should be balanced with direct and open-ended. Greater critical thinking is created with open-ended questions (Higher Order Thinking Skills)
- Teachers should model questions that students should ask each other
- Teacher should model researching information to answer questions
- Teachers should activate background knowledge...what do I already know. Reference students' prior knowledge.
- Teachers should use rhetorical questions
- Students contribute to the development of questions for assessments
- Teachers use wrong answers as springboards for further discussion
- Create long-term projects to build background and understanding of concepts
- Allow time for reflection of answers and progress
- Students are encouraged to ponder "what if" questions (questions that do not have clear answers)
- Students elicit a detailed response to "how would you explain this to a 5-year-old"
- Provide opportunities for debate, free response, and independent thinking
- Teachers strive for all students to use independent thinking that is a long-term product of teacher modeling.
- Provide alternative sources for research
- Create an environment to move students toward independent practice
- Teacher practices more patience while students consider their answer; learn to deal with awkward silence

## Appendix G: Taking Risks

- Encourage public speaking
- Create a class rubric where the community defines success; teacher subject to be evaluated by students with same rubric
- Create opportunities to get students out of their comfort zones
- Go beyond expectations in teaching and learning
- Use technology to publish and present
- Provide/use discussion circles

