



Promoting Growth Mindset for Student Success

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Quick Mindset Quiz

Which mindset do you have?



Question #1

Your intelligence and skills are something very basic about you that you can't change very much.

- A. Agree
- B. Mostly agree
- C. Mostly disagree
- D. Disagree



Question #2

No matter how much intelligence you have, you can always change it quite a bit.

- A. Agree
- B. Mostly agree
- C. Mostly disagree
- D. Disagree



Question #3

No matter what kind of person you are, you can always change if you want to.

- A. Agree
- B. Mostly agree
- C. Mostly disagree
- D. Disagree



Question #4

You can learn new things, but you can't really change how intelligent you are.

- A. Agree
- B. Mostly agree
- C. Mostly disagree
- D. Disagree



Question #5

You can always change basic things about the kind of person you are.

- A. Agree
- B. Mostly agree
- C. Mostly disagree
- D. Disagree



Question #6

You are a certain kind of person, and there isn't really much that can be done to change that.

- A. Agree
- B. Mostly agree
- C. Mostly disagree
- D. Disagree

The end.

Please total your points.

Turn and Talk

All students have the ability to learn and achieve, so the bar should be set high for everyone.

Do you . . .

Strongly Agree?

Agree?

Disagree?

Strongly Disagree?

Fixed Mindset vs. Growth Mindset

Fixed Mindset

- Believes intelligence is static; fixed trait
- Leads to desire to look smart
- Avoids challenges; gives up easily
- Feels threatened by others' success
- Achieves less than potential

Growth Mindset

- Believes intelligence is dynamic; can be developed
- Leads to desire to learn
- Embraces challenges and learns from failure; persists
- Inspired by the success of others
- Achieves higher and higher



Influence of a Learner's Thoughts and Statements on Outcomes

Success



Frustration

- I can learn anything I want to.
- When I'm frustrated, I persevere.
- I like to challenge myself.
- When I fail, I learn.
- I like being told that I try hard.
- If my classmates succeed, I'm inspired.
- My effort and attitude determine everything.

- I'm either good at it, or I'm not.
- When I'm frustrated, I give up.
- I don't like to be challenged.
- When I fail, I'm no good.
- I like being told that I'm smart.
- If my classmates succeed, I feel threatened.
- My abilities determine everything.

Grit



**Learned
Helplessness**

Growth Mindset Framing

For Communicating a Learning Goal

- New material is an opportunity to stretch!
- I am here to help you learn challenging material.
- When you are finished, I'm going to ask everyone to share one mistake so we can learn from it.

For Communicating High Expectations

- I know that you all can do this, so I have set the bar high.
- When you master this, you can be proud. It isn't easy.

For Praising Accomplishments

- Your hard work on the challenging project is admirable.
- You overcame the struggle by sticking with it. Great work!

www.mindsetworks.com/free-resources/

Praise the Process

Compared to praise for results or intelligence:

- Praising **efforts, strategies, focus, perseverance, and process** increases engagement, effort, use of new strategies, and persistence on challenging tasks.
- Praising **effort** increases post-failure performance.
- Praising **effort** and **process** increases self-efficacy.



Praise the Process



Beware of False Growth Mindset

False Growth Mindset

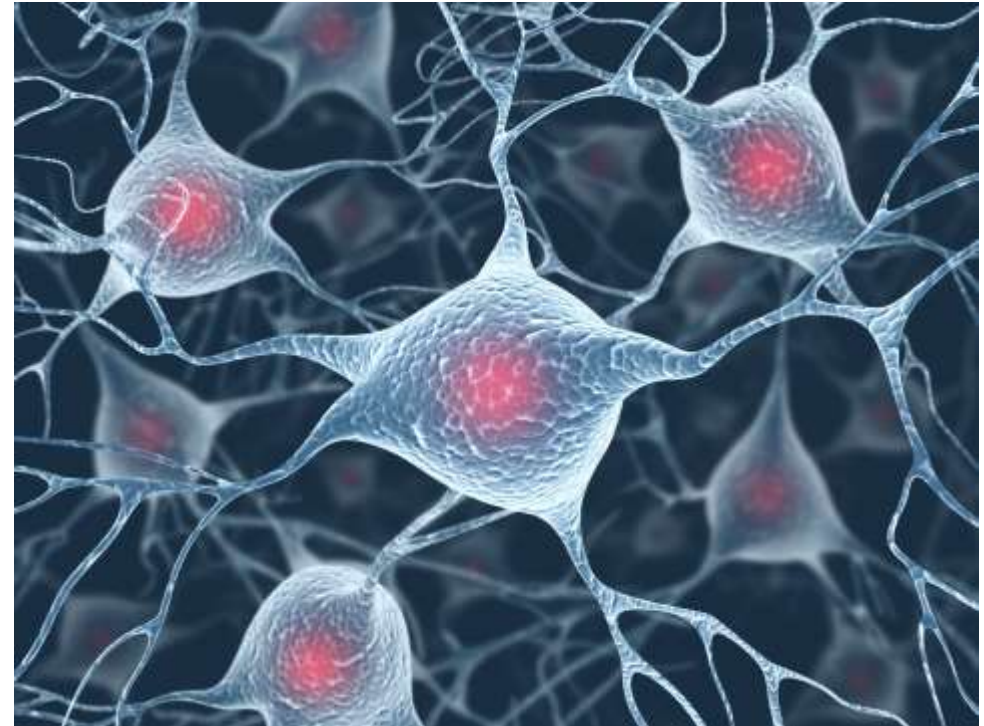
- Praising effort alone
- Telling students they are capable of doing anything
- Blaming the students' mindset for failure to learn

True Growth Mindset

- Praising effort tied to learning and progress
- Setting high standards and helping students meet the standards
- Creating a growth mindset classroom where students develop their abilities

Teach Students About the Malleable Brain

- Teach students that learning can rewire the brain and increase their intelligence.
- Trying harder and trying new strategies strengthens the brain.
- New research shows the brain is similar to a muscle—it changes and gets stronger when you use it.



Examples of Evidence

Rat Research

Rats in stimulating cages with puzzles and other rats were smarter (more connections between nerve cells) and had heavier brains than rats in empty cages.

Study of Taxi Drivers

The brain region related to spatial awareness is larger in taxi drivers of London's complicated streets than other residents; the longer time driving taxis, the bigger the difference.



Brain science for younger students . . .



Celebrate Mistakes

- Mistakes cause our brains to develop new connections while searching for new ways to achieve our goals.
- Celebrating mistakes as necessary for growth helps staff and students leave comfort zones and take risks needed for success.
- Learning something new will feel like a struggle!



Crumpled Reminder Activity

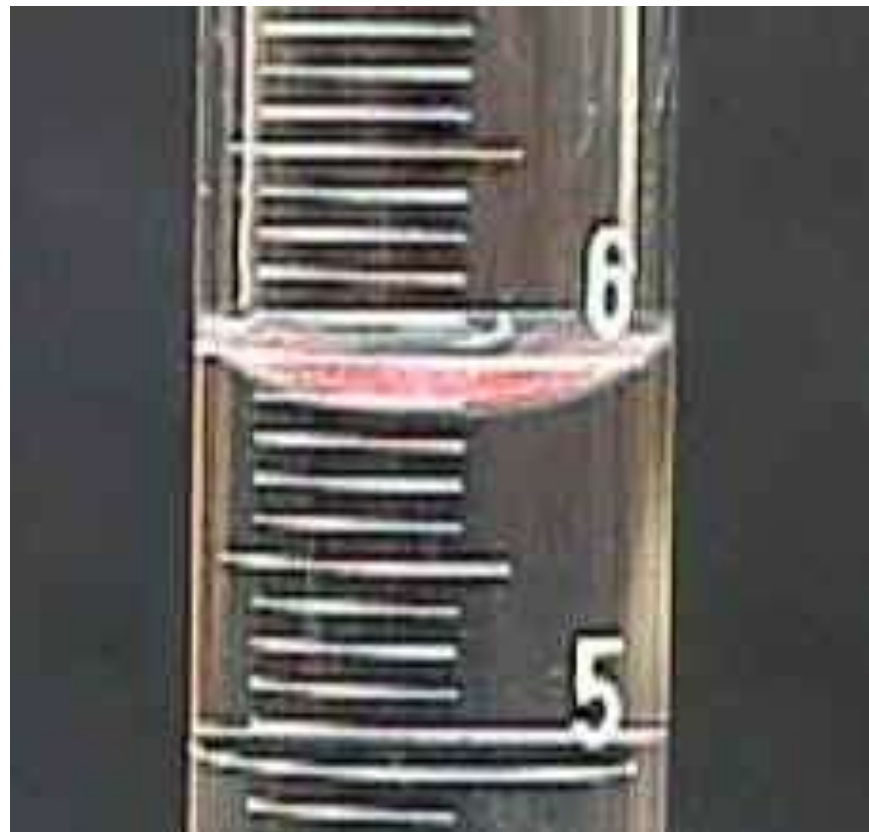


Use Activities to Promote Growth Mindset

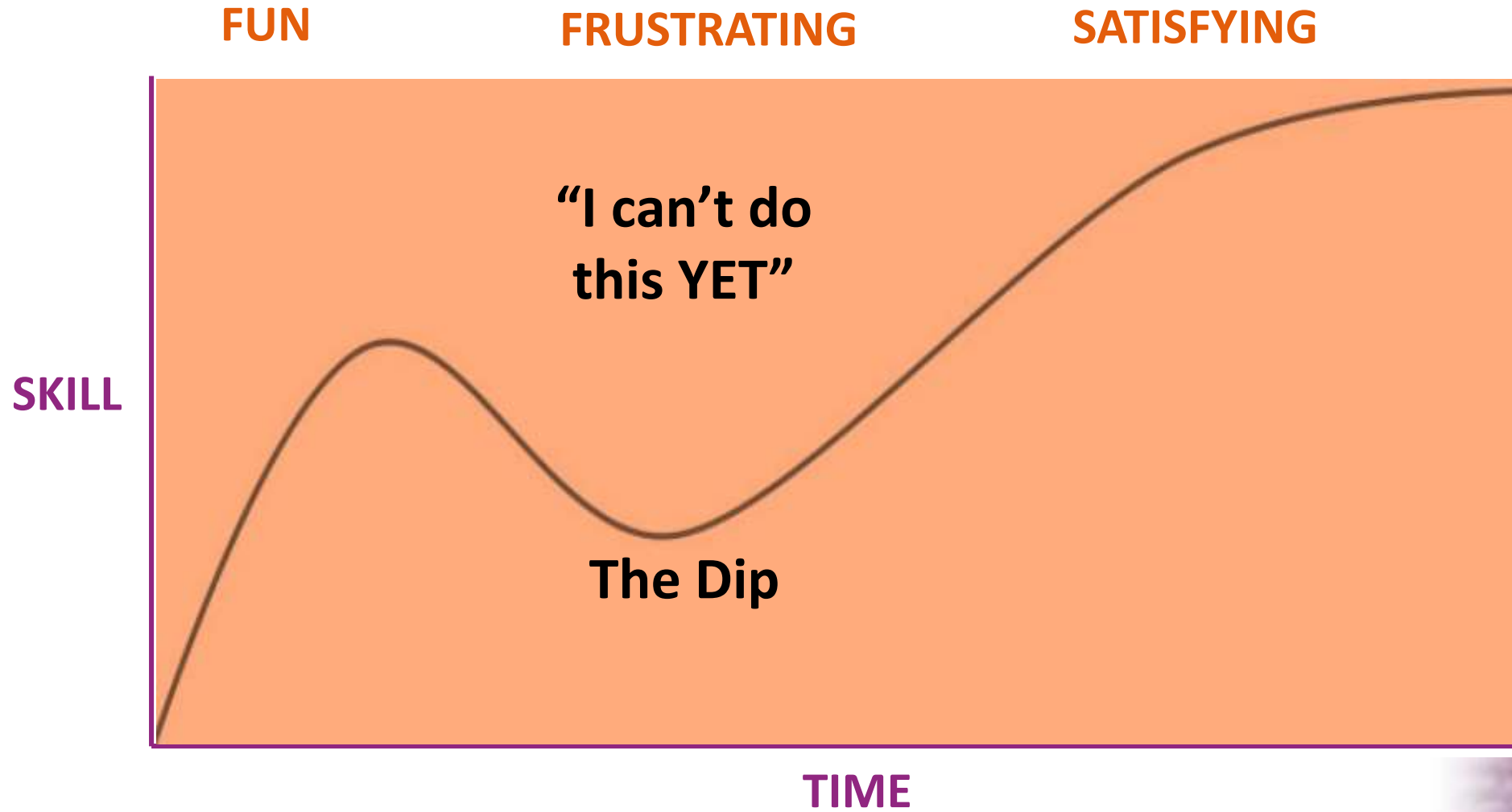
- **Crumpled Reminder**—shows role of mistakes in learning
- **Not Yet**—give instead of letter or number grade
- **Mistake Game**—students find and question mistakes made purposefully by another student group
- **Highlighting Mistakes**—by teacher on student work; no grade
- **Weekly Grade Reflection**—by students to connect work and grades
- **My Favorite No**—teacher picks wrong answer and explains why it is a great mistake to learn from
- **You Choose**—students choose assignments to practice skills
- **Inverted Test**—students identify/discuss mistakes on mock completed test
- **Thoughtful Scholar**—use discussions to help students see themselves as scholars

Model New Concepts and Skills

- Focus extra attention on the specific parts of a concept, process, or skill that is confusing students. Model multiple times over a few days.
- Model with easier text or problem.
- Do extra checking for understanding.
- Write out steps.



Persevere and Succeed with a Growth Mindset



Help Learners Move Beyond “I Can’t”

- Help them focus on “I can’t do this **YET!**”
- Encourage them to ask for help from their peers.
- Emphasize processes rather than products of learning.
- Focus on mastery of concepts and skills.
- Provide multiple opportunities to learn and build on prior learning.
- Give them tasks a little above ability levels.
- Teach them strategies for dealing with frustration.
- Avoid the urge to rescue them
- Reframe mistakes as opportunities for learning.
- Help learners accept an “it’s okay” when a task is really too hard.
- Build reflection into the learning process.



Transition to Growth Mindset Takes Time

- Gradually guide students toward a growth mindset
- Provide open tasks with opportunity for struggle and deeper learning
- Make small changes in activities to move from performing to learning
- Use formative assessment to inform learning
- Engage students in self and peer assessments



Mindset Quiz Results

60—90 points	➔	Fixed Mindset
91—120 points	➔	Mixed Mindset
121—150 points	➔	Growth Mindset

Mindset Matters in Teachers

- Work on weaknesses in your practice
- Try innovative strategies
- Seek feedback wherever you can
- Continually develop your skills
- Reflect at the end of every day

G R O W T H

M

**I can LEARN
from my
MISTAKES**

I

**I can IMPROVE
by WORKING HARD**

N

**I will NEVER
GIVE UP**

D

**I am DETERMINED
to DO MY BEST**

S

**SELF-REFLECTION
will help me
SUCCEED**

E

**I can overcome
challenges with
EFFORT**

T

**I can TRAIN
MY BRAIN**

Resources

Dweck, Carol S. Mindset: The New Psychology of Success.
New York: Random House. 2006.

PERTS Growth Mindset Survey <http://survey.perts.net.share/toi>

www.edutopia.org

www.mindsetkit.org

www.mindsetworks.com/free-resources/

Class Dojo Growth Mindset videos

<https://www.youtube.com/watch?v=2zrtHt3bBmQ>



Thank You!

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