Growth Mindset…
From Understanding to Implementation

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A little bit about me…
“Competency is not on our plate to do; it’s who we are.”

“You’re more of facilitator/coach with your students…”

“It’s a lot of work. You’re reinventing yourself…”

“…taking data and allowing it to inform your practice is the difference between figuring out what works with teaching and really putting it to the test with kids.”
Your Mindset Is the Sea In Which You Swim
Reflection

1. Think of a teacher who impacted you:
   - What was their impact on you?
   - What was their approach?
Today’s Agenda

- Growth Mindset: What is it and Why?
- How does it show up in school?
- Implications for individual growth and achievement
Examining Mindset
In your own words, what does having a growth mindset mean?
· Growth Mindset is: understanding we can develop our abilities
Fixed Mindset

Intelligence (or an ability) is a fixed trait

Growth Mindset

Intelligence (or an ability) can be developed

Belief (Mindset) → Behaviors → Outcomes
The Research in Action
Effects of Different Mindsets

**Fixed**
- Avoids challenge
- Motivated by displaying ability
- Failures are threatening
- Choose easy courses and refuses help when needed
- Responds to failure by becoming helpless
- Resent others’ success

**Growth**
- Seeks challenge
- Motivated by learning
- Failures are an opportunity for learning
- Chose challenging courses and seeks help
- Responds to failure by working harder
- Values others’ success
Teach only behaviors & strategies

Mindset doesn’t change

No impact on results

Teach that the brain or abilities are developed (& behaviors/strategies)

Mindset changes

Higher results
Good News: Mindsets are Malleable!
Why are We Here?

All human beings can grow their brains and improve.

Having a growth mindset helps
Crossing the Ravine
Learning about the Brain

When students learn that the brain gets stronger... literally changes with practice, it affects their motivation and ultimately, their achievement.
Keys to Forging and Strengthening the Neuron Connections

- Persistence in the face of failure/making mistakes
- Reducing/eliminating stress during learning
- Healthy choices that optimize brain growth
- Finding learning strategies that work best
- Understanding and believing you can get smarter

Belief (Mindset)  →  Behaviors  →  Outcomes
Fail
Success through persistence

- Thomas Edison made 1,400 attempts during a 14-month period before getting the light bulb right.
- 12 publishers rejected J.K. Rowling’s first Harry Potter manuscript!
- Walt Disney was once fired as a newspaper report for “lacking imagination” and ended up bankrupt before creating the Disney empire.
A Thought

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

- Michael Jordan
Try some of these...

- Mistake Party: I am so glad I made a mistake because...
- “Eureka!”
- Failure Bows
- “I had a learning today.”
- Spot light on effort
- Spectacular Failure Jar
Low Stakes Failure

· Let’s try this…
· Make a fist with both hands.
· On your left hand stick out your smallest finger.
· On your right hand stick out your thumb.
· Now on the count of three…switch
Reflection

1. What was something that was hard for you to learn?

2. What was something that you gave up on and wish you hadn’t?
Mindsets In Our Students
Messages that Motivate

What is the effect of praise on mindset?
Each student worked on a non-verbal IQ test.
Praise Upon Finishing

Intelligence Praise

“Wow, that’s a really good score. You must be smart at this.

Process Praise

“Wow, that’s a really good score. You must have tried really hard.

Choosing Challenge After Success

Praise Research (Mueller and Dweck, 1998)
Number of puzzles solved by each group after failure

You tried hard.

You are smart.

<table>
<thead>
<tr>
<th>Trial</th>
<th># of Problems Solved</th>
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<tr>
<td>1</td>
<td></td>
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<tr>
<td>3</td>
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- Effort Praise
- Control Praise
- Intelligence Praise
<table>
<thead>
<tr>
<th>Learning Zone</th>
<th>Performance Zone</th>
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<tbody>
<tr>
<td>Usual stakes</td>
<td>High stakes</td>
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<tr>
<td>Goal</td>
<td>Perform</td>
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<tr>
<td>Activities designed for</td>
<td>Performance</td>
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<tr>
<td>We focus on what</td>
<td>We have mastered</td>
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<tr>
<td>Mistakes are to be</td>
<td>Avoided</td>
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<tr>
<td>Common mistakes</td>
<td>Lapse in focus</td>
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<tr>
<td>Desired response</td>
<td>Learning</td>
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<tr>
<td>Optimal mindset</td>
<td>Growth</td>
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<td>High stakes</td>
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<td>Perform</td>
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<td>We’re learning</td>
<td>We have mastered</td>
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*a spectrum*
“You are so smart.”

What does “smart” mean?
The Impact of Intelligence Feedback/Praise

When we say…

You’re the best!

You will get this right away.

Don’t worry, it’s going to be easy.

They may hear…

If I take risks and make mistakes, I won’t be the best.

If I can’t learn other things this quickly, I won’t be viewed as smart.

I don’t want to look like I’ve had to try hard.
What Dr. Dweck found

- The way people interpret their successes shapes how they will interpret their failures.

- Our style of feedback shapes our students’ self talk.

“How we praise shows what we value.”

~ Carol Dweck
Fixed mindsets

I’m just not good at certain things.

If I make mistakes, people will think I’m dumb.

I get embarrassed if I have to work hard.

I’m not going to raise my hand because I might make a mistake.
I can learn new things if I work hard, get help, and don’t give up.

I want to learn new things, even if I’m not perfect at the beginning.

I worked hard for that; I’m proud of it!

Bummer, that hurts. But what can I learn from this?
Student Voices

What is growth minded about Sophia’s response?

What is fixed minded?

Do you know students like this?
Turn and Talk

How do you think your fixed or growth mindset affected you as a student? As a professional?
Praise and Feedback: Encourage the behaviors we want to see...

- Taking on a challenge
- Handling a mistake well
- Grit
- Effort
- Determination
- Resilience
- Asking questions/for help

Growth Mindset Feedback
As students begin to work on their learning objectives, growth mindset language guides and motivates them to respond that they remain persistent, resilient, and focused on the process of learning. It is important to give learners feedback about their progress and their results so they can specifically see their growth.

Use these language frames when interacting with your students in the following situations:

- When they struggle despite strong effort
  - OK, so you didn’t do as well as you wanted to. Let’s look at this as an opportunity for growth.
  - What did you do to prepare for this? Is there anything you could do to prepare differently next time?
  - When you do it, you’ll still do it. Remember that you can’t do it yet.
  - When you do it, you’ll do it better. It’s okay if you make mistakes that you make until you get better.
  - Expect that you will make mistakes. It’s okay if you make mistakes.
  - Mistakes are welcome here!
  - You might be struggling, but you are making progress. I can see your growth (in these areas).

- Taking a test
  - Remember how much more challenging this was (previous week/month/year).
  - Look at how much you’ve grown in these areas.

- When your mistakes are complex
  - How might you simplify this to make it easier?
  - What part of the mistake do you think is more difficult to handle? Let’s talk about some ways.
  - What parts of the mistake do you think might be a challenge?
  - Let’s talk about some strategies that might help you.

- When you make a mistake
  - If you make a mistake, we can re-tackle it another way. Let’s try a different approach.

- When you make a mistake and resurface
  - If you make a mistake, we can re-tackle it another way. Let’s try a different approach.

- When you make a mistake and resurface
  - If you make a mistake, we can re-tackle it another way. Let’s try a different approach.
“What a smart group of kids! You guys pick this up so quickly! I’m so lucky that I got the smartest class.”

“Wow, this lesson, concept wasn’t a challenge for you. I need to present more challenging material to stretch your brains.”
Re-Frame to Growth-Minded Language

“Don’t worry! This is easy, you can get this.”

“This is a concept that was taught last year. I expect most of you to understand it. I also know some of you may still struggle with it and that’s OK. I’ll adjust my teaching based upon what you show that you know or need to learn.”
“It’s OK if that is too hard for you. Not everyone is good in writing. Maybe you have strengths in other areas?”

“You haven’t mastered paragraph writing, yet. I know it’s hard for you, but we can grow your brain with more practice in sentence structure to form clearer paragraphs.”
Re-Frame to Growth-Minded Language

“You know that’s a fourth grade skill and you should have learned it already. I don’t have to time to go over that.”
Personal Beliefs and Mindsets
“All students can learn.”

Do we really believe it?
What about our . . .

Administrators?
Teachers?
Parents?
Students?
“Where is your growth mindset?”
We hold different mindsets

Fixed

Mixed

Growth
Growth

Fixed

Learning a new language
Being creative
Speaking in public
Making friends
Doing math
Using technology
Playing tennis
Managing life complexity

Growth
Addressing Fixed Mindsets

You can’t just banish the fixed mindset. You have to take the journey.

Recognize the fixed mindset

Acknowledge that we’re all a mixture

Remember that anyone can foster a stronger growth mindset, but we have to start with self-awareness.
Questions to ask ourselves

- About what abilities do I have a growth and fixed mindset?
- How has my mindset affected my behavior?
- What may people around me infer from observing my behaviors?
- Do I want to change my mindset?
- How can I change my mindset?
Your Mindset Is the Sea In Which You Swim
Fixed Mindset Context

Leader Influence

- Judged for mistakes
- Limited, one-way feedback
- Performance is valued.
- Challenges are avoided.

Value: Pedigree & Genius
Growth Mindset Context

Leader Influence

Safe to take risks
Feedback goes two ways
Process is valued.
Challenges are exciting.
Value: Learning & Growth
Growth Mindset Context

- Safe to take risks
- Process is valued.
- Feedback goes two ways
- Challenges are exciting.
- Time: flexible
- Learning: constant
What’s on your plate?

Individually, consider what actions or language you currently use which cultivates a growth minded culture?

With whom (in which interactions) are you most growth minded? Least?

Teacher Influence

- Safe to take risks
- Feedback goes two ways
- Process is valued.
- Challenges are exciting.
- Time: flexible
- Learning: constant

Never Give Up!
Growth Mindset Temperature Check

When you are going to do something challenging in class, how do you present that challenge to students?

How do you use feedback to motivate students?

How do you integrate learning strategies into your content area instruction?

What does a practice and feedback loop look like in your classroom?

How do you encourage a positive peer culture?
Powerful Drivers of a Growth Mindset

1. I believe that abilities XYZ can be developed
2. I know effective ways to develop those abilities
3. I belong in this learning community

(These beliefs, strategies and sense of belonging can be normed in classrooms, schools and districts)
THANK YOU!

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