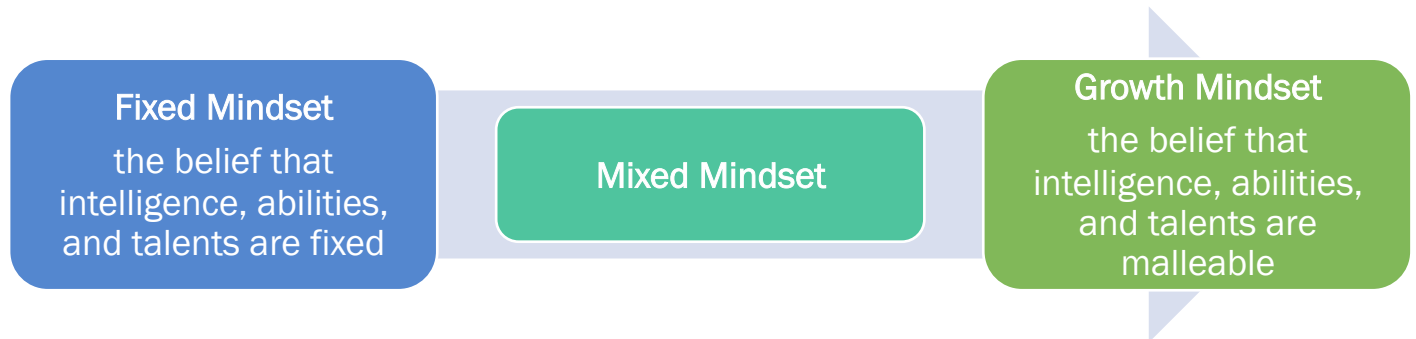


Introduction to a Growth Mindset

What is Mindset?

Carol Dweck, world-renowned Stanford University psychologist, conducted decades of research on student motivation and achievement and discovered there are two mindsets, or beliefs, that greatly impact motivation, learning, and success: fixed and growth.



Why is it important?

Research shows that people with a growth mindset reach higher levels of success than people with a fixed mindset. Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports. It also enhances relationships and increases overall achievement and success.

Individuals holding a fixed mindset...

- Avoid challenges
- Focus on performance goals (proving ability)
- Become easily frustrated
- Seek praise rather than advice
- Employ minimal learning strategies
- Attribute mistakes and failure to their level of intelligence
- Give up easily in the face of setbacks and obstacles
- See effort and hard work as a waste of time
- Are threatened by others' success
- Identify as "I'm a failure." (identity)

Individuals holding a growth mindset...

- Embrace challenges
- Focus on learning goals (improving ability)
- View struggle as an opportunity to learn
- Seek advice and view criticism as a vehicle for improvement
- Employ a variety of learning strategies
- View mistakes and failures as opportunities to learn and grow
- Persevere in the face of setbacks and obstacles
- See effort and hard work as the path to learning
- Are inspired by the success of others
- Identify as "I failed." (action)

How can you support students' growth mindsets?

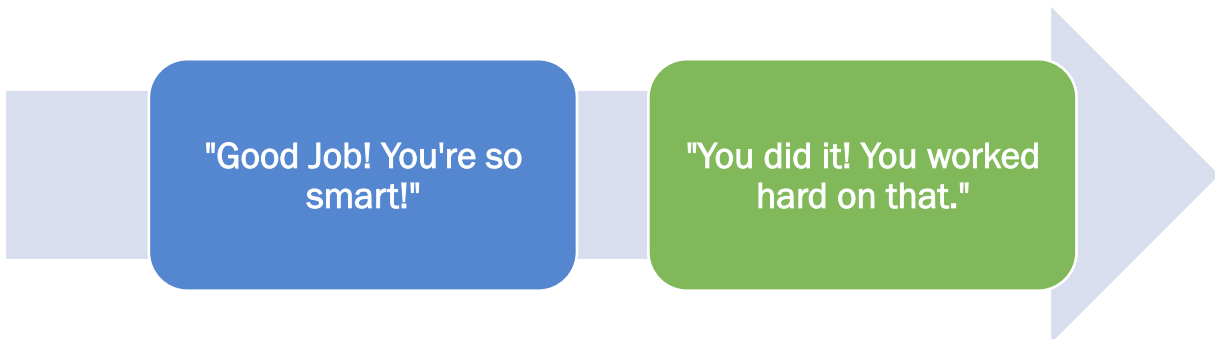
The most important thing you can do to cultivate a growth mindset is to praise children (and students) for **effort (process praise)** rather than **talent (person praise)**. Messages like "You learned that so quickly" and "You're so smart!" teach students that effort is a sign of weakness. On the other hand, messages such as "I like the way you approached that problem," or "that seemed too easy for you, let's do something more challenging", teaches students that effort and hard work allow them to move forward in their potential and grow.

A fixed mindset message says, "You have permanent traits and I'm judging them."

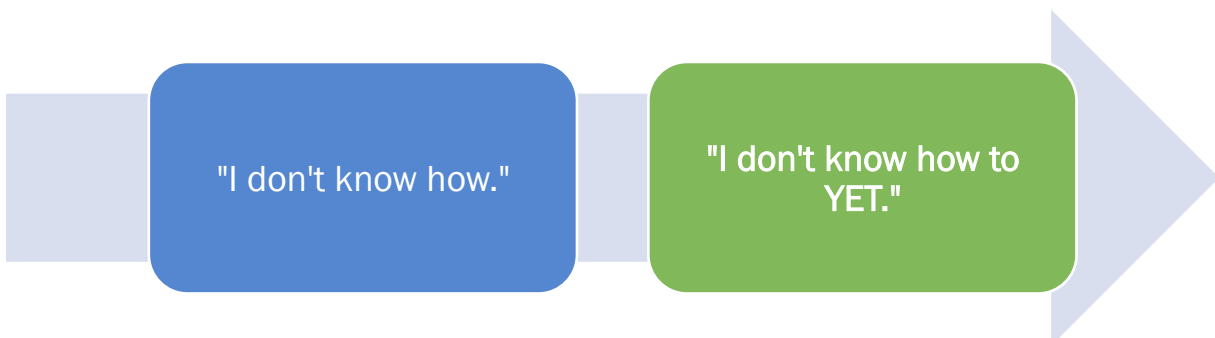
A growth mindset message says, "You are a developing person and I am interested in your development."



Teacher Talk:



Student Talk (Encourage students to change the way they view learning):



To Learn More...

Books

- Raising Happiness* by Christine Carter
- The Talent Code: Greatness Isn't Born. It's Grown. Here's How.* by Daniel Coyle
- Mindset: The New Psychology of Success* by Carol Dweck
- Brain Rules for Babies & Brain Rules* by John Medina
- The Whole Brain Child* by Daniel Siegel and Tina Payne Bryson
- Drive & A Whole New Mind: Why Right-Brainers Will Rule the Future* by Daniel Pink
- Mindsets in the Classroom* by Mary Cay Ricci
- Flourish* by Martin Seligman
- Better by Mistake: The Unexpected Benefits of Being Wrong* by Alina Tugend
- The Five Powers of an Educator: How Parents and Educators Inspire Youth* by Mawi Asgedom
- Mind in the Making* by Ellen Galinsky
- Opening Minds: Using Language to Change Lives* by Peter Johnston
- How Children Succeed: Grit, Curiosity, and the Hidden Power of Character* by Paul Tough
- Outliers* by Malcolm Gladwell
- NurtureShock: New Thinking About Children* by Po Bronson and Ashley Merryman
- Switch* by Chip and Dan Heath

Articles

- Bronson, Po. (2007). How not to talk to your kids: The inverse power of praise. *New York Magazine*.
- Coates, K. (2013). Nurturing a growth mindset in early learners across the developmental continuum leads to school readiness. Available online: *Mindset Works Newsletter*.
- Dweck, C.S. (2010). Mindsets and equitable education. *Principal Leadership*. pgs. 26-29.
- Dweck, C.S. (2008). Boosting achievement with messages that motivate. *Education Canada*, 6-10, 47(2).
- Edweek article: Growth Mindset Gaining Traction as School Improvement Strategy
- Educational Leadership: Resilience and Learning, September 2013 Issue
- Shelby, P. & Stanford, C. (2011). Preschoolers grow their brains: Shifting mindsets for greater resiliency and better problem solving. *NAEYC: Young Children*.

*Additional articles about growth mindset can be found at <http://www.mindsetworks.com/media/inthenews.aspx>

Reports

- Shechtman, N., DeBarger, A.H., Dornsife, C., Rosier, S., Yarnall, L. (2013). *Promoting Grit, Tenacity, and Perseverance: Critical Factors for Success in the 21st Century*. U.S. Department of Education, Office of Educational Technology.
- Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N.O. (2012). *Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review*. Chicago: University of Chicago Consortium on Chicago School Research.

Growth Mindset Instructional Programs (available at www.mindsetworks.com)

- Brainology (interactive online program that teaches 5-9th graders about a growth mindset)
- Educator Kit (online professional learning platform)
- Growing Early Mindsets (GEM): coming spring 2015
- SciSkill Quest (SSQ): coming fall of 2015

Websites

www.mindsetworks.com
www.mindsetonline.com
www.letitriple.org

<http://community.mindsetworks.com>
<http://www.edutopia.org/resilience-grit-resources>
www.brainrules.net