



THE PROFESSIONAL LEARNING ASSOCIATION

Louisiana Department of Education Mentor Teacher Training

Module 3:
Communicate Effectively, Growth Mindset, & Set Goals

(City, LA)

(Date)

Created by Learning Forward



Mentor Teacher Training

Mentor Training Course Goals

Mentors will:

- Build a strong relationship and effectively communicate with mentee, including providing ongoing support to mentee in a virtual space
- Understand the mindset and needs of adult learners, including new teachers, and how they apply to the mentoring role
- Diagnose and prioritize mentee's strengths and areas for growth in the areas of classroom management, instruction & understanding the unique needs of students
- Design and implement a mentoring support plan to develop mentee knowledge and skills
- Monitor mentee's progress and determine next steps for ongoing mentoring work

Module 3 Agenda:

- Welcome/Norms/Outcomes
- Communicate Effectively
 - Listen and Paraphrase
- Build Relationships
 - Growth Mindset
- Diagnose
 - Set Goals
- Connection to Assessments
- Closure

Mutual Commitments:

Make the learning meaningful

Engage mentally and physically

Notice opportunities to support the learning of others

Take responsibility of own learning

Own the outcomes

Respect the learning environment including use of technology

Module 3 Outcomes:

- Use paraphrasing and listening in conversations related to mentee’s growth and development
- Build strong relationships with mentee throughout the course of the school year based in a dual commitment to growth mindset
- Learn how to draft goals for mentee grounded in analyzing observation data using the SMART goal framework
- Apply the goal setting meeting protocol to engage in goal setting with mentee

Communicate Effectively: Listening

Communicate Effectively: 3 Key Components

- Listen and paraphrase
- Ask questions
- Give feedback

collaborative culture / ROBERT J. GARMSTON

FOUR MENTAL APTITUDES HELP FACILITATORS FACING CHALLENGES

Facilitation is planned improvisation. Within learning communities, groups examine student work, talk about data, plan, look for solutions to problems, and reflect upon their own learning. Facilitators guide with planned agendas and selected protocols. Yet the unexpected can and frequently does happen. Facilitation, like teaching, is cognitively complex and has the added tensions associated with performing leadership tasks in front of colleagues.

Relationships, emotions, perceptions, and decisions inform facilitator behaviors. Because of this, facilitators must recognize the importance of the mental agility required in facilitation work. This column explores four mental aptitudes or capabilities critical to effective facilitation. They are the metacognitive processes that answer the question, “How will I use the skills and knowledge that I have?”

1. Know your intentions and choose congruent behaviors.
2. Set aside unproductive patterns of listening and responding.
3. Know when to intervene and when to go with the flow.
4. Support the group’s purposes, topics, processes, and development.

KNOW YOUR INTENTIONS

Intention separates reactive behaviors from proactive ones. Facilitators work to sustain the spirit of inquiry and protect groups from selecting the easiest — but not necessarily the best — solutions. This intention directs the facilitator’s attention to a group’s distress signals, such as frustration with process, or a diminishing number of inquiry questions, and drives an internal search for things to say or strategies to employ to sustain the inquiry stage of work.

Knowing one’s intention is the source of impulse control, patience, strategic listening, and strategic speaking. Clarity about intentions precedes and influences the three other capabilities.

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You can increase this skill by rehearsing in calm situations. When you prepare for a conversation with a parent, ask yourself, what is my intention? You step into a classroom to observe — what is your intention? You attend a social event — what is your intention? Exercising this mental ability when the heat is low makes it accessible when temperatures rise.

SET ASIDE UNPRODUCTIVE LISTENING

Facilitators listen unproductively when they: (1) think of solutions while listening to a participant speak; (2) pry for details about what is unimportant to the theme of the conversation; and (3) mentally dwell on a personal experience related to what a group describes.

All these traits are normal, and in some settings, useful. But during facilitation, they interfere with several principles: A group is its own group, not the facilitator’s; a facilitator is neutral to content; and facilitators model desirable communication behaviors to groups. To set

such listening behaviors aside also means letting go of judgment about them. The facilitator simply notices these internal processes, and lets them go. The box at left displays three major set-asides.

Listening set-asides

- Solution listening;
- Inquisitive listening and responding; and
- Autobiographical listening and responding.

Solution listening

Listening for solutions is normal, yet not always productive. Humans are pattern-seeking and meaning-making creatures. The press of time in schools accelerates this tendency, which leads educators to be eager for action and resist reflection. Solution listening violates facilitator neutrality, the core principle in facilitation. As a result, a facilitator loses credibility and trust with the group.

Solution listening also has a toxic byproduct: The listener cannot deeply understand the communications of others if he or she is internally formulating a solution and rehearsing a “best way” of saying it.

Inquisitive listening

Autobiographical listening sometimes triggers the inquisitive frame. Facilitators might inquire to see how others’ stories compare to their own experiences. Curiosity also motivates inquisitive listening, responding, and inquiring. (See chart on p. 66.)



In each issue of *JSD*, Robert J. Garmston writes about how to create collaborative work environments that result in improved student learning. His columns can be found at www.nsdc.org.

Speakers often generalize, delete, and distort information as an adaptive response to an overabundance of detail. A facilitator may employ facilitative listening, as opposed to inquisitive listening, by seeking additional information to help the group understand a speaker's true meaning.

Autobiographical listening

Autobiographical or “me, too” listening occurs when our thoughts turn inward to personal experiences triggered by a speaker's comment. Personal references can be useful in understanding the context of communications, but lingering on the personal renders a facilitator less effective. Setting aside this type of listening requires first noticing the internal process, and then sending the thought to *call waiting*.

Facilitators recognize autobiographical listening in groups. This behavior is a major source of wasted time and leads to endless storytelling in which everyone tells a version of the tale or shares a related anecdote. This is social talk, not work talk.

When a group engages in this form of listening and speaking, a facilitator can ask, “Please help the group understand how this relates to the topic.” Another approach is to listen and paraphrase “up” to a higher conceptual level. During a serial storytelling session about student hitting and name-calling, a facilitator paraphrased with, “So your children are not showing respect for each other.” Talk immediately shifted to the topic of respect, about which teachers can work more productively than focusing on individual behaviors (Garmston & Wellman, 1999).

KNOW WHEN TO INTERVENE

Facilitators need to intervene when they see that something is happening — or might happen — that could interfere with the group's effectiveness or development. Knowing when to intervene marks the difference between intrusive and invisible facilitation. This requires not only sensory acuity but also clarity about intentions and possible choices congruent with those intentions.

For example, side talk is common in meetings. When should the facilitator intervene? The facilitator considers a variety of factors. Does it seem to be work talk — bodies leaning into one another, eyes on colleagues or on papers between them — or social talk — bodies leaning away from the center, heads bobbing. Is it bothering others? Is it important enough to intervene? Can an intervention be quick or will it take time (Schwarz, 2002)?

Deciding what to do calls upon the following reper-

toire of facilitator skills: careful assessment, clear intentions, and a scan of the situation. In many ways, an experienced facilitator is like a chess master who sees several moves ahead and can quickly select moves to meet her intentions. This capacity builds with experience as the facilitator's repertoire of skills expands and evolves to the level of unconscious competence.

KNOW AND SUPPORT THE GROUP

Facilitators pay attention to three themes: getting work done, developing groups, and helping participants become skillful group members. Facilitators communicate these goals to groups so that members become partners in these

Listening examples

Participant statement	Inquisitive listening	Facilitative listening
<ul style="list-style-type: none"> We used an ineffective survey. The principal gave us no choice. 	<ul style="list-style-type: none"> Who developed the survey? Where did this take place? 	<ul style="list-style-type: none"> What did you hope to learn from the survey? So you felt as if you had no input or influence.

aims. In the course of getting work done, facilitators transparently seize opportunities to develop the other two themes. They routinely provide time for reflection. They inform participants that they, too, are responsible for knowing and supporting meeting purposes, processes and goals and have a commitment to developing themselves as a self-directed group.

A WORK IN PROGRESS

The best facilitators are continuous learners. They reflect after meetings. What were the meeting goals? To what extent were they achieved? What choices did I make that significantly influenced meeting outcomes? Given the luxury of hindsight, what might I have done differently?

Mental rehearsal, a frequently cited practice in the world of sports, helps facilitators learn from experience. When facilitators replay meetings internally and test alternative choices, they activate the same neural pathways as actual practice. You can practice, effectively, inside your head.

REFERENCES

Garmston, R. & Wellman, B. (1999). *The adaptive school: A sourcebook for developing collaborative groups*. Norwood, MA: Christopher-Gordon.

Schwarz, R. (2002). *The skilled facilitator, new and revised: A comprehensive resource for consultants, facilitators, managers, trainers, and coaches*. San Francisco: Jossey-Bass.

Source: “Four Mental Aptitudes Help Facilitators Facing Challenge,” *JSD*, Winter 2008, pp. 65–66.

Three Common Forms of Unproductive Listening

Notes on problem listening examples:

Autobiographical

Inquisition

Solution

The Meaning of Deep Listening



The traditional Chinese character for "Listen" is 聽 tīng.
This character consists of six radicals...

耳 ěr (ear)	十 shí (ten)	一 yī (one)
王 wáng (king)	目 mù (eye)	心 xīn (heart)
Wrap your ear around the king	Focus on him with 10 humble eyes	Listen with one undivided heart

When we truly listen to someone, we treat them as a King or Queen.
A servant never interrupts the king, but wraps his ear around him,
attending every word & facial expression with "ten eyes & one heart"

**True listening gives the other person
our full respect & undivided attention**

From: <https://www.quora.com/Is-listening-a-form-of-observation>

Deep Listening

Mentors listen to:

- value and appreciate the mentee.
- witness the struggle.
- honor where the mentee is.
- understand through the mentee's lens rather than through their own.
- make the mentee right.
- support.
- give the gift of themselves.
- understand what is *said* and *unsaid*.

Deep listening is **NOT**:

- ✓ Thinking what you will say back
- ✓ Finding fault
- ✓ Piggybacking
- ✓ Formulating the best advice
- ✓ Giving a solution

Listening Self-Assessment

To help you start to be more aware of your listening habits, complete the following listening self-assessment. It will give you an idea about which positive deep listening habits you have and which ones you might want to reshape. Answer each question thoughtfully. Put an X in the appropriate column.

While listening, do I...	Always	Frequently	Sometimes	Almost Never
1. Tune out people who say something I don't agree with or don't want to hear?				
2. Concentrate on what is being said even if I am not really interested?				
3. Assume I know what the talker is going to say and stop listening?				
4. Repeat in my own words what the talker has just said?				
5. Listen to the other person's viewpoint, even if it differs from mine?				
6. Learn something from each person I meet, even if it is ever so slight?				
7. Find out what words mean when they are used in ways not familiar to me?				
8. Form a rebuttal in my head while the speaker is talking?				
9. Give the appearance of listening when I'm not?				
10. Daydream while the speaker is talking?				
11. Listen to the whole message – what the talker is saying verbally and nonverbally?				
12. Recognize that words don't mean the same thing to different people?				
13. Listen to only what I want to hear, blotting out the talker's whole message?				
14. Look at the person who is talking?				

15. Concentrate on the talker's meaning rather than how he or she looks?				
16. Know which words and phrases I respond to emotionally?				
17. Think about what I want to accomplish with your communication?				
18. Plan the best time to say what I want to say?				
19. Think about how the other person might react to what I say?				
20. Consider the best way to make my communication (written, spoken, phone, bulletin board, memo, etc.) work?				
21. Think about what kind of person I am talking to (worried, hostile, disinterested, rushed, shy, stubborn, impatient, etc.)?				
22. Interrupt the talker while he or she is still talking?				
23. Think, "I assumed he or she would know that"?				
24. Allow the talker to vent negative feelings toward me without becoming defensive?				

Practice Listening Task

Instructions:

1. Listen as your partner shares about:
 - a. What am I learning about my listening skills?
 - b. What do I want to be more cognizant of to demonstrate that I value and practice deep listening to support my mentees?

2. While one partner talks, the other focuses on listening.

Key Takeaway:

Mentors use deep listening when engaging in conversations to show they value the mentee's perspective and needs.

Communicate Effectively: Paraphrasing

SKILLFUL PARAPHRASING ALLOWS GROUPS TO EXAMINE WHAT IS BEING SAID

WITH CAROLYN MCKANDERS

An underappreciated skill essential to superb facilitation is paraphrasing. Taught improperly during the '60s and thought to be a language skill, we know it today as a listening tool. Facilitators can use this skill with some practice by focusing on how and when to use it, common errors, and how to stay grounded within the fast-moving events of a meeting.

Generically, paraphrasing is used to seek clarity, communicate an effort to understand, acknowledge another person's thoughts and feelings, and create psychological safety. In facilitation work, paraphrasing is this and more. It holds conversations together by serving as the glue and connection among ideas. It opens avenues of understanding among participants. It can slow conversations when haste might lead to misunderstanding, and it is a fundamental tool in resolving conflict.

MEETING USES

Consider this situation. A conversation is in progress. Participants have aired a number of thoughts and ideas. One of the group — it need not be the facilitator — offers a summary paraphrase. This paraphrase organizes the different thoughts into a coherent whole. Think of this paraphrase as putting ideas in a basket or container. The themes of the conversation now become apparent to all. It is as though a new paragraph can begin: "Yes, we now hear what we've said, so what next?"

A facilitator might then offer a paraphrase:

"Three ideas seem to be emerging. The student work is definitely not what you expected. It is desirable to analyze student work as it relates to how you are teaching, yet there are no clear ideas about how to do this."

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The facilitator might add a question, "Does this seem a fair statement about where you are?"

Facilitators sometimes paraphrase at a conceptual level higher than the words being used. Sensing the group is bogged down in noncritical details, they may elevate the conversation with a paraphrase that causes the group to talk about more encompassing and more important ideas. In a faculty meeting, members were talking about disruptive behavior. "On the playground yesterday ...," "Another example occurred in my class ...," "While I was on bus duty, I saw ..."

A facilitator might paraphrase the concept by saying: "The students are not showing respect for one another."

Immediately, the conversation shifts to higher ground. In this example, the conversation shifts to respect, what it means, and how to teach for it.

In another meeting, the facilitator might hear: "We should teach kids how to be aware of their own learning processes." "When they get stuck, they should know ways to get help rather than coming to me first." "The best students seem to know when they don't know."

A facilitator might paraphrase this as: "You want students to take responsibility for their learning."

Another use for paraphrasing is to highlight ideas that might otherwise go unnoticed. This is particularly true when an individual speaker has "negative" status within the group. Such a person's ideas often go unheard. By paraphrasing this person, not only does the group hear the ideas, but the facilitator may also restore some status to the person.

When the facilitator paraphrases before asking a question, the group is more open to the question.

We have been in many meetings where the group tells war stories — a succession of "This happened to me ...," "Once I saw ... happen," "I know a situation where ..." — without any connecting threads between the ideas or speakers.

A facilitator might paraphrase with: "You've been there and have lots of experience to draw from." Then ask a question: "How might you describe what you want, rather than what you've observed?"

PARAPHRASING MAKES CONNECTIONS

During brainstorming, the facilitator may paraphrase



In each issue of *JSD*, Robert J. Garmston writes about the challenges of creating effective groups. His columns can be found at www.nsd.org/library/authors/garmston.cfm

each idea to slow the flow so the recorder can keep up, state the idea in a few words so what is recorded is short, and simplify the task for the recorder, who now need listen to only one voice.

In addition, participants frequently have told us that slowing the brainstorming process this way gives participants more time to reflect on and consider what has been said and to generate other ideas. Because people can't be reflective if they are jockeying for position and anxiously waiting their turn to be called on, the facilitator names several next speakers in sequence.

"August, you're next. Sharon, you follow him. Who will follow Sharon? OK, Tony, and after Tony, Cirenio."

GO SLOW TO GO FAST

At the beginning of complex meetings, a facilitator may ask groups to restate — essentially to paraphrase — the problem that has been placed before them and the processes by which they will work. We are still amazed at how much time this sometimes takes and how valuable it is for groups to have absolute clarity about the what and how of a task before they begin. We call this strategy, "Task as Given, Task as Understood," or TAGTAU.

FOUR COMMON ERRORS

Phrases like "I think I hear you saying" are holdovers from the '60s and can annoy people more than they provide clarification. Every group member should know four patterns to avoid when paraphrasing.

1. Wrong pronoun. "I" is the wrong pronoun for starting a paraphrase. "I" carries the message that this is about the facilitator's listening, not about the speaker's ideas. Instead, signal your intention to paraphrase with the pronoun "you": You are wondering, you are feeling, you're confused about, you're pleased with. For many, starting with "I" has been engraved in their minds. If this is the case, facilitators will need practice to overcome the habit.

2. Wrong voice. Sentences have melodies. The wrong melody for a paraphrase has little inflection and curls down at the end of a sentence. Called a credible voice, this is the voice the facilitator uses when giving directions or calling a group to order. The approachable voice — a melody appropriate for paraphrasing — has a higher range of modulation with a tendency sometimes to curl up at the end of sentences.

This offers a hint of tentativeness to your paraphrase, as if there were room for the speaker to correct you. In fact, one of the values of the paraphrase is that it always clarifies, for even when we get it wrong, we are corrected. "No, that's not quite what I'm trying to say."

3. Too many words. If a paraphrase is so long the speaker must take a breath, it is too long to be tracked and understood. Go for simplicity and few words. Sometimes a simple facial expression or one word lets the speaker know he or she is understood.

4. Too often. Communication is never the mechanical application of tools. Use language forms only when they are needed. Some beginning facilitators paraphrase too much, to the group's dismay and a slowing of the process.

STAY IN THE MOMENT

Facilitating is demanding work. Anything can happen, and often does. To cope with the unexpected and serve the group, the facilitator needs to stay present. Being present means that all senses are tuned to what is happening in this room now.

How do we do this? We remind ourselves that when facilitating, we are to stay neutral to the content of the conversation and remain nonjudgmental about contributions. We also remind the group of our intentions and job description so the group and we are on the same page.

STAY GROUNDED

To stay present:

Breathe.

Develop clarity about the purpose of the meeting and the purpose of each agenda item. This means building and/or studying the agenda beforehand.

Breathe.

During the meeting, mentally shuttle between a balcony view of what is happening in the room and a consciousness of your thinking and options you might use with the group. Skilled athletes have this capacity. Like an extraordinary quarterback, see what is happening on the entire playing field, and within that perspective, choose and execute moves in the moment.

Breathe.

Skillful paraphrasing allows groups to examine what is being said. Too often, ideas stay vague or disconnected, a loss to all. Paraphrasing is the first skill of facilitating because it helps groups hear the meaning of what is said. And because it is about listening, not language, it requires staying in the moment. It empowers facilitators to empower groups. And groups extend their own power when they, too, paraphrase, avoiding the common errors and staying in the moment. ■

Source: "Skillful Paraphrasing Allows Groups to Examine What Is Being Said," *JSD*, Summer 2006, pp. 65–66.

Paraphrasing

Paraphrasing is a communication tool in which the listener reflects his or her understanding of the speaker's message.

Some principles of paraphrasing include:

- seeking to understand the meaning of the speaker.
- reflecting the verbal and nonverbal (emotions, gestures, tone, etc.) message of the speaker without adding or subtracting ideas.
- using the pronoun *you* instead of *I*.
- making the paraphrase shorter than the original message.
- refraining from turning a paraphrase into advice or suggestions.

Three types of paraphrases

Acknowledge and clarify: To check understanding and feelings

- You're thinking that...
- So, you're wondering if...
- You're frustrated because...
- You're hoping that...
- You're excited that...
- What upsets you is...
- You have strong feelings about this...

Organize and connect ideas: To sort, prioritize, or connect the speaker's ideas

- Three ideas stand out in what you are saying...
- First... , then...
- On one hand... and on the other hand...
- You are wondering about two different issues.

Shift logic: To increase the specificity of the speaker's message to clarify the next actions or to elevate the conversation to goals, values, or beliefs)

Shift up

- You believe that...
- Your goal is to...
- You value...
- _____ is important to you.

Shift down

- You want to decide...
- You want to determine what to do about...
- You want to plan how...
- You are considering...

Paraphrasing Examples

Speaker Says:

I don't know what to do. I can't manage these students. No matter what I do, it takes forever to quiet them down, regroup, and move on after any type of group or partner work. I have tried a dozen different strategies, and nothing seems to work. I waste so much time in each lesson that I am about to give up and just do everything in whole group.

Acknowledge and clarify:

You are frustrated that none of the strategies you have tried to get students' attention after group or partner work seem to work as you want them to and you are losing instructional time.

Organize and connect ideas:

There are three issues that concern you. First, strategies to get students' attention to regroup aren't working. Second, you are worried about the time it is taking from instruction to get students regrouped. And, third you are considering using only whole group instruction.

Shift Up:

Your goal is to maximize instructional time.

Shift down:

You want to find effective strategies that work in your classroom to get students' attention to increase instructional time.

Paraphrasing Practice

Speaker Says:

I don't know how they can expect me to get these students on grade level when they came to me so far below level. How can I be held accountable for what their previous teachers failed to do? I just don't know what I can possibly do to close the gaps in their learning. It is so overwhelming imagining what it will take to get them ready for the test.

Acknowledge and clarify:

Organize and connect ideas:

Shift up:

Shift down:

Paraphrasing Partner Practice

1. Speaker Says: I have to talk to Ronald's parents. They have to know about his behavior in class. He is always off task and I am really concerned he is falling further and further behind. His grades are also declining fast because of it. I know I need to talk to the parents, but I don't even know where to begin. Not sure I have anything positive to share either.

Paraphrase:

2. Speaker Says: I got "ineffective" on my first walk-through under "setting instructional outcomes." I don't really understand what I am doing wrong. I call on all of my students evenly, I hand out leveled assignments, I try to pull small groups, and other stuff too. I am not sure what our principal wants from me.

Paraphrase:

Reflecting on listening & paraphrasing

Glass - What is something you are feeling totally confident in?

Bug - What is something you will need a little more practice with?

Mud - What is something you would need to practice a lot before feeling confident?

Key Takeaway:

Mentors demonstrate understanding when listening to their mentees by thoughtfully paraphrasing to push the conversation forward.

During which parts of the mentor cycle do you anticipate using listening and paraphrasing skills the most?

Notes



Build Relationships

Build Relationship: 3 Key Components

- Establish trust
- Build confidence
- Maintain momentum

Build Confidence: Growth Mindset

As you read:

- something you agree with
-  a new idea you want to try
-  a question you have

Article 1: Developing a Growth Mindset in Teachers and Staff

TEACHER DEVELOPMENT

Developing a Growth Mindset in Teachers and Staff

By *Keith Heggart*

February 4, 2015



©istockphoto.com/artvea

An idea that is beginning to gain a lot of favour in educational circles at the moment is the notion of fixed versus growth mindsets, and how they might relate to students and learning. Based on the work of Stanford University psychologist, Carol Dweck, the idea of mindset is related to our understanding of where ability comes from. It has recently been seized upon by educators as a tool to explore our knowledge of student achievement, and ways that such achievement might be improved.

However, in my work, I have found that the notion of developing a growth mindset is as equally applicable to staff and teacher performance as it is to students. This article begins with a brief discussion about the difference between the two mindsets, what that means for education, and concludes with some ideas for how school leaders might seek to develop a growth mindset amongst their staff.

The New Psychology of Success (2000), Dweck developed a continuum upon which people can be placed, based upon their understandings about where ability comes from. For some people (at one end of said continuum), success (and failure) is based on innate ability (or the lack of it). Dweck describes this as a fixed theory of intelligence, and argues that this gives rise to a 'fixed mindset'. At the other end of the continuum are those people who believe success is based on a growth mindset. These individuals argue that success is based on learning, persistence and hard work.

According to Dweck:

In a fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed traits. They have a certain amount and that's that, and then their goal becomes to look smart all the time and never look dumb. In a growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don't necessarily think everyone's the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it (Morehead 2012).

The crucial point for individuals is that these mindsets have a large impact upon our understanding of success and failure. Fixed mindset people dread failure, feeling that it reflects badly upon themselves as individuals, while growth mindset people instead embrace failure as an opportunity to learn and improve their abilities.

Needless to say, this idea of mindsets has significant implications for education. One of the most important aspects relates to feedback. According to Dweck, when we give praise to students (which we, as teachers often do, in order to build self-esteem and encourage students) for how clever they are, we might actually be encouraging them to develop a fixed mindset - which might limit their learning potential. On the other hand, if we praise

students for the hard work and the process that they've engaged in, then that helps to develop a growth potential.

We have to really send the right messages, that taking on a challenging task is what I admire. Sticking to something and trying many strategies, that's what I admire. That struggling means you're committed to something and are willing to work hard. Parents around the dinner table and teachers in the classroom should ask, 'Who had a fabulous struggle today?' (Morehead 2012)

This praise can have significant effects upon students: citing longitudinal studies with Year 7 maths students, Dweck has shown how students with a growth mindset are far more likely to take on more challenging work and succeed at it than students with a fixed mindset - even if all other factors remain the same.

Dweck (and others) put this down to the development of self that takes place as different mindsets develop. With a fixed mindset, there are feelings of powerlessness and learned helplessness. This can lead to the development of a self-defeating identity, accompanied by toxic personal statements like 'I can't do this' or 'I'm not clever enough.'

On the other hand, a growth mindset amongst students is likely to encourage them to develop feelings of empowerment - students begin to see how they might take action to positively influence their community and their own learning.

Mindsets predict motivation and achievement amongst students according to some research, too:

Students with a growth mindset were more motivated to learn and exert effort, and outperformed those with a fixed mindset in math—a gap that continued to increase over the two-year period. Those with the two mindsets had entered 7th grade with similar past achievement, but because of their mindsets their math grades pulled apart during this challenging time. (Blackwell, Trzesniewski and Dweck, 2007).

Crucially, Dweck's research is applicable to all people, not just students. Therefore, school leaders could ask themselves what effect might developing a growth mindset amongst staff

have upon learning in a school? Fortunately, a number of educators and teachers have already begun to explore what this might look like for teachers.

Modelling

According to Jackie Gerstein, teachers, like the students they teach, can learn to develop a growth mindset, but this requires careful planning by school management. The most obvious way of applying a growth mindset to teacher professional development is through modelling. Gerstein has run a number of professional development courses that seek to instruct teachers in how to model a growth mindset amongst students and one of her key principles is encouraging teachers to see themselves as learners, and, just like students are all capable of learning and improving, so too are teachers (Gerstein 2014)

Create space for new ideas

A second principle requires that schools provide opportunities for teachers to try new things and make mistakes. This can seem daunting for teachers, but it is essential for developing a growth mindset - after all, one of the key principles of such a mindset is the willingness to try new approaches. As part of creating this space, it is important to begin with the learning in mind; that is, what will teachers and the school learn as part of the process, rather than whether the new idea is going to be a success or a failure.

Build time for self-reflection

While creating space for new ideas is important, it is only part of the process of developing a growth mindset. Linked to it, and equally vital, is providing a chance for teachers to reflect upon their new ideas and consider what they learned from the process. Ideally, this reflection should focus less on whether the idea was a success or a failure, but rather on what the teacher learnt from the process.

Formative Feedback

Teacher performance management processes can often be quite awkward and distressing experiences; however, by viewing the process as part of a growth mindset - that is, making

it formative, rather than summative, and inviting participation of the teacher in the process, the feedback can be more meaningful and applicable to the teacher's daily practice.

Developing a Growth Mindset amongst students is not an immediate process; rather, it will take a concerted effort on behalf of teachers and the rest of the schooling community. Equally, encouraging teachers to see themselves in the same way will equally take a lengthy period of time; however, there are significant benefits to be had from leveraging these ideas.

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This piece was originally submitted to our community forums by a reader. Due to audience interest, we've preserved it. The opinions expressed here are the writer's own.

Article 2: Growth Mindset for Adult Learners

Growth mindset for adult learners

OCTOBER 11, 2017 | IN ADULT LEARNING



Growth mindset is a hot topic in schools. Heard of it?

If you're unfamiliar, growth mindset is a learning theory developed by Stanford University professor Carol Dweck. Dweck spent years researching success and failure, and came to the conclusion that how we tackle learning comes from one of two "mindsets": **fixed** or **growth**.

Someone with a **fixed mindset** believes our basic abilities (intelligence, talents) are static. That is, we live with what we're born with; we don't have the capacity to learn and grow and change.

Someone with a **growth mindset**, however, knows that the brain changes and grows when we use it. Learning is everything; our intelligence and talents can be developed and improved. When we encounter failure, we understand it's an opportunity to learn.

Want to see more? [Check out the characteristics of the two mindsets.](#)

For children, a fixed mindset sounds like this: "I'm not good at reading", "I can't draw" or "I'm bad at math". They have a hard time recovering from a setback, and they're hesitant to challenge themselves.

As adults, many of us do this too: "I'm too old for this", "I'm not good with new technology", or "I already know what works for me". Sound familiar?

The good news? It's not too late to develop a growth mindset – it just takes a little practice.

Develop a growth mindset

Did you know that learning – at any age – has a profound impact on the brain?

Read this article about how learning to read as an adult changes your brain.

That’s what the growth mindset advocates: challenge yourself with something new, and your brain will form newer, stronger connections.

As Dweck herself will tell you, adopting a growth mindset is all about embracing the power of “yet”. You don’t know something ... yet. You can’t do it ... yet. Even as an adult, you’re on a learning curve and your effort, focus and perseverance are what will help you continue to grow.

That thing you’ve been wanting to learn? Do it.

That course you’ve wanted to take? Start it.

It’s never too late.

13 ways to develop a growth mindset

Much like having a growth mindset, developing one is a learning journey. But it’s one that will get you results. Here are a few ways you can start adopting a growth mindset around your work and learning.


1. Accept opportunities that push you out of your comfort zone – challenges are chances.
2. You don’t know what you don’t know. Ask questions!
3. Appreciate obstacles – growth comes from struggle.
4. Mistakes are an important part of the process.
5. Skills are built, not born. They’re yours if you work for them.
6. Choose learning well over learning fast.
7. Reward efforts and actions, not traits. (Don’t praise intelligence, praise perseverance, effort, and improvement.)
8. Don’t be threatened by feedback and criticism – use it to support you in your learning instead.
9. Think of learning as “brain training”.
10. Always reflect on what you’ve learned.
11. Actively seek out new things. The more you do, the more you learn.
12. Just because you haven’t seen change, doesn’t mean you won’t. Stick at it.
13. Your brain has the ability to change throughout your life. Never stop.

Article 3: Growth Mindset vs. Fixed + Key Takeaways from Dweck's Book

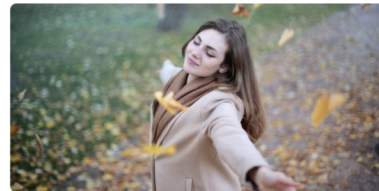
Growth Mindset vs. Fixed + Key Takeaways From Dweck's Book

 Courtney E. Ackerman, MA. 

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 31-05-2021

You've probably heard of this movement before—it's swept the nation and the world into a newfound appreciation for the potential to be found in hard work.



Of course, working hard has always been valued. We know that working hard (and working smart) is a good way to achieve our goals.

The question is not so much one of how much we appreciate the value of work, but whether we have overemphasized the importance of natural ability. It's easy to look at the achievements of exceptional people and think that their success comes from their innate gifts. After all, Einstein couldn't have revolutionized a field with a below-average intelligence, right?

Would Michael Jordan have been able to become the phenomenal player that he is without inherent talent for basketball?

The answer to both questions is, of course, almost certainly "No." The most exceptional people in any area would likely not be at the top without some innate abilities. However, there is an important piece that many people don't see—you don't become the greatest by riding on your innate talent alone.

Einstein didn't simply spend a few afternoons writing a book then kick back and relax. Michael Jordan didn't skip practices and lounge around in his free time.

It takes an incredible amount of talent AND hard work to become the greatest at anything.

Although the vast majority of us won't become the greatest at our craft, this simple truth has some important applications for us as well, namely: we get where we are through a combination of innate ability and effort. Except in extremely rare cases of strong genetics, our genes don't define anything about us. We have incredible influence over our skills and abilities—likely far more influence than we think.

There's a name for believing in our ability to grow and change what some assume to be fixed or immutable characteristics: having a growth mindset. If you're interested in finding out what a growth mindset is and how it can be developed, you've come to the right place! Read on to learn more about growth mindset vs. fixed.

Before we get much further, let's take a moment to define some important terms that we'll be using frequently throughout this piece.

What is the Definition of a Growth Mindset?

A **growth mindset** is “the understanding that abilities and understanding can be developed” (Mindset Works, n.d.). Those with a growth mindset believe that they can get smarter, more intelligent, and more talented through putting in time and effort.

What is a Fixed Mindset?

On the flipside, a fixed mindset is one that assumes abilities and understanding are relatively fixed. Those with a fixed mindset may not believe that intelligence can be enhanced, or that you either “have it or you don't” when it comes to abilities and talents.

What is the Main Difference (Growth Mindset vs. Fixed)?

The main difference between the two mindsets is the belief in the permanence of intelligence and ability; one views it as very permanent, with little to no room for change in either direction, while the other views it as more changeable, with opportunities for improvement (or, for that matter, regression).

This **difference in mindset** may lead to marked differences in behavior as well. If someone believes intelligence and abilities are immutable traits, they are not likely to put in much effort to change their inherent intelligence and abilities. On the other hand, those who believe they can change these traits may be much more willing to put in extra time and effort to achieve more **ambitious goals**.

With a growth mindset, individuals may achieve more than others because they are worrying less about seeming smart or talented and putting more of their energy into learning (Dweck, 2016).

While the benefits of cultivating a growth mindset are clearly desirable, the founder of the growth mindset theory is quick to point out that it's not just about telling yourself (or others) that you can improve; Carol Dweck points out three common misconceptions she has encountered:

1. “I already have it, and I always have.” Dweck warns that a growth mindset is not simply being open-minded or **optimistic** or practicing flexible thinking; it’s more specific than that.
2. “A growth mindset is just about praising and rewarding effort.” Although praising and rewarding effort is generally a good idea, it must be undertaken with an eye on outcomes as well. Effort that is unproductive is not to be rewarded, and learning and progress should also be met with praise.
3. “Just espouse a growth mindset, and good things will happen.” Espousing a growth mindset is a positive step that can lead to positive outcomes, but it’s not a guarantee; the mindset needs to be backed up with effort applied to worthwhile activities, and even then success is not inevitable (Dweck, 2016).

Examples of a Growth Mindset

It’s easy to see examples of a growth mindset in students. Those with a growth mindset are apt to see challenges as a natural part of the learning process.



They work harder and smarter, helping them to learn and achieve more than students with a fixed mindset.

Students with a growth mindset may display behaviors like:

- Asking the teacher to demonstrate a new way to do a math problem
- Volunteering answers in class even when unsure
- Asking a question even if it might seem basic or “stupid”
- Seeking out problems that will push them instead of problems that keep them safely within their comfort zone (Character Lab, n.d.)

It may seem like a growth mindset is hard to see in adults, since they’re not in a constant learning environment—or are they? That perspective on the environment is a clear-cut example of a growth mindset vs. fixed. Those with a growth mindset are more likely to see every environment as a learning environment and scan for opportunities to improve their skills and enhance their knowledge.

For specific examples, John Rhodes (2015) shares a few scenarios that typify a growth mindset in adults:

Example 1: Running late and missing the bus or carpool

You've certainly been here before: your alarm doesn't go off (or maybe you hit snooze a few too many times) and you oversleep. You jump out of bed and race into your clothes, skipping any part of your morning ritual that isn't completely necessary before racing outside to catch the bus. As you run to the street, you see the bus pulling away and you know you're going to be late.

For someone with a fixed mindset, this scenario might just ruin their whole day. They may feel angry with themselves or look for someone or something else to blame.

On the other hand, someone with a growth mindset is more likely to think about the root cause of the mess they're in and consider how to avoid it next time. They may conclude that they need to go to bed earlier tonight, or set their alarm a little bit louder. The point is, the person with a growth mindset will think about ways to fix the problem because they believe it is fixable.

Example 2: Poor feedback from the boss

Another scenario showcasing a growth mindset: you go in for an evaluation with your boss and you receive negative feedback. Your boss thinks you aren't putting in enough effort, or you're making too many mistakes, or that you're simply not competent enough to handle your current project.

Someone with a fixed mindset may decide that their boss has no idea what she's talking about and completely ignore the feedback. Alternatively, they might agree with their boss and think "I just can't do anything right. I don't have what it takes to be successful."

A growth mindset response would be to seriously consider this feedback, evaluate it as objectively as possible, and seek out more information and/or another opinion to compare. If your boss has a point, you would come up with possible solutions to improve your performance and do your best to implement them.

Example 3: Praising your child

We'll get to more examples later, but Rhodes offers a good example of a growth mindset in a parent:

“Kids love praise and parents love giving it. So, when your child comes to you with an A on his math paper, you can either go the fixed mindset route and say, ‘You’re smart’ or you can go the growth mindset way and acknowledge the effort he or she put in, saying, ‘Wow, you really worked hard on that paper!’”

(Rhodes, 2015)

Example 4: Handling a new project or task

When you are assigned a daunting new task at work or when you take on a challenging project at home, it can be tempting to think “I’m not good at this kind of stuff. It’s just not my strong suit!”

You might be right that it’s not one of your **strengths**, but that doesn’t mean you can’t learn it. A fixed mindset will take this self-defeating thought and run with it, concluding that there’s no point in putting all that much effort into something that just isn’t your cup of tea.

On the other hand, a growth mindset will see this new challenge as an **opportunity to grow**. Someone with this mindset might think, “I can figure this out. What do I need to do to get my skills at the right level? Are there classes I can take? People I can ask for help? Any other resources that might help?”

The growth mindset will lead you to new skills, new knowledge, and new areas of expertise, while the fixed mindset will leave you about where you started—with little skill in the task at hand and little **confidence** in your abilities.

How to Change Your Mindset

After reading these examples, you’re probably thinking, “Okay, I’m sold on a growth mindset! But how do I change my mindset?”

If so, you’re right on track! This section is all about what you can do change your mindset. It may not be easy, but you will



likely find that all the effort was worth the advantages of a growth mindset.

There are eight general approaches for developing the foundation for such a mindset:

1. Create a new compelling belief: a belief in yourself, in your own skills and abilities, and in your capacity for positive change.
2. View failure in a different light: see failure as an opportunity to learn from your experiences and apply what you have learned next time around.
3. Cultivate your **self-awareness**: work on becoming more aware of your talents, strengths, and weaknesses; gather feedback from those who know you best and put it together for a comprehensive view of yourself.
4. Be curious and commit to lifelong learning: try to adopt the attitude of a child, looking at the world around you with awe and wonderment; ask questions and truly listen to the answers.
5. Get friendly with challenges: know that if you mean to accomplish anything worthwhile, you will face many challenges on your journey; prepare yourself for facing these challenges, and for failing sometimes.
6. Do what you love and love what you do: it's much easier to succeed when you are passionate about what you're doing; whether you cultivate love for what you already do or focus on doing what you already love, developing passion is important.
7. Be tenacious: it takes a lot of hard work to succeed, but it takes even more than working hard—you must be tenacious, weathering obstacles and getting back up after each time you fall.
8. Inspire and be inspired by others: it can be tempting to envy others when they succeed, especially if they go farther than you, but it will not help you to succeed; commit to being an inspiration to others and use the success of others to get inspiration as well (Zimmerman, 2016).

Follow these 8 principles and you will find it hard to have anything but a growth mindset!

For more specific techniques you can use to start building a growth mindset now, try these 25 suggestions from Saga Briggs (2015):

For more specific techniques you can use to start building a growth mindset now, try these 25 suggestions from Saga Briggs (2015):

- Acknowledge and embrace your imperfections; don't hide from your weaknesses.
- View challenges as opportunities for self-improvement.
- Try different learning tactics and strategies; don't consider any strategies one-size-fits-all.
- Keep up on the research on brain plasticity to continually encourage the growth mindset.
- Replace the word "failing" with the word "learning" in your vocabulary.
- Stop seeking approval for others, and prioritize learning over approval.
- Value the learning process over the end result.
- Cultivate a sense of purpose, and keep things in perspective.
- Celebrate your growth with others, and celebrate their growth as well.
- Emphasize learning well over learning quickly.
- Reward actions instead of traits.
- Redefine "genius" as hard work plus talent, rather than talent alone.
- Give constructive criticism, and accept criticism of your own work as constructive.
- Disassociate improvement from failure; "room for improvement" does not mean "failure."
- Reflect on your learning regularly.
- Reward hard work before talent or inherent ability.
- Emphasize the relationship between learning and "brain training;" like any other muscle, the brain can be trained.
- Cultivate your grit (determination and perseverance).
- Abandon the idea of succeeding on talent alone; recognize that it will always take some work as well.
- Use the phrase "not yet" more often, as in, "I haven't mastered it yet."
- Learn from the mistakes that others make.
- Make a new goal for every goal you accomplish; never stop striving towards your goals.
- Take risks and be vulnerable with others.
- Think realistically about how much time and effort your goal will take.
- Take ownership of your own attitude, and take pride in your developing growth mindset.

How to Develop a Growth Mindset for Kids

This mindset theory is especially applicable for students. There are obvious advantages to cultivating a growth mindset in children of any age, and it's never too early to start!

Teachers have a unique opportunity to influence the mindset of the children they interact with on a daily basis, and there are some simple things they can do to encourage a growth mindset over a fixed one. For example, teachers can:

1. Set and publicly share teaching goals (e.g., “I am working on giving feedback to every student every period”)
2. Reframe deficits as opportunities for growth
3. Ask others for better strategies
4. Seek mentorship
5. Avoid language that implies a fixed mindset about their own abilities (e.g., “I’ve never been great at math”)
6. Share their own mistakes with students and vocally embrace each mistake as a chance to get better (Character Lab, n.d.)

Making a verbal commitment to building a growth mindset and offering effort-based praise is a great strategy for helping children to develop a growth mindset, but it’s about more than words. Teachers and parents who want to guide their children toward this mindset should also focus on:

1. Improving themselves first; it’s extremely difficult, if not impossible, to build a growth mindset in others if it’s not a mindset you are also embracing for yourself.
2. Go beyond the “mindset jargon” and inspirational quotes to truly focus on encouraging growth over achievement, and frame failure as opportunities to learn.
3. Praise properly, focusing on their efforts rather than any inherent abilities.
4. Embrace the word “yet;” as noted earlier in the section on building your own growth mindset, use the word “yet” with children to give them a sense that failure is not inevitable and that their current level of knowledge or skill is not immutable.
5. Take advantage of mistakes children make; be ready to praise them for their efforts but also point out any issues in their approach and brainstorm better ways to handle the situation with them.

6. Let kids fail; another vital part of building a growth mindset in children is to let them fail instead of showing them how to do everything. Trial and error is an important learning process, and children should be free to use it (Gerstein, n.d.).

If you think you've got a good handle on the general principles, but are looking for more specific and hands-on techniques for cultivating a growth mindset in your children or students, read on!

Mindset Activities for Students and Adults

There are many activities and exercises you can try to get yourself or your children or students into more of a growth mindset. Try one of the four activities listed below and see if any of them work for your child, your class, or even yourself!



Crumpled Reminder Activity

This activity from the Project for Education Research that Scales' (PERTS) official Mindset Kit will guide children through a lesson on the importance of failing and how we can use failure as an opportunity. It should only take about 15 to 20 minutes.

If you'd like to give this activity a try, follow these steps:

1. Ask students to write about a mistake they made this week and how it made them feel.
2. Give each student a fresh piece of paper, ask them to crumple it up and throw it at the board with the feelings they have when they make a mistake.
3. Ask them to retrieve the paper, un-crumple it, and color each line with different colors.
4. Ask students what they think those lines represent. Explain that the lines represent all the synaptic activity (or brain activity, for younger children) that happens when a mistake is made.
5. Ask students to keep the paper and stick it into a notebook or folder to look at when they make a mistake. This physical reminder prompts students to use mistakes to strengthen their brain every time they open their notebook.

6. OPTIONAL – Lead a discussion on mistakes using questions from the Classroom Discussion activity (below) to further students’ understanding about the value of mistakes.

Click [here](#) to learn more about this activity.

Classroom Discussion Activity

You can use this to complement the first activity or on its own—either way, it will teach kids a valuable lesson about failure.

Introduce the activity by saying you are going to talk about why mistakes are good, and how you can learn from them. Lead a discussion on mistakes, starting with the following questions:

1. How do you feel when you make a mistake? Why?
2. How do you think other people see you when you make a mistake?
3. Have you ever discovered something new from making a mistake?
4. Have you ever felt proud of making a mistake?
5. Has a mistake ever made you think more deeply about a problem? (With this question, you can start off with a non-academic situation, then apply the lesson to school.)

If you’d like to learn more about this activity, visit PERTS’ website [here](#).

Mistake Game

This exercise from Barbara on the Mindset Kit website is a perfect way for students to get comfortable learning about, making, and keeping an eye out for mistakes.

Begin by assigning students a set of math problems. Each student must complete them individually.

Once each student has finished their set, put the students into small groups (four or five students per group) and assign each group one of the problems to present to the class. The group members should share their individual solutions with the group, then collectively they can choose a solution to share with the class on the whiteboard.

However, there's a catch—they must make at least one intentional mistake in their solution! The group can choose a mistake made by one of their own members or come up with a new mistake, but there must be at least one mistake present.

When each group has settled on a solution with at least one mistake, the groups will present their solution to the class one at a time. While they present, the class must listen to their process and keep their eyes peeled for the mistake(s). When they believe they've found a mistake, they have to phrase it in the form of a question (e.g., "Why did you do it that way?" or "Can you explain how you did that part?").

This process of sharing and openly discussing mistakes can help diminish the stigma on making errors. It also encourages students to ask thoughtful questions and to be comfortable talking about their own mistakes.

Click [here](#) to read about this activity from the source.

Reflection on Mistakes

This is a great activity to use with an individual student or child who has just made a mistake that he or she feels particularly bad about. Remind the child that mistakes are an inevitable part of life, and that they can be used as an opportunity to grow and improve.

Encourage them to answer these questions in their journal, diary, or on a sheet of paper:

1. What happened when you made the mistake?
2. How did you realize you had the wrong answer?
3. Describe how you started thinking about the problem.
4. How did it feel when you realized you made a mistake?
5. What did you learn from making this mistake?

Once they have answered these questions, discuss the mistake with them. Praise them for their effort, acknowledge that they have made progress by completing this reflection, and encourage them to try new strategies in the future.

You can click [here](#) to learn about the activity this exercise is based on.

Challenge Your Fixed Mindset Voice

This activity involves four steps that are not all that easy, but that can help you to develop the foundation for a lasting growth mindset.

Step 1: Learn to hear your fixed mindset voice.

Pay attention to the voice that pops up when you face a new or particularly daunting challenge. This is the voice of your fixed mindset, and it likely only has negative things to say about you and your abilities. It might say something like “You really think you can do it?” or “This is not one of your strengths, just give up and do something else!”

Once you’ve identified the voice, move on to the next step.

Step 2: Recognize that you have a choice.

After realizing that you have a fixed mindset voice and that it’s not necessarily your **authentic voice**, you will realize that you have a choice in whether to listen to this voice or not. It is up to you to decide how you want to interpret and respond to challenges, setbacks, **criticism**, and failure.

Tell yourself that you have a choice, and do your best to believe it!

Step 3: Talk back to it with your growth mindset voice.

When the fixed mindset voice comes nagging at you, start to talk back to it. Question it, throw doubt on its conclusions, and generally counter it wherever you can.

It may say, “Are you sure you can do it? Maybe you don’t have what it takes.”

You can respond, “I’m not sure I can do it now, but I think I can learn to do it with time and effort.”

If it says, “What if you fail—you’ll be a failure!”, respond with “Most successful people had failures along the way.”

When you hit an inevitable setback at some point, it might say, “This would be so much easier if you only had the talent.” If it does, respond with “That’s wrong. Even those with the greatest inherent talent need to work hard to succeed in their field.”

Do whatever you can to challenge that fixed mindset voice and encourage the growth mindset voice.

Step 4: Take the growth mindset action.

Finally, once you have tons of practice challenging the fixed mindset voice with your growth mindset voice, it will become easier to take the growth mindset action.

Taking the growth mindset action means:

1. Taking on the challenge wholeheartedly.
2. Learning from your **setbacks** and trying again.
3. Hearing the criticism and taking constructive action.

Continue listening to both voices and acting on the growth mindset voice as often as possible, and you will have an excellent foundation for the right mindset.

Carol Dweck's Book *Mindset: The New Psychology of Success*

Carol Dweck's 2007 book on her growth vs. fixed mindset theory is titled *Mindset: The New Psychology of Success*. In this book, Dweck describes the importance of having the right mindset to maximize our potential and capitalize on our **strengths**. This theory explains how the way we think about our intelligence, abilities, and talents can have a huge impact on our success in every area of life.

It focuses on both improving your own mindset and on building the right mindset in children, making it an excellent read for parents, teachers, coaches, and managers.

This newest version of the book offers new insights on cultivating a growth mindset, as well as avoiding the false growth mindset. It also includes Dweck's insights on applying the growth mindset to teams, groups, organizations, and institutions.

The book seems to be beloved by both critics and everyday readers, with an impressive 4.5-star average based on over 2,300 reviews. It is available in paperback, hardcover, and Kindle version. Click [here](#) to read more about it or purchase it for yourself.

Book Summary – *Mindset: The New Psychology of Success*

There's no substitute for reading the book itself (and it's not exactly a monster of a book at 304 pages!), but if you're in a hurry and looking to get the most salient points out of it quickly, there are a few summaries of *Mindset* that are available for purchase.

Check the following links for succinct summaries of the book:

- **Summary** by Sir. Summary
- **Summary** by FastReads
- **Summary, Analysis, & Review** by Start Publishing Notes

Growth Mindset Posters, Displays & A Bulletin Board (PDF)

If you're a teacher, tutor, or simply a parent that likes those inspirational or motivational posters, these posters, displays, and bulletin board ideas are perfect for you.

This group of 13 posters, each in 4 different themes, are highly rated by over 2,000 reviewers. At \$6.25 for a digital download, these posters are an excellent value!

If you want your child or students to have a more hands-on experience, try **these 9 color-in mindset posters**. Coloring the posters will encourage children to take an active role in thinking about their mindset. At \$4.99 for a digital download, you'll find this a great use of precious resources.

This set is another great value; it includes 22 growth mindset affirmations, in full-color poster, full black and white poster, full-color trading cards, and black and white trading cards format. In addition, there are two printables that offer suggestions on utilizing the affirmations in the classroom and 8 pages of bulletin board letters in case you'd like to create a bulletin board. It's only \$6.75 for a digital download, making it an excellent buy.

This example growth mindset bulletin board shows how you can create a helpful and inspiring display that will encourage students to develop a growth mindset. This one is titled "Change Your Words – Change Your Mindset!" and includes 9 fixed mindset thoughts or statements and a corresponding growth mindset thought.

Keeping this board in a highly-trafficked area will ensure that kids see these statements and are constantly reminded that they can choose to change their perspective on their problems.

A Take Home Message

If you leave this piece with only one takeaway, I hope that it is a belief in yourself and your abilities to grow, to develop, and to thrive beyond what you currently perceive as your limits.

Having a growth mindset isn't an "easy button" solution to any problem, and it will not automatically cause good things to happen to you; however, it will likely make it easier and more enjoyable to work hard toward your goals, and give you the confidence you need to set ever more ambitious goals.

I hope this piece has satisfied some of your curiosity about the growth mindset theory, but if you're still curious, know that this is merely scratching the surface—there are tons of studies, articles, and books out there about the importance of cultivating a growth mindset and tips and tricks on how to do it.

What are your thoughts on this theory? Do you find it plausible, or do you think inherent abilities are more important than this theory assumes? Have you tried any growth mindset activities? Let us know in the comments!

Thanks for reading, and good luck with building a growth mindset!

Article 4: Mistakes Grow Your Brain

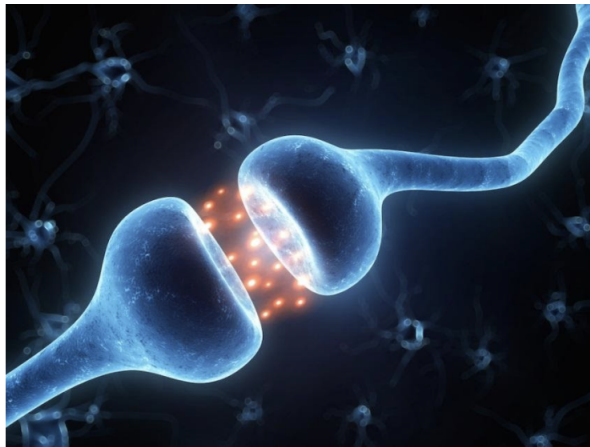
Mistakes Grow Your Brain



by Jo Boaler

Stanford Professor of Mathematics Education, Online Course Experimenter,
Co-Founder of Youcubed, author of the new book: *Mathematical Mindsets*.

Psychologist Jason Moser studied the neural mechanisms that operate in people's brains when they make mistakes (Moser et al., 2011). Moser and his group found something fascinating. When we make a mistake, synapses fire. A synapse is an electrical signal that moves between parts of the brain when learning occurs.



Moser found that when people make a mistake the brain has two potential responses. The first, called an ERN response, is increased electrical activity that is thought to occur when the brain experiences conflict between a correct response and an error. Interestingly, this brain activity occurs whether or not the person making the response knows they have made an error. The second response, called a Pe, is a brain signal thought to reflect conscious attention to mistakes. This happens when there is awareness that an error has been made and conscious attention is paid to the error.

When I have told teachers that mistakes cause your brain to spark and grow, they have said, "Surely this only happens if students correct their mistake and go on to solve the problem correctly." But this is not the case. In fact, Moser's study shows us that we don't even have to be aware we have made a mistake for brain sparks to occur.

When teachers ask me how this can be possible, I tell them that the best thinking we have on this now is that the brain sparks and grows when we make a mistake, even if we are not aware of it, because it is a time of struggle; the brain is challenged and the challenge results in growth.

The recent neurological research on the brain and mistakes is hugely important for math teachers and parents, as it tells us that making a mistake is a very good thing. Mistakes are not only opportunities for learning, as students consider the mistakes, but also times when our brains grow. Understanding the power of mistakes is critical, as children and adults everywhere often feel terrible when they make a mistake in math. They think it means they are not a math person, because they have been brought up in a performance culture (see Boaler, 2014) in which mistakes are not valued—or worse, they are punished.

In a second study Gabriele Steuer and her colleagues looked at the climate of math classrooms to consider the impact of “mistakes friendly” or “mistakes unfriendly” environments on students’ reactions to errors and the amount of effort they would put into classes (Steuer et al., 2013). They found that when students perceived their classroom as mistakes friendly – above and beyond other aspects of their classrooms environment – they increased their effort in their work.

We created mistakes friendly environments in our [youcubed summer camp](#) for 6th and 7th graders. We valued mistakes, we valued all of the students’ thinking (not just the thinking of some students) and we helped students know that mistakes grow your brain. The mistakes encouragement and messages had a huge impact on the students who were freed to contribute ideas in the camp, without the fear of being wrong. Here are some of the students talking about the impact of youcubed’s math camp.

*“I guess in a way making the mistakes in it was super fun, and just learning from the mistakes, it was interesting, ‘cause I’ve never had such a visual version of math, where making mistakes was so acceptable and you were able to look at it as, as you were so close but you could get there from learning from that mistake, and I’ve never had that experience in another classroom and that’s probably what made it so special.” – **Isaiah***

*“I like it because the problems are harder here, not harder but like more challenging, and if you don’t know the answer, you can raise your hand and we’ll think about it together, and try to come up and we’ll do talks in our group, and we’ll all try to figure it out if we don’t understand, we’ll try to explain it to each other.” – **Gabrielle***

*“There’s a lot of those messages, but my favorite one is that no one is born good at math, and I thought that was true, and now that I know that it’s not than it really helps me, ‘cause I can know that I can, I can learn so much, just as much as others do. Yeah.” – **Danielle***

Article 5: Nurturing a Growth Mindset in Adults

NURTURING A GROWTH MINDSET IN ADULTS



Research by Carol Dweck, Ph.D Professor of Psychology at Stanford is influencing significant movement in many fields including psychology, neuroscience, and education. To summarize her research –she’s found that an individual’s success is not predicated on just talent and abilities but also on how we think about our aspirations/goals and whether we utilize a fixed or growth mindset.

A fixed mindset maintains that all human qualities are innate, you’re born with them or not. Whereas a growth mindset maintains that human qualities are adaptable, things that can be developed or changed overtime.

Dweck’s research has proven that praise is not good for children. Praise can create approval-seeking behavior instead of children with enhanced self-esteem. Dweck has also found that praise can hamper risk-taking. Children who were praised for being smart when they accomplished a task chose easier tasks in the future. They didn’t want to risk making mistakes. On the other hand, children who were “encouraged” for their efforts were willing to choose more challenging tasks when given a choice.

FIXED MINDSET

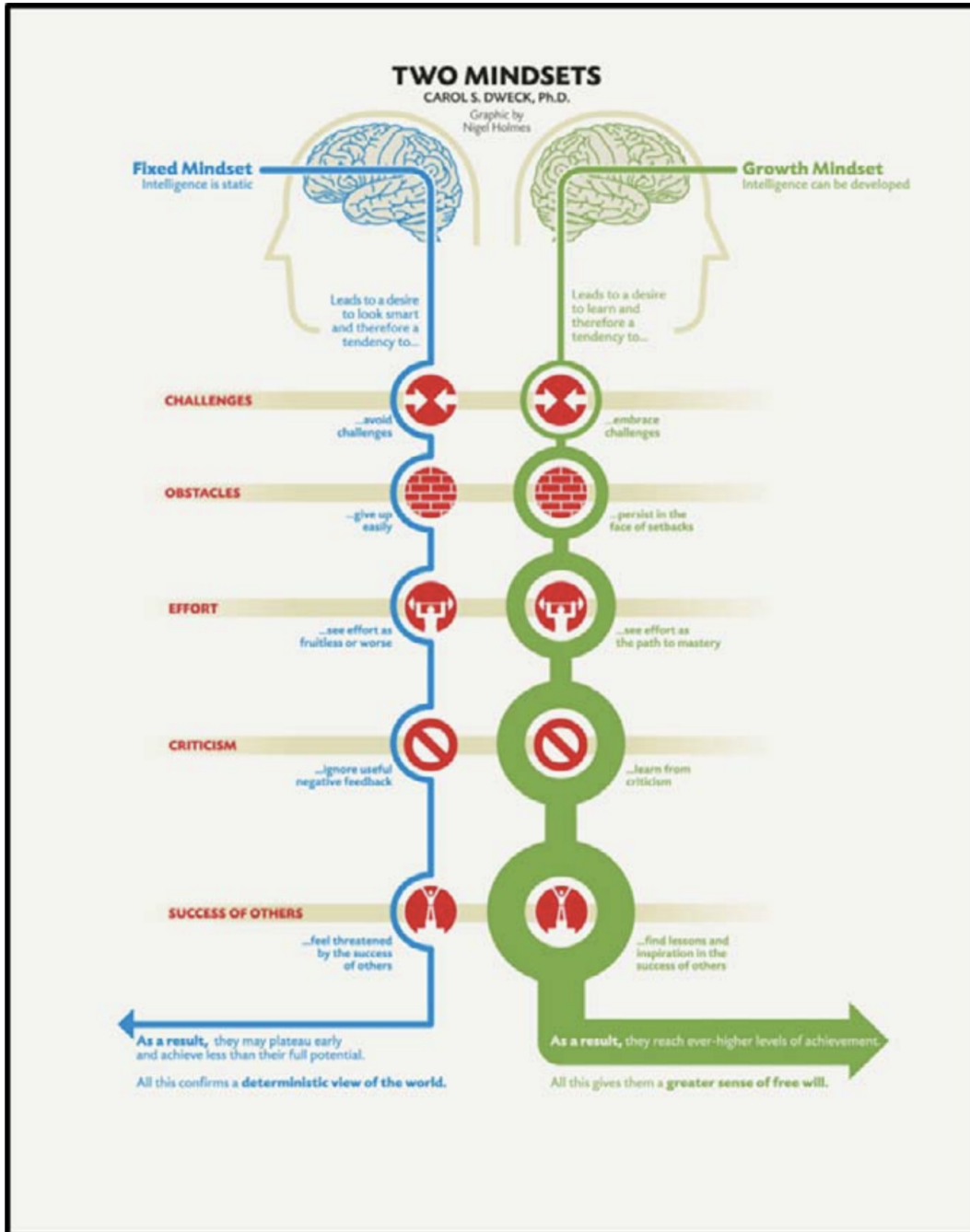
Intelligence and ability are fixed qualities from birth that cannot be changed significantly.

GROWTH MINDSET

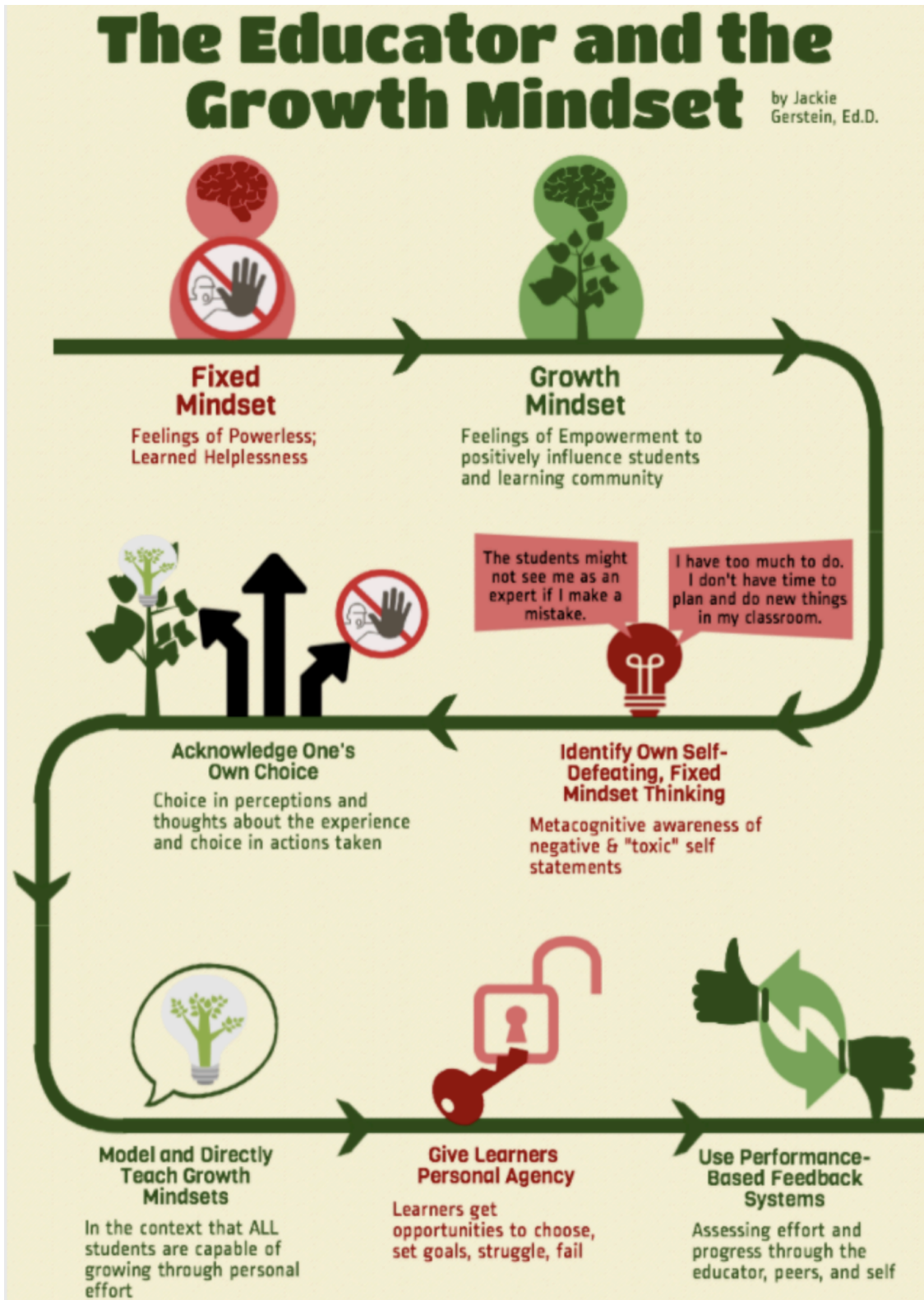
Intelligence and ability can be developed with effort, strategies, and support.

Most people have a combination of both fixed and growth mindsets based on certain abilities. For example you might have a growth mindset about intelligence –you believe that all people have the capacity to learn. At the same time you might also hold a fixed mindset regarding artistic ability –you believe that artistic ability is generally something people are born with or without.

Nurturing a young person’s growth mindset helps them build resilience and internal motivation to persist even in the face of adversity. To develop a young person’s growth mindset we first have to model our own growth mindset. Use the Growth Mindset Quiz



Article 6: The Educator and the Growth Mindset



Jigsaw: Learning More About Growth Mindset

Question 1: What are the characteristics of a fixed mindset?

Question 2: Write down as many examples as you can of a fixed mindset.

Question 3: What are the characteristics of a growth mindset?

Question 4: Write down as many examples as you can of a growth mindset.

Question 5: What experience that you read about do you think best speaks to the power of growth mindset?

Question 6: What kind of impact are you starting to think building growth mindset together can have on your mentee?

Reframing Mentor Language for a Growth Mindset

How would you transform the statements below to promote a growth mindset? NOTE: Keep in mind that it's natural and fine to say neutral things like "you got it!" or "nice!" These phrases are neutral because they don't identify a fixed trait of the mentee.

Instead of..	I can say...	This is better because....
You're so smart at teaching!		
You're a natural at teaching!		
This unit is hard to teach. Just do your best.		
This seems too hard for you. Maybe you should try a different lesson.		
I'm so proud of you for scoring so high on your evaluation.		
You are such a good teacher		
You don't know how to teach fractions, do you?		
This isn't really your strongest subject, is it?		
You made a lot of mistakes on creating this assessment.		
Good job! You must be smart at this		
See, I told you there was hidden talent in you		
You got it! I told you you were smart		
Just try harder next time		

Based on the PERTS Reframing for a Growth Mindset Activity, Stanford University

Words for inspiring growth mindset with mentee

Mentee's Words	Mentor's Question
I tried. I failed. It's just beyond me.	Could you try a different strategy or approach?
I didn't achieve what I set out to do	Isn't learning a process, and isn't failure just part of that process?
I just don't get it. I've never been good at this.	Haven't others tried, and succeeded through hard work?
I can't do it. I'll never be able to do it.	Aren't you giving up on yourself too soon? Isn't it a matter of time?
Do you think you can do it for me?	Can you do it with repeated effort?
I don't know how or if I'll get there...ever	What plan can you make to get there? What's your first step?

Based on Great Mindset Questions by PositivePsychology.com

“Steal” ideas for introducing and practicing growth mindset

Make a concrete plan: How will you introduce and practice growth mindset with your own mentee?

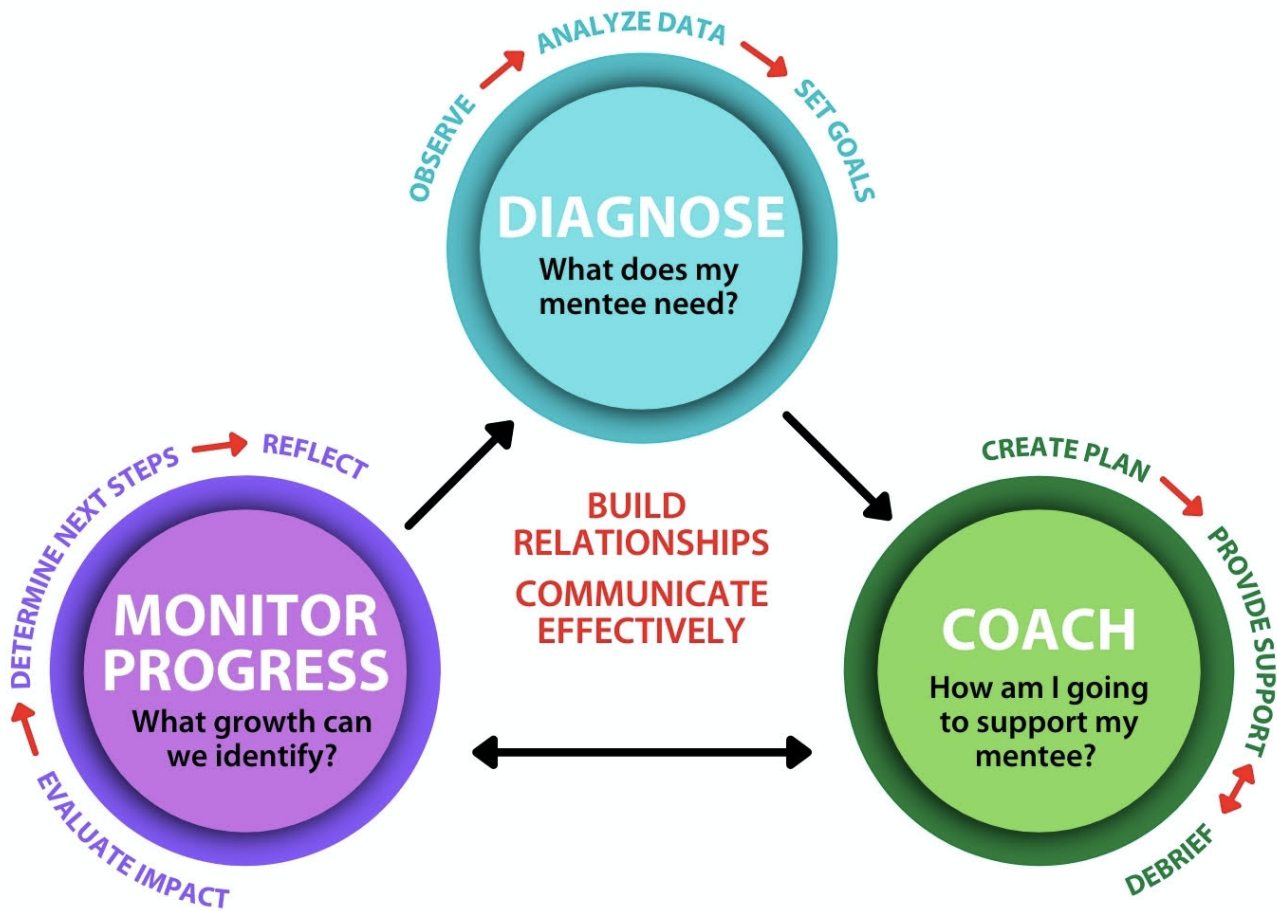
Introduce:

Practice:

Key Takeaway:

Understanding and practicing growth mindset is a method for continuing to build a mentee-mentor relationship that is focused on learning and building mentee’s confidence

The Mentoring Cycle



Set Goals

Set Goals: 3 Key Components

- Align priorities and draft goals
- Plan to meet with mentee
- Engage in goal setting with mentee

Private Reflection:

Think about a goal you set but didn't reach. Why do you think you didn't reach it?

Align Priorities and Draft Goals

- Specific:** A goal should be linked to one activity, thought, or idea.
- Measurable:** A goal should be something you can track and measure progress toward.
- Actionable:** There should be clear tasks or actions you can take to make progress toward a goal.
- Realistic:** A goal should be possible to achieve.
- Timely:** A goal should fall within a specific time period.

Notes on How to Draft a SMART Goal Video

Making a goal SMART

- **Specific:** Is the goal linked to one activity or one thought?
- **Measurable:** Can I plot my mentee's progress on a graph? Can I say how much they've improved from the previous day or week?
- **Actionable:** What task or action will my mentee be doing? Can I draw a picture of someone doing that action?
- **Realistic:** Are there examples of people who have achieved this level of success in this amount of time? What are some obstacles they might face along the way? Would any of those obstacles stop them in my tracks?
- **Timely:** Did my mentee include a set time period in which they want to achieve their goal? Days? Weeks? Months?

Review and revise example goals

<u>Goal</u>	<u>Is It SMART? Y/N</u>	<u>Revision (if not SMART)</u>
I will create a safe and welcoming learning environment.		
I will study and implement 2 new strategies to increase mathematical discourse in my math block over the course of the next unit.		

Let's Practice

Discuss: What about the upcoming instruction would inform the SMART goals?

(2 minutes)

Notes:

Discuss: Where might the priority area of growth and the upcoming instruction align?

(2 minutes)

Notes:

Draft 2 SMART goals

(5 minutes)

Draft goal 1:

Draft goal 2:

Let's Review

WHAT: What did you just learn about setting goals?

Utilize SMART goals helps organization of the lesson/day

SO WHAT: Why is setting goals important? What are the implications of this method of setting goals on your practice as a mentor?

NOW WHAT: How will you apply this in your mentor practice?

Goal Setting Meeting

Suggested Guiding Questions for Discussion	Planning Notes (mentor completes before meeting)	Debrief Meeting Notes
Primary Questions		
Your focus area was _____. How do you think the lesson went with [your focus area]?		
What are you noticing about _____ [your focus area]?		
What is important to you about _____ [action mentee took in focus area]?		
Feedback Questions		
You said your instructional goal for your students was _____ [goal]. How well do you feel they accomplished it?		
What is the student work/data showing about their progress to this goal?		
In what ways did the lesson go as you had planned?		
In what ways did things happen that you did not expect?		
What other ways are there to try _____ [action mentee took in focus area]?		
Goal for Prioritized Area of Growth		
You _____ and the impact of that is _____. What do you think about that?		
I think a SMART goal that you could set to help you work on this is: _____ . _____ . _____ . What do you think about that?		
It sounds like we both agree on this goal. Is that right?		

What would this goal enable you to do?		
Why do you want to achieve this goal?		
What would it look and feel like to be successful with this goal?		
What might be some obstacles to achieving this goal?		
Closing Questions		
What could you change or learn before you try this again?		
How could I be helpful to you with your learning?		
What actions and activities might we include in a coaching plan for working together to achieve this goal?		

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You _____ and the impact of that is _____. What do you think about that?		
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What do you think about that?		
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What would it look and feel like to be successful with this goal?		
What might be some obstacles to achieving this goal?		
Closing Questions		
What could you change or learn before you try this again?		
How could I be helpful to you with your learning?		
What actions and activities might we include in a coaching plan for working together to achieve this goal?		

Example: Goal Setting Meeting

Suggested Guiding Questions for Discussion	Planning Notes (mentor completes before meeting)	Debrief Meeting Notes
Primary Questions		
Your focus area was checking for student understanding throughout the lesson . How do you think the lesson went with that?	<ul style="list-style-type: none"> -attempts were made, but pretty ineffective -exit tickets showed majority of students didn't show mastery at the end of the lesson 	
What are you noticing about the importance of checking for understanding DURING the lesson?	<ul style="list-style-type: none"> -it needs to be done often with a variety of strategies -informal, formative assessments are just as important as summative 	
Feedback Questions		
In what ways did the lesson go as you had planned?	<ul style="list-style-type: none"> -taught the lesson pretty well -students worked in partners, many trying to collaborate 	
In what ways did things happen that you did not expect?	<ul style="list-style-type: none"> -when students said, "they got it" - they really didn't... -questioning strategies were ineffective -students shouted out most answers (choral responses) 	
What other ways are there to try for checking for understanding throughout a lesson?	<ul style="list-style-type: none"> -questioning strategies that ensure all students are being called on or checked in on -including quick checks throughout the direct teach to ensure understanding along the way -stronger questions to solicit deep thinking and feedback from students on whether they are really "getting it" or not 	
Goal for Prioritized Area of Growth		
We agreed the observation would be focused on providing you with feedback on checking for student understanding		

<p>throughout a lesson and the impact of that was not as high as it could have been due to the lack of strategies used. What do you think about that?</p>		
<p>I think a SMART goal that you could set to help you work on this is: Over the course of the next math unit, we will study & implement 3 new instructional strategies to ensure checking for understanding is effective during math instruction. What do you think about that?</p>		
<p>What would this goal enable you to do?</p>	<p><i>-truly know if students are understanding the content being taught throughout the lesson, rather than getting to the end and being shocked that they didn't get it...</i></p>	
<p>What would it look and feel like to be successful with this goal?</p>	<p><i>-being able to support students and their specific needs while the learning is taking place -more student talk and utilizing effective questioning strategies</i></p>	
<p>What might be some obstacles to achieving this goal?</p>		
<p>Closing Questions</p>		
<p>How could I be helpful to you with your learning?</p>	<p><i>-give suggestions on the strategies to learn about and implement</i></p>	
<p>What actions and activities might we include in a coaching plan for working together to achieve this goal?</p>	<p><i>-modeling or co-teaching using the agreed upon strategies so mentee can see them in action</i></p>	

Notes on Non-Negotiables for Goal Setting Meetings:

Continuum of Mentoring Stances

Consult

Collaborate

Reflect



- Provides information & assistance
- Ensures mentee implements the content & pedagogy accurately
- Provides resources & assistance through demonstration lessons, planning conversations, and observations with debriefs

- Shares ideas & problem solves collaboratively
- Reciprocal support for growth & improvement of practice
- Co-planning, co-teaching, exchanging resources, etc.

- Increase reflection on practice & encouraging self-directed thinking about instruction
- Non-judgmental support for planning, instruction, reflection, etc.
- Learning-focused conversations which include inquiry, reflection, etc.

Sample Goal Setting Meeting Conversation

Mentor: *I'm glad this time worked for us to sit down and meet! I really appreciated you welcoming me into your classroom yesterday to see you in action with your students. We're going to take some time to reflect on the observation. We should leave today having set a goal that we will work on together over the next several weeks. So our focus area for the observation was checking for student understanding throughout the lesson. Thinking about that focus, how do you think the lesson went?*

Mentee: *So I really thought in the moment things were going well. When I asked students if they were getting it they said yes and when I peeked in on a few of the work being done by some of the partners it looked good. But then most of the kids bombed the exit ticket - so I am not sure what happened.*

Mentor: *Yep, I also observed some good things. You taught the lesson according to the lesson plan I know you planned with your team and students were working pretty collaboratively with their partners. So let's think about the part of what you just said that they bombed the exit ticket. What are you beginning to notice about the importance of checking for understanding during the lesson?*

Mentee: *Hmm... I mean I thought I did this pretty well during the lesson, but apparently not since they didn't get it [mentee nervously laughs].*

Mentor: *I agree I think several attempts were made, which was great, but the impact may just not have been what you had hoped it was because of how you saw they did on the exit tickets.*

Mentee: *Mm-hmm...*

Mentor: *So when you think about checking for understanding, besides asking, "How's it going?" or "Is that what you got as your answer?" and allowing students to just choral respond as a whole class - what are some other ways you could try for checking for understanding throughout a lesson?*

Mentee: *[thinks for a minute] I guess I could call on more individual students, I'm not really sure....*

Mentor: No worries at all! That is why I'm here to support you. I promise you my first year of teaching was so similar! I thought I would rock a lesson and students were getting it and then I would check either their independent practice or they would take the test and they would do horrible - I didn't get it! So this is definitely something we can work on together.

Mentee: That would be great thank you.

Mentor: I really think if we just hone in on 2 or 3 checking for understanding strategies that you could get really good at using and implementing during your next math unit, this will really increase the effectiveness of your math instruction. What do you think about that?

Mentee: That sounds good - but when am I going to learn these new strategies you're thinking of...

Mentor: Remember we are in this together and I am not going to just have you set a goal and not support you along the way. I will write up a mentoring plan with some ideas laid out and will share it with you soon. How do you think I could best support you with your new learning?

Mentee: Well I definitely need you to help me with whatever these strategies are that you are thinking of...

Mentor: I am happy to brainstorm and plan the ideas. And I could even do some modeling later on with your students if it would be helpful to see some of the strategies in action before trying them out yourself.

Mentee: Wow! Yes! That would be awesome. Thank you!

[Conversation is brought to a close and a future meeting is set to review the mentoring plan.]

- What were your three biggest learnings about goal setting meetings?

- What are your two biggest concerns about goal setting meetings? Expecting/Talking too much and not being helpful enough

- What is your next action for goal setting meetings? Observe/understand my mentee needs

Key Takeaway:

The SMART goal framework creates useful and actionable goals that are used during goal setting meetings to consolidate learning and plan next steps.

Closure

Homework

- Continue to plan forward for how you'll lay the groundwork for the work required for the assessments.
 - Bring all of your mentor materials to each session - especially the artifacts of your work you'll be collecting when you start your work with your mentee!