



**TeachUNITED**

Keep it Going!

Growth Mindset as a Consistent  
Part of Classroom Culture



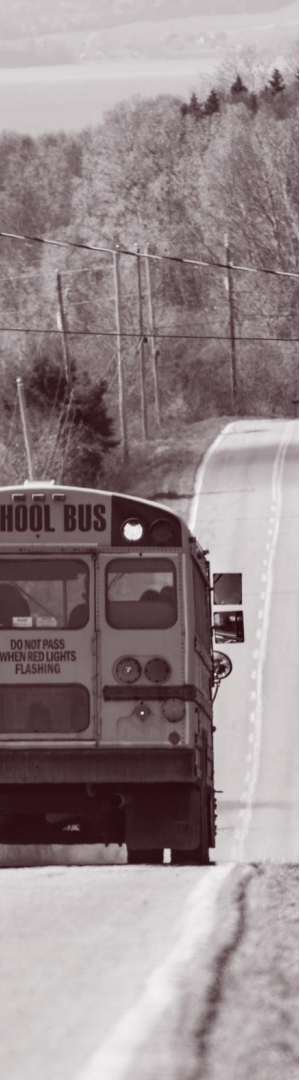
A Resource for Educators



# TeachUNITED

is addressing learning inequities in rural communities by empowering local educators with high-impact skills and then certifying them as in-house coaches.

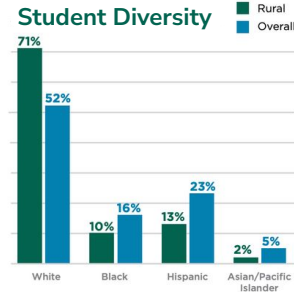
# Why small and rural?



53% of school districts in the U.S. are rural.



Nearly 1 in 5 U.S. students attend a rural school.





**Today's Focus: Mindset**  
**Why it matters, what we can do**  
**about it, and how we can make it**  
**easier to keep it going**

# Objective:

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Understand strategies for building growth mindset as an ongoing part of classroom culture.

## Success Criteria:

Participants will be able to...

- Review aspects and common misconceptions of building growth mindset.
- Identify routines and strategies to build growth mindset as a consistent part of the learning process.
- Create a goal for enhancing growth mindset in their own classrooms.

# Think about It:

How comfortable do you feel with the concept of growth mindset?

How many trainings have you sat through or articles you've read about mindset?



A common refrain:

*I already know about growth mindset and I already do mindset stuff in my classroom, so why are we still talking about it?*

# Mindset skills exist in multiple domains: connected and reinforcing, but distinct nonetheless

## SELF

I can assess my own mindset



I can practice building a growth mindset in my daily life



I can bounce back to growth after challenges or when I'm under stress

## STUDENTS

I teach students what the growth mindset is and how to assess their own mindsets



My classroom and lesson structures support growth mindset skills



I build in explicit practice for resiliency-based mindsets for when students are struggling

## COACHING

I can help another teacher understand the importance of mindset in teaching



I can help them build the skills for assessing and build their own growth mindsets (self-path)



I can help them build the skills and structures for classroom mindset work (student-path)



The other really common thing?

We're still getting confused about what it means to build a growth mindset.

# What Are Some Common Misconceptions About Growth Mindset?

Growth mindset as positive mindset: "As long as I believe I can do automatically do anything!"

Growth mindset as a beginning of the year routine: "Once we introduce it, we're good to go. Our changed mindsets will carry us through the year."

It's all or nothing: "People either have a growth mindset or they don't."



# Growth Mindset vs. Positive Thinking

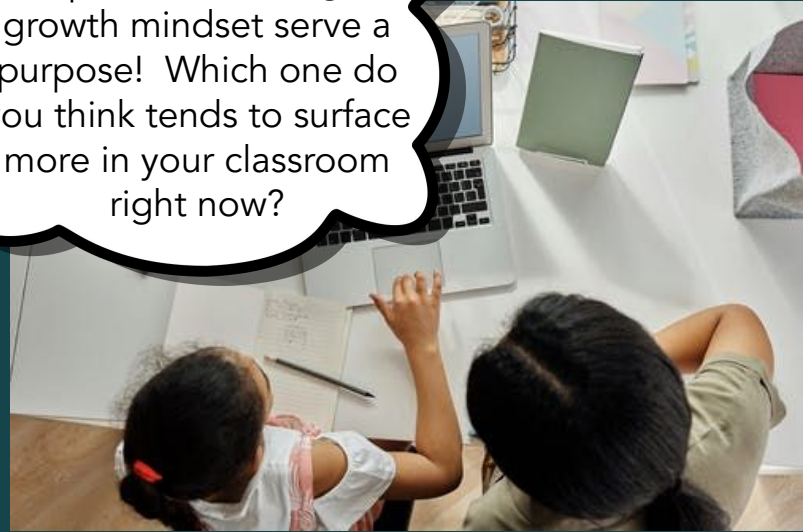
Growth Mindset is often equated with Positive Thinking

**Positive thinking** re-frames a situation and looks for ways to make it better.

**Growth mindset** analyzes the situation to look for why we are not be there yet.

The focus in growth mindset is more about thinking how to tackle the “problem,” even though we are aware of the challenges.

Both positive thinking and growth mindset serve a purpose! Which one do you think tends to surface more in your classroom right now?



**Beginning of the Year:**  
"I'm so energized, what a great summer! This will be the best year yet! I've designed all these great growth mindset lessons to do with my class and I can't wait to see them in action. We can do anything, my kids are going to achieve so much this year!"

**The Year Goes On...**  
"Whoa, I'm just so tired. PLC's... grades... Jimmy disrupting my class every day... Laura is just not getting it. I have to plan my lessons for next week... talk with Sarah's mom, design that test... can I do it all? Growth mindset?? When do we have time for that?"

We all know the feeling!

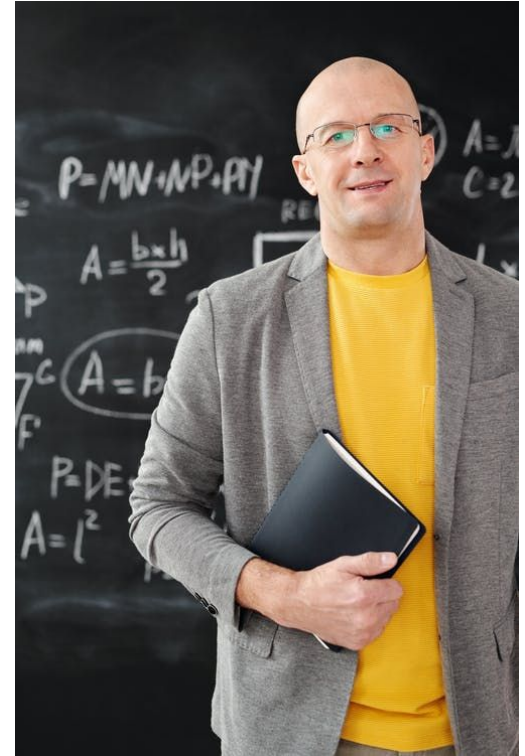
The key is to build strategies for when things get challenging (or, even more challenging) and structures to make it easier to keep up the practice.

# Growth Mindset Begins with the Teacher

**Reflection:** No one's mindset is ever completely a "growth" mindset! Taking time to reflect on where you currently are can help you adjust as needed.

**PLCs:** How are conversations framed to help us truly believe that every single student can achieve?

**Modeling:** Challenging yourself to try new ideas and take risks in your teaching (then modeling think alouds if you make mistakes) can show students a model of growth mindset in action.



# Practical strategies for mindset in your classroom

## *A note on framing:*

Some of these may be things you're already doing. That's great! Part of what it means to build a sustainable mindset practice is to understand what we're already doing well and what we're doing, but maybe not with focused intention, as well as the new strategies we want to try out.

# Strategy 1: Feedback as a Year Long Tool

The focus of our feedback to students can be a crucial way to keep growth mindset going all year.

Focusing on ways to give consistent and continued feedback that is **timely**, **task-specific**, and **action centered** can help students focus more on their process of learning and growing.

| Person Praise                                      | Process Praise  |
|--|---|
| You are a natural in <u>maths</u> .                | These problems didn't give you much of a challenge. Let's move on to something that will really stretch your brain! |
| You are so smart.                                  | I like how you used different strategies to figure out these problems.  |
| You are such a good boy.                           | I appreciate that you cleaned up the art classroom without being asked.   |
| What a brilliant artist.                           | Your effort in learning to paint is apparent in your picture.   |
| You are a born writer.                             | Your writing shows that you understand the value of word choice.  |
| Person Critique                                    | Process Critique  |
| You really messed this up.                         | This didn't seem to work out for you. How could you approach this problem differently?                              |
| You did your best, but it is just not good enough. | You didn't meet your goal, but what did you learn?  |
| Maybe piano just isn't your thing.                 | Keep practicing and you can get closer to mastering this.   |
| You are such a naughty boy.                        | You made a bad choice. What will you do differently if given a chance?  |

Image courtesy of [Cornerstone Blog](#)

Posting sentence stems or creating a pre-planned feedback bank can help you use strategic comments throughout the year.

# Strategy 2: Meaningful Objectives



Telling the **why** behind learning and connecting learning to growth mindset ideas can be an easy way to remind students of how these ideas interact with their learning.

The reading strategy we're using today is "stop to reread." By recognizing when we make mistakes and taking time to correct them, we are building the muscle of our brain and becoming better readers!

We'll be working in groups today. This will help us to own and process the information you studied at home and help your brain to grow more dendrites.

Our goal is to learn how to factor polynomials. We're not there yet, but today's objective is a step to help us master that bigger standard.



# My Favorite “No”

How could this routine help students continue to make connections to growth mindset throughout the year?

How could you adapt this routine to use it in another content area?



# Strategy 3: Daily Routines for Challenge

Infusing challenge and rigor into your everyday teaching is another way to help students work within their growth mindset.

You can also provide “challenge” activities for a lesson opener or those less structured moments of time, such as when students are in homeroom, completing morning work, or at the end of the day.



Image courtesy of [Relief Teaching Ideas Blog](#)

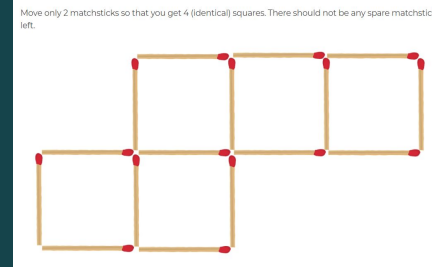
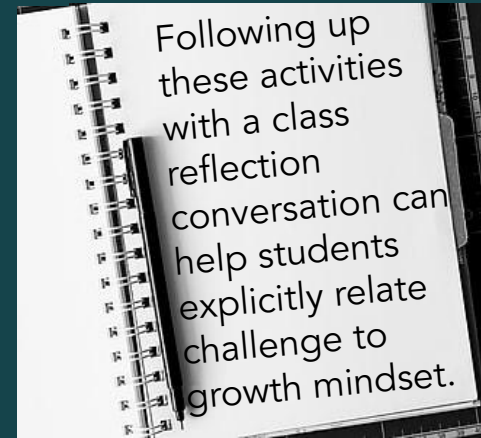
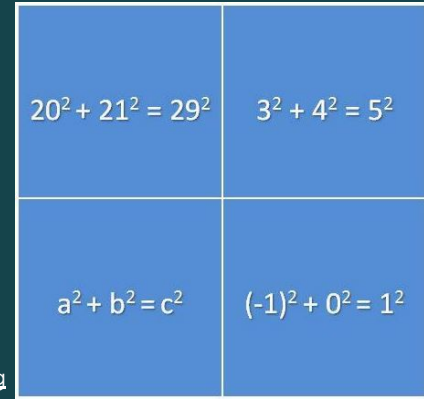


Image courtesy of [puzzleprime.com](#)

Photo Courtesy of [Which One Doesn't Belong?](#)



# Celebrating Successes

Celebrating successes along the way can be another way to re-enforce growth mindset throughout the year.

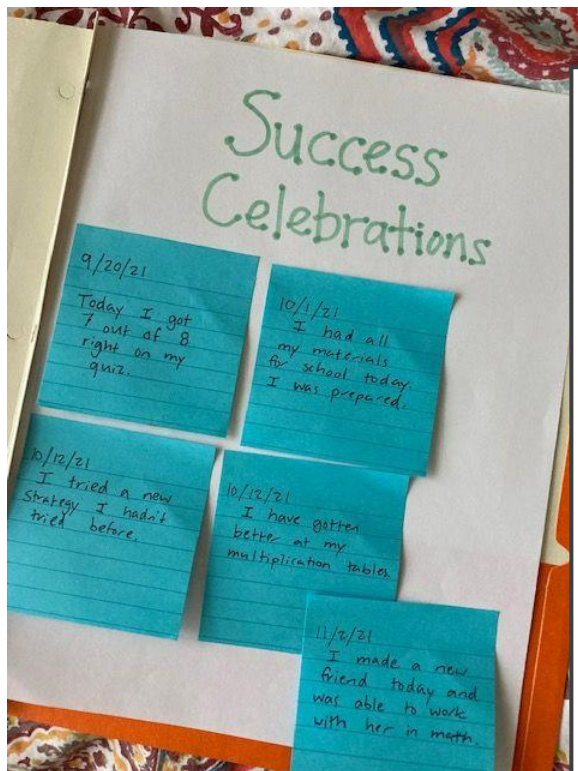
Here is your key question:

How do you shape the celebrations to include an emphasis on growth or progress, rather than just a final result?





# Taking it a little Deeper: Celebrating Success



October 25, 2020



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This picture shows my work with fractions that was in the hallway. I think this work shows success because it was really challenging. I had to look at it several different ways to get to my answer! This assignment makes me feel like I can tackle more challenging things, and that makes me feel successful.



Image attributed to blog: File from [The Mailbox Blog](#)

# Reflect for Yourself

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What's a new idea I saw today that I want to try with my students?

Or...

What's something I'm already doing that I want to take further or make more consistent?



# Thank you!

For questions or additional resources, please email  
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