

FIXED MINDSET

- SOMETHING YOU'RE BORN WITH
- FIXED

- SOMETHING TO AVOID
- COULD REVEAL LACK OF SKILL
- TEND TO GIVE UP EASILY

- UNNECESSARY
- SOMETHING YOU DO WHEN YOU ARE NOT GOOD ENOUGH

- GET DEFENSIVE
- TAKE IT PERSONAL

- BLAME OTHERS
- GET DISCOURAGED

SKILLS

CHALLENGES

EFFORT

FEEDBACK

SETBACKS

GROWTH MINDSET

- COME FROM HARD WORK.
- CAN ALWAYS IMPROVE

- SHOULD BE EMBRACED
- AN OPPORTUNITY TO GROW.
- MORE PERSISTANT

- ESSENTIAL
- A PATH TO MASTERY

- USEFUL
- SOMETHING TO LEARN FROM
- IDENTIFY AREAS TO IMPROVE

- USE AS A WAKE-UP CALL TO WORK HARDER NEXT TIME.

Effective Feedback That Encourages a Growth Mindset:

The way we compliment students has an impact on how students perceive themselves. It is important to be specific with comments. A general compliment such as "Good work" does not carry the weight of something more specific such as "You did a nice job providing supporting sentences for the topic sentence in your paragraph." The latter provides more information about what has been performed well. Students will reflect on the comment and think, "Yes, I did write a well organized paragraph." Students are able to better cognitively appraise their progress when feedback is specific. Of course, compliments must be genuine and earned. **Complimenting children for tasks that they did not perform well or for unchallenging tasks can be counterproductive and diminish their trust in your knowledge of them.**

Statements

1. Wow, ___ 😊
2. Look at that!
3. Tell me about it.
4. Show me more.
5. Let's see what you did.
6. I see that you _____ (be specific)
7. You can grow your intelligence.
8. You didn't give up!
9. You must like working hard on a challenge
10. You can learn. You can stretch. You can keep mastering new things.
11. This is hard, this is fun!
12. You'll get there.
13. Hard work pays off.
14. You really tried hard today!
15. Show me your plan.
16. You accomplished a lot in a little time.
17. You solved it!
18. You figured it out by sticking with it!
19. You are showing perseverance.
20. That took initiative.
21.and if you....
22. Look how many times you tried...that's amazing!
23. Wow, you figured out that tricky _____ by yourself!
24. Nice, you stuck with it!
25. Tell me more about your thinking.
26. I notice that you chose to
27. You did it just the way I showed you.
28. Your work is neat and easy to read.
29. That is a descriptive sentence that gives me a picture in my mind.
30. You kept going. Great!
31. You made a conscious choice about how to do this work.
32. That is quite an improvement, Mary.
33. It is a pleasure to teach when you put in so much effort, Gerardo.
34. You really outdid your self today Sara!
35. Your work on organization is paying off.
36. Look, you know where everything goes.
37. Harlyn, you are really going to town!
38. Very good problem solving, why don't you show Hudson how you figured that out.
39. You're on the right track now
40. That's a clever way to do that.
41. That's an interesting way of looking at it.

42. That is a great non-example, how can we turn it into an example.
43. Now you've got the hang of it
44. That's a good point.
45. That is certainly one way of looking at it.
46. You've got it now.
47. That's coming along nicely.
48. High quality work takes time and you obviously took your time.
49. You used insight when you solved this problem.
50. You had a sound hypothesis for your science experiment.
51. You showed your work on number three perfectly!
52. Your supporting details are fantastic!
53. Excellent answer! You gave a nice summary of the story.
54. You punctuated every sentence correctly.
55. That tells me that you took your time or you proofread correctly!
56. You are building dendrites with that kind of effort.
57. You just had an "Aha moment"
58. Look at the detail you used in your drawing this morning.
59. Tell me about your picture.

Questions

1. How did you do that?
2. How do you feel about it?
3. How did you figure that out?

4. How many ways did you try it before it turned out the way you wanted it?
5. What do you plan to do next?
6. Are you pleased with what you did?
7. What did you struggle with today?
8. What should we do next?
9. How can you improve?
10. Why do you think you did well?
11. Why did you do better today?
12. What is your strategy?
13. Do you see another strategy or another way to do _____?
14. What part can you do?
15. What part are you sure about?
16. What didn't work at first?
17. What will you do first? And next? What is your plan?
18. What problems did you face?
19. How did you stay motivated to not give up?
20. What do you do when _____?
21. Why do you like what you wrote?
22. Why did you start with that?
23. Why do you like what you did?
24. Did your plan help?
25. When did you have an "Aha" moment?
26. Isn't it great to use your brain and come up with the answer?
27. What was the hardest part of this picture for you to draw?
28. How did you figure out how to make this part the right size?

Feedback that can lead to a Fixed Mindset

These are Non-Examples of Effective Feedback because they label or judge the child with general statements that give them no information about what they did well or how to improve. They also give the message that the student is "a finished product" not that they are, and always be in the process of developing.

1. Smart
2. Cute
3. Brilliant
4. Superior
5. Great
6. Fast
7. Best
8. Pretty
9. Good
10. Quick
11. Clever
12. Beautiful
13. Lovely
14. Intelligent
15. Amazing
16. Brainiac
17. Sharp as a tack
18. Little professor
19. The best
20. Better than _____. (another person)
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____

Guidelines for Effective Praise

Effective Praise	Ineffective Praise
1. Is delivered contingently.	1. Is delivered randomly or unsystematically.
2. Specifies the particulars of the accomplishment.	2. Is restricted to global positive reactions.
3. Shows spontaneity, variety, and other signs of credibility; suggests clear attention to the students' accomplishments.	3. Shows a bland uniformity that suggests a conditional response made with minimal attention.
4. Rewards attainment of specified performance criteria (which can include effort criteria).	4. Rewards mere participation, without consideration of performance, processes, or outcomes.
5. Provides information to students about their competence or the value of their accomplishments.	5. Provides no information at all or gives students no information about their status.
6. Orients students toward better appreciation of own task-related behavior & thinking about problem solving.	6. Orients students toward comparing themselves with others and thinking about competing.
7. Uses students' own prior accomplishments as the context for describing present accomplishments.	7. Uses the accomplishments of peers as the context for describing students' present accomplishments.
8. Is given in recognition of noteworthy effort or success at difficult (for this student) tasks.	8. Is given without regard to the effort expended or the meaning of the accomplishment.
9. Attributes success to effort and ability, implying that similar successes can be expected in the future.	9. Attributes success to ability alone or to external factors such as luck or low task difficulty.
10. Fosters endogenous attributions (students believe that they expend effort on the task because they enjoy the task and/or want to develop task-relevant skills).	10. Fosters exogenous attributions (students believe that they expend effort on the task for external reasons—to please the teacher, win a competition or reward, etc.).
11. Focuses students' attention on their own task-relevant behavior.	11. Focuses students' attention on the teacher as an external authority who is manipulating them.
12. Fosters appreciation of, and desirable attributions about, task-relevant behavior after the process is completed.	12. Intrudes into the ongoing process, distracting attention from task-relevant behavior.

Marzano (p. 56) Original source Brophy, J. (1981) Teacher praise: A functional analysis. Review of Educational Research, 51, 5-32. Adapted by permission by Marzano.

MINDSET INTRO FOR PARENTS



Your school is teaching kids about Mindset. It is important for you to be aware of what it is, why it's important, and how you can support it.

What is Mindset and why is it important?

Mindset is a simple idea discovered by world-renowned Stanford University psychologist Carol Dweck in decades of research on achievement and success—a simple idea that makes all the difference. Dr. Dweck realized that there are two mindsets: a fixed mindset and a growth mindset.

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. They're wrong.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all people who achieved top performance had these qualities. Research shows that people with this view reach higher levels of success than people with fixed mindset beliefs.

Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports. It enhances relationships, and increases achievement.

How can you support a growth mindset in your children?

No parent thinks “I wonder what I can do today to undermine my children, subvert their effort, turn them off learning, and limit their achievement.” Of course not. We think “I would do anything, give anything, to make my children successful.” Yet many of the things we do boomerang. Our best intentioned judgments, our lessons, our motivating techniques often send the wrong message, unintentionally.

In fact, every word and action sends a message. It tells children – or students or athletes – how to think about themselves. It can be a fixed mindset message that says: “You have permanent traits and I’m judging them,” or it can be a growth mindset message that says: “You are a developing person and I am interested in your development.”

The most important thing you can do to help your child instill a growth mindset is to praise them for effort rather than for talent. Messages like “You learned that so quickly! You’re so smart!” teach the child that effort is a sign of weakness and that they either are or aren’t smart. If they encountered difficulty in the future, they wouldn’t know how to deal with it. Instead, messages such as “I like the way you approached that problem”, or “good job to hang in there and find a different strategy that did work”, or “sorry, that seemed to be too easy for you, let’s do something more challenging”, teaches kids that effort is something we can all benefit from to reach our full potential, and that they need to be working purposefully in order to grow.

What if I want to learn more?

You can visit the Mindset website, <http://mindsetonline.com/>, read Dr. Carol Dweck's book *Mindset*, or visit the Brainology website, which your kids' school is using to instill a growth mindset in kids and adults: <http://www.mindsetworks.com/>

<http://class.stanford.edu/courses/Education/EDUC115-S/spring2014/>
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