

The Growth Mindset Coach

By: Annie Brock and Heather Hundley

Presenter: Amanda Mix
Website: amandamix.weebly.com
E-Mail: Amanda_Mix@isd31.net
Phone Ext.: 44211

Introduction: The Two Mindsets

Fixed Mindset: “The belief that we’re born with a fixed amount of intelligence and ability. Prone to avoiding challenges and failures (robbing themselves of a life rich in experience and learning).”

Growth Mindset: “The belief that with practice, perseverance, and effort, people have limitless potential to learn and grow. Tackle challenges and are unconcerned about making mistakes or being embarrassed (focusing on the process of growth).”

“A growth mindset in the classroom can significantly improve student achievement” (pg. 2)

The Organization of This Book:

1. A Monthly Mantra
2. A guide in creating a growth-oriented environment in the classroom.
3. Breaks this task down into manageable chunks (Practiced on low-income schools, with predominately white and Native American students.).
4. Fosters the growth mindset in yourself and among classroom and school shareholders.
5. There's no one right way to create a growth-mindset classroom.
6. Each chapter has specific objectives.
7. Lessons in each chapter that could easily be done in classes K-12.
8. "It does not matter how slowly you go, so long as you do not stop" (pg. 11).

August: Teaching is a Practice, Not a Perfection

Objectives (pg. 11):

1. Familiarize yourself with growth and fixed mindsets.
2. Reflect on the mindsets of your former teachers.
3. Set goals to incorporate growth mindset in the upcoming school year.

*Let's see what your daily mindset is on page 16 (activity).

5 Key Areas Where Actions Diverge: challenges, obstacles, effort, criticism, and the success of others (pg. 17).

*What is the mindset at your school? (pg. 18)

August:

What the Growth Mindset is All About: “Practice and persistence as a path to achievement, getting outside a comfort zone to take on new challenges, and recognizing that setbacks and failures are just part of the process” (pg. 23).

Growth Mindset SMART Goal:

1. **Specific**-Description of your growth-mindset goal
2. **Measurable**-How you plan to track progress towards the goal
3. **Actionable**-Specific steps you can take towards your goal
4. **Realistic**-Resources and supports your need to achieve the goal
5. **Timely**-Write your deadline for achieving your goal

September: Everyone Can Learn!

Objectives (pg. 27):

1. Teach your students about the mindsets.
2. Establish your classroom as a growth-mindset zone (judgment free zone).
3. Create a climate of growth mindset with parents and students.

The Growth Mindset Lesson Plan (pgs. 31-42)

Growth Mindset Parent Letter (pgs. 47-48)

Growth Mindset Resources (pgs. 50-51)

September:

Features of a Growth Oriented Classroom:

1. Work displayed shows student effort-eraser marks, highlighted mistakes, and all.
2. Positive classroom guidelines that reinforce the growth mindset are posted.
3. Students are situated collaboratively in groups, or where groups can be easily assembled.
4. Wall displays/decor that promote the growth mindset, "Change your words, change your mindset."
5. Teacher's desk is up front and easily accessible or, better yet, no desk.
6. Flexible seating, extra whiteboard space to work out ideas, noise canceling headphones when doing individual tasks.
7. Discipline is private, personal, and done with dignity (a coaching approach).
8. Growth notes (pg. 49)

October: My Brain is Like a Muscle That Grows!

Objectives (pg. 53):

1. Teach yourself and your students about neuroplasticity.
2. Test and develop brain-based teaching strategies.

"The measure of intelligence is the ability to change"-Albert Einstein

Meet Your Brain Lesson Plan (pgs. 57-61)

Brain Plasticity Lesson Plan (pgs. 65-67): **"Neurons the fire together, wire together."**

Path Through the Woods Analogy (pg. 62)

October: Turn Doubters into Believers with Science!

Brain Centric Teaching-Strategies into Deeper Thinking (pgs. 69-70):

1. Determine schema.
2. Thinking Stems (pg. 69).
3. Think Sheets
4. Journaling
5. Model Metacognition
6. Risk-free environment
7. Encourage notations

Brain Boosting Activities (pg. 71): *"Whew! Our neurons have been working so hard making new connections, they need to energize. Time for a brain boost!"*

1. Human knot
2. Air writing
3. Junk drawer
4. Yoga break
5. YouTube brain breaks

November: I Am a Valued Member of This Learning Community!

Objectives (pg. 73):

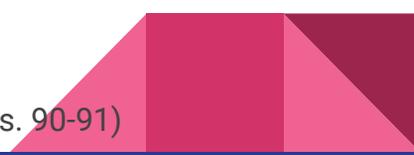
1. Develop strategies to build relationships with students.
2. Develop strategies to build relationships with parents.
3. Develop strategies to build relationships with colleagues.

"Kids don't learn from people they don't like" (pg. 74).

Relationship Self-Assessment (pgs. 74-75)

The Nurtured Classroom (pg. 85)

Growth Message for Parents (pgs. 88-89), Strategies (pgs. 90-91)



November:

Growth Oriented Student-Teacher Relationship Norms (pgs. 76-78):

1. Students know that the teacher has faith in their ability to achieve.
2. Students respect and like their teacher as a person.
3. Students seek and embrace the teacher's feedback.
4. Students know that grades are less important than growth.
5. Students feel safe with their teacher.

Relationship-Building Strategies (pgs. 80-81):

1. Finding common ground
2. Lunch buddies
3. Two-minute check-ins
4. Just say yes
5. Meet them at the door
6. Get-to-know-you activities
7. Hand signals and code words
8. Golden rule teaching
9. Forget the shop talk

Don't just tell people they are valued...make them feel valued! (pg. 94)

December: We Love a Challenge!

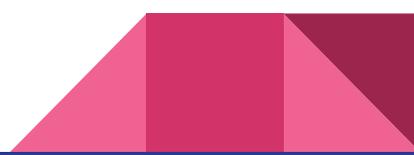
Objectives (pg. 95):

1. Teach students the difference between equity (differentiation) and equality.
2. Develop strategies to challenge all students responsively and responsibly (pgs. 97-98).
3. Set and communicate high expectations of all students.

Nurturing Environment + Challenging Work + High Expectations = Growth!

Equity vs. Equality (pg. 99)

Equity Lesson Plan (pgs. 101-103)



December:

Differentiation and Challenge (Three Areas):

1. **Content:** What the students are learning
2. **Process:** How the students are learning
3. **Product:** How the students demonstrate learning

(Strategies: pg. 105, Struggling Learners: pg. 106)

Personalized Learning and Challenge (pgs. 107-111):

1. 20% time
2. Passion Projects
3. Genius Hour
4. Inquiry-Based Learning

Setting High Expectations (Rosenthal's Four Factors-Why are high expectations fueling better performance?) (pgs. 113-116):

1. **Climate:** The teacher demonstrates warm and familiar behavior towards the student.
2. **Input:** The teacher invests more time and energy in those students.
3. **Output:** The teacher calls on students who are expected to know the answer.
4. **Feedback:** The teacher gives higher quantity of responses with better quality feedback.

The Pygmalion Effect vs. The Golem Effect

January: Feedback is a Gift-Accept It

Objectives (pg. 117):

1. Distinguish between person praise and process praise.
2. Develop strategies for giving effective feedback.
3. Teach students how to use effective feedback when conferencing with peers.

Teacher Feedback Stems (pg. 122)

Student Feedback Stems (pg. 125)

Person Praise: "You must be smart at this."

Process Praise: "You must have worked really hard."

January:

“A superior method of developing growth mindsets isn’t offering process praise after the fact but interacting with the child as he or she works through a task...whenever you can replace praise with getting involved, do it” (pg. 127)

“Appreciate it. Ask questions. If we see that a child is using interesting strategies we can ask about them. Talk to them about their thought processes, how they learn from mistakes” (pg. 127)

Person Praise to Process Praise (pg. 119)

Person Critique to Process Critique (pg. 120)

Vague Praise to Specific Praise (pg. 121)

Person Praise/Feedback to Process Praise/Feedback (pg. 122)

February: A Goal Without a Plan is Just a Wish

Objectives (pg. 129):

1. Understand how the personal quality of grit influences mastery.
2. Guide students to research real-world examples of grit.
3. Distinguish between performance goals and learning goals.
4. Help students develop performance goals and learning goals.

Growth Mindset Resources (pg. 132)

“Gritty People,” Hard Working Examples (pg. 136)

Exploring Performance Goals with Students Lesson Plan (pgs. 142-143)

February:

Performance Goals vs. Learning Goals:

1. Learning goals lead to mastery.
2. Performance goals are goals designed to make the student look smart and capable (Examples on pg. 143).

“It’s important that they’re (students) able to distinguish between the two types of goals and understand that one goal will assist them in short term comprehension and performance, and the other will lead them down a path of true mastery” (pg. 141).

The TARGET System (pg. 139):

1. **Task-Assignment**, rigor, engagement, value
2. **Authority-Student role**: decision makers and directors of learning (also classroom role)
3. **Recognition**-How and why students receive recognition
4. **Grouping**-How students are grouped together in collaborative learning
5. **Evaluation**-How the teacher will assess/evaluate processes, products, procedures
6. **Time**-How teacher plans class time and how time is used to complete tasks

March: Mistakes are Opportunities for Learning

Objectives (pg. 145):

1. Learn how to coach students through mistakes.
2. Develop mistake-friendly teaching strategies.

Famous Mistakes Lesson Plan (pgs. 151-152)

Next-Level Mistakes: Game Not Over (pgs. 153-155)

“The only sure way to avoid making mistakes is to have no new ideas.” -Einstein

“Failure is success in progress.” -Einstein

“Anyone who has never made any mistakes has never tried anything new.”

-Einstein



March:

Learning is Messy (Harnessing the Power of Mistakes) (pgs. 147-150):

1. Normalize mistakes
2. Value mistakes as learning opportunities (TeachingChannel.org: "My Favorite No")
3. Coach students through setbacks (Ask Three Then Ask Me, open-ended questions, reflection journal, reflection activities, use the mistake as part of learning)

"Knowing how to fail is a valuable skill, and one that more and more children aren't mastering thanks to overprotective parents, (teachers), and self-esteem culture" (pg. 156).

How to Promote Productive Failure, "Failing Up," or "Failing Forward" (pgs. 156-157):

1. The problems are challenging, not frustrating.
2. Tasks with multiple solutions to generate many ideas (not one way to get one right answer).
3. Activate students' prior knowledge but not relying simply on students' prior knowledge.
4. Opportunities to explain/elaborate their thinking/strategies.
5. Examine both good/bad solutions to the problems.
6. Tasks should be relevant/engaging to students.

April: There's a Difference Between Not Knowing and Not Knowing Yet!

Objectives (pg. 159):

1. Formulate a plan to use the principle "not yet" in your classroom.
2. Distinguish between formative and summative assessments.
3. Learn strategies and activities that emphasize value in the learning process.

Formative: Embedded in learning for mastery (for learning)

Summative: End of learning (of learning)

Formative Assessment Strategies (pgs. 168-173)



April:

Knowledgeable (what) vs. Knowledge-Able (why/how):

1. "Moving students from knowledgeable to knowledge-able means presenting them with authentic learning opportunities from which they can both find answers and generate more questions" (pg. 166).
2. **Verb Examples:** Produce, write, project-based learning, film a video, design, create.

Inquiry-Based Learning = Inquiry-Based Learning = Project-Based Learning (pg. 167):

1. Key knowledge, understanding, and success skills
2. Challenging problem or question
3. Sustained inquiry
4. Authenticity
5. Student voice and choice
6. Reflection
7. Critique and revision
8. Public product

PBL's are relevant, engaging, relate to adulthood, and a chance for students to direct their own learning.

May: I Got This!

Objectives (pg. 175):

1. Understand how self-talk plays a role in developing the growth mindset.
2. Develop a growth-mindset plan to learn something new.
3. Develop a growth-mindset plan to solve a problem.

"Just as your growth mindset is feeling satisfied with a hard day's work, your fixed mindset swoops in and undermines it by asking, 'But was it good enough?'" (pg. 176)

Growth-Mindset Plan for Learning (pgs. 180-181)

Growth Mindset Plan for Facing a Problem (pgs. 182-184)

Fixed Mindset Triggers (pgs. 185-186)



May:

Practice Talking to Ourselves (Self-Talk, Private Speech):

1. “Once you, and your students, figure out which mindset the voice is coming from, we can work to reframe it” (pg. 176).
2. My Fixed Mindset and Fix My Fixed Mindset (pgs. 177-178)
3. **Strategies to manage a fixed mindset (pg. 179):** Name your fixed mindset, role-playing the mindsets, accountability partners, draw your fixed mindset, pick a growth mindset catchphrase, letter to my fixed mindset.

Saying Goodbye (pgs. 186-187):

1. Banning a “fixed mindset” is missing the point because everyone has a fixed and a growth mindset.
2. “We cannot rid them (students) of a fixed mindset, we can only hope to give them a set of strategies to help them avoid getting bogged down in failure, becoming scared of taking on challenges, and thinking they’re somehow incapable or not biologically or intellectually meant to do, learn, or accomplish something” (pgs. 186-187).
3. “The goal is to help them overcome obstacles and challenges their whole lives long” (pg. 186).

June: I Can’t Take Care of Others if I Don’t Take Care of Myself

Objectives (pg. 189):

1. Engage in a guided journaling reflection on your year of growth mindset.
2. Create a plan to “sharpen the saw” in each of the four dimensions.

Reflecting on Your Year of Growth Through Questions/Prompts (pgs. 192-204)

“Without meaningful reflection, teachers are doomed to repeat the same failures over and over again. We encourage our students to be accountable for their mistakes and take steps to do better next time, and we should hold ourselves to the same standard” (pgs. 189-190).

June:

Ms. B's Example of "What I Did Wrong":

1. SHUT UP.
2. Chuck the grading scale.
3. Give students autonomy.
4. No more multiple choice.
5. Focus on learning, not teaching (pgs. 190-191).

The Summer Habits of Highly Effective Teachers (pgs. 205-209) by Stephen Covey:

1. **The physical dimension:** Go for a walk/run, yoga, garden, sleep-in, take a dance class
2. **The Social/Emotional Dimension:** Book club, volunteer, meet with friends, get therapy (art, talk, retail, massage, etc.),
3. **The Mental Dimension:** Take a class, read, teach, write in a journal
4. **The Spiritual Dimension:** Get outside, meditate, attend a service, make art

"Sharpening the saw is all about taking care of yourself" (pg. 209).

July: A New Day is a New Opportunity to Grow

Objectives (pg. 211):

1. Learn tactics for confronting fixed mindsets and getting the most out of learning opportunities.
2. Develop an online personal learning network.
3. Seek out growth-mindset resources to support you on your journey.

Fixed vs. Growth-Mindset Perspectives (pgs. 213-214)

Grow Your Growth Mindset with Resources (pgs. 218-220)

Grow Your PLN (Professional Learning Network: #GROWYOURPLN) (pgs. 215-217)

A Final Thought:

“If teachers truly believe that every child has the power to grow and improve his or her talents, skills, and abilities through hard work and effort, and to seek to cultivate that belief in their students, the roots of the growth mindset will grow deep. Through you, a growth mindset can bolster our future leaders, helping them overcome obstacles and setbacks, and lighting a fire for learning and growth that will, in turn, continue to empower children for generations to come”
(pg. 220)

Website: www.thegrowthmindsetcoach.com

