

# Fostering Student Success through Mindsets



MASFPS Fall Institute  
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## Connect

“Think about your intelligence, talents and personality. Are they just fixed or can you develop them?”

- Carol Dweck



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## Learning Targets



1. I can understand the difference between a fixed mindset and a growth mindset.
2. I can identify the four components of a learning environment that supports a growth mindset.
3. I can identify at least one strategy I can take back to my building/district to try with the students/staff.

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Two Perspectives:

**Educator**



**Learner**



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### Growth Mindset

**Educators** with a growth mindset believe that all students can achieve at higher levels – with effort, perseverance, and resiliency.

**Learners** with a growth mindset believe they can grow their intelligence with hard work.

There is enough success for everyone and both teachers and students learn about the malleability of the brain and what can happen as a result of practice, perseverance, resiliency, and grit.

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### Fixed Mindset

Intelligence is something you are born with – it is innate and although everyone can learn new things your innate intelligence cannot be changed.



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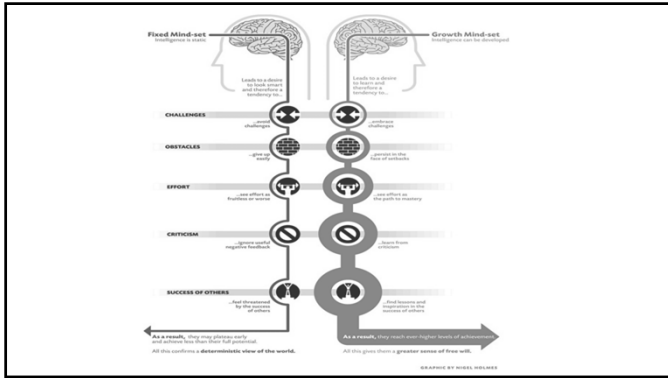
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Why is mindset important?

“When both teachers and students believe that students have a fixed amount of “smarts” that cannot be increased, students are far more likely to disengage. Conversely, when students have positive attitudes about their own learning capacity, and when teachers focus on growth and change rather than on having students reach arbitrary milestones, student engagement increases.”

-Eric Jensen

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- Four components in a learning environment that supports growth mindsets
1. Equitable access to advanced learning opportunities
  2. Deliberate cultivation of psychosocial skills
  3. Building a conceptual understanding of the brain and neural networks
  4. Growth mindset feedback and praise
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Equitable access to advanced learning opportunities



Do all of the students in your class, school, or district have access to enriched and accelerated learning?

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What is equitable access?

Advanced Learning Opportunities for ALL Students



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What is equitable access

Supports to Help Students Achieve



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Do the practices in your building/district allow for equitable access – ongoing opportunities for students to access challenging instruction?



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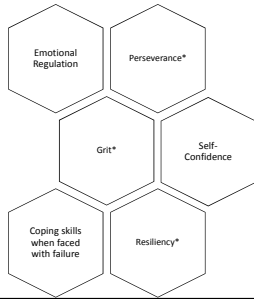
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Deliberate cultivation of psychosocial skills



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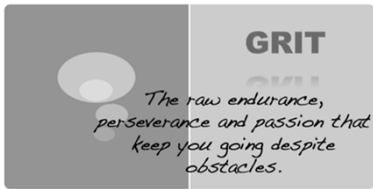
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Merriam-Webster: Firmness of mind or spirit...unyielding courage in the face of hardship or danger.

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How Gritty are you??

<http://bit.ly/1NgeCpH>

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Teaching Students (and Educators) how to learn from errors and failures

- Teaching them to take responsibility.
- Teach them to start over (and how to evaluate *when* to start over).
- Foster curiosity.
- Teach them to innovate.
- Let them (*sometimes*) cry, whine, and complain.
- Emphasize humility.

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Teaching Students (and Educators) how to learn from errors and failures

- Invented by Mistake!
- Authentic Stories of Failure
- Quotes about Failure

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Do the practices in your building/district allow for the deliberate cultivation of psychosocial skills?

A graphic consisting of two overlapping speech bubbles. The top bubble is dark with the word "Turn" in white. The bottom bubble is light with the word "TALK" in dark. The word "and" is written in a smaller font between the two bubbles.

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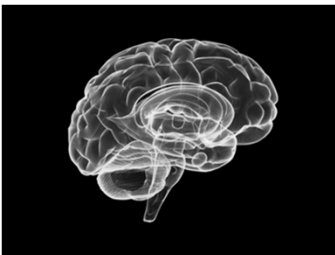
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Building a conceptual understanding of the brain and neural networks

A 3D wireframe rendering of a human brain, showing the intricate structure of the cerebral cortex and underlying neural pathways. The brain is white and set against a black background.

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Teaching students about their brains and how they work...



can increase motivation, willingness to accept new challenges, and healthier reactions to failures.

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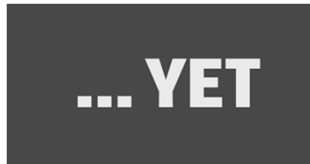
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Building a conceptual understanding of the brain and neural networks

- Students become Neurons
- Reflecting on their own Learning
- The Power of Yet
- Growth Mindset Language



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Growth Mindset Language



The way a teacher talks to students greatly affects how students shape their mental models of their own capacity.

—Carol Dweck

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### Growth Mindset Language

- “Comfort Talk” – Helping struggling students using language that lowers expectations
  - “Bless your heart...”
  - “That’s okay; you can be good at other things.”

“Don’t make excuses or try to make students feel artificially better for doing poorly. Instead, focus on students’ capacity to grow and change, and emphasize where they have control over their learning.”

--Eric Jensen

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### Growth Mindset Language

- Affirm students’ ability to learn
- Affirm students’ trust in you
- Affirm students’ choices, attitudes, and effort
- Affirm students’ capacity

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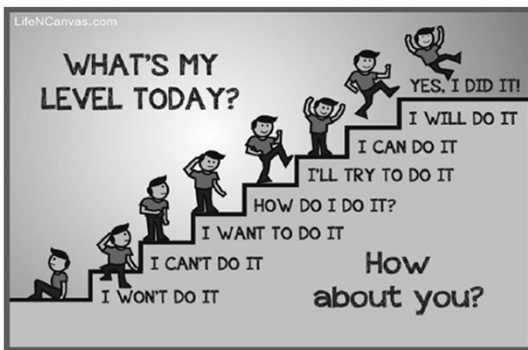
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Do the practices in your building/district allow for building a conceptual understanding of the brain and neural networks?



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Growth mindset feedback and praise



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Feedback and praise

Provide specific information that relates directly to

1. the learning goal;
2. the amount of progress made toward the goal;
3. where and how to proceed next.

- Be clear and constructive
- Remember the Power of Yet
- Affirm the "little things"
  - Thanks for taking care of that. I appreciate your thoughtfulness.
  - If you and your partner finished up on time, give your partner a high five and say 'We did it!'.

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