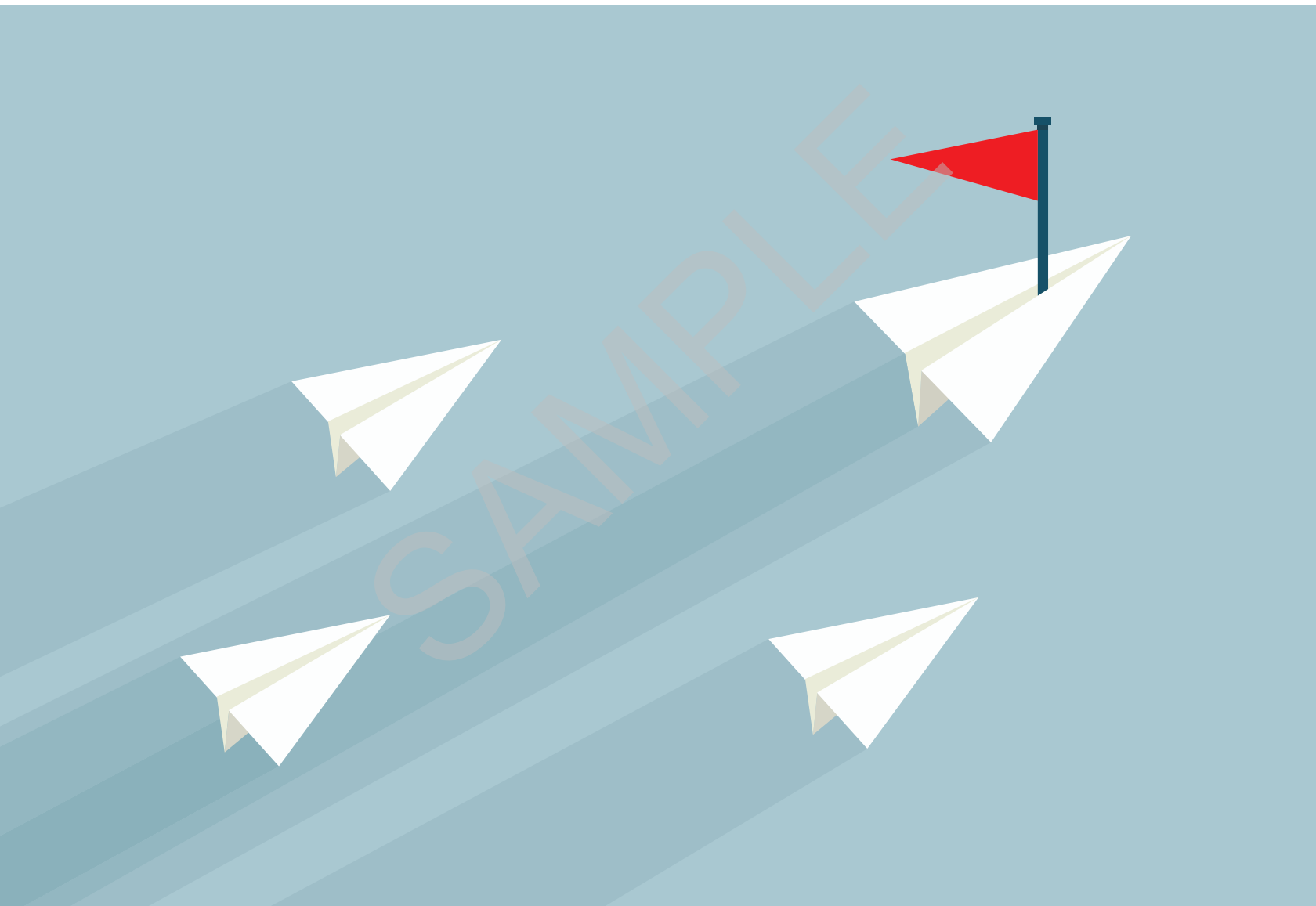




# LeaderKit™



Growth Mindset Tools &  
Resources to Transform  
School Culture

# Other Mindset Works® Programs

Mindset Works' programs help students and educators become more motivated and effective learners.



## Brainology® FOR SCHOOLS

Brainology® for Schools is a blended learning curriculum that teaches students how to develop a growth mindset. The program includes online animated instructional units, as well as offline classroom activities. Brainology for Schools also comes with a Spanish language option, Brainology en Español!



## Brainology® FOR HOME

Brainology® for Home is a blended learning curriculum that teaches students how to develop a growth mindset. The program includes online animated instructional units, as well as offline classroom activities. Brainology for Home also comes with a Spanish language option, Brainology en Español!



## MindsetMaker™ Online Professional Development

This online Professional Development course for teachers provides tools and resources needed to shift teachers' practice and cultivate a growth mindset culture of teaching and learning within their classroom.



## GEM™ Growing Early Mindsets™

Growing Early Mindsets™ (GEM™) is an early learning curriculum designed to integrate growth mindset into the PreK-3 classroom. **Note: The GEM curriculum will be available for purchase in 2017.**



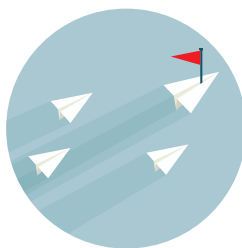
## SchoolKit

Mindset Works SchoolKit is a suite of resources (including Brainology® for Schools and MindsetMaker) developed to cultivate a growth mindset school culture. It contains tools for administrators, teachers, and students to learn, teach and live the growth mindset.



## Live Training

Our professional learning specialists deliver engaging, high-quality talks and workshops to help your school or district learn how to cultivate a growth mindset culture. Using reflection, discussion, activities, games, videos, and practical tools and resources, we can promise an interactive session that has lasting impact for both immediate and future change.



## LeaderKit™

The LeaderKit™ is a valuable resource for school leaders to use to help foster a growth mindset across a school. When leaders model a growth mindset, it sets the stage for all stakeholders to follow.



## Applied Brainology™ Student Mindset Builder

Applied Brainology™ is a blended learning curriculum that teaches students how to apply a growth mindset to their school work and daily lives. The program includes videos, discussion boards, and online activities accessed through Moodle, as well as offline classroom activities. Note: Applied Brainology™ will be offered in Fall 2017.



Learn more about Mindset Works' programs at:  
[www.mindsetworks.com](http://www.mindsetworks.com)



# Introduction

## Growth Mindset Culture Implementation Guide

Cultivating a Growth Mindset School Community Through the Understanding of Expandable Intelligence and the Use of School-Specific Tools, Resources and Strategies



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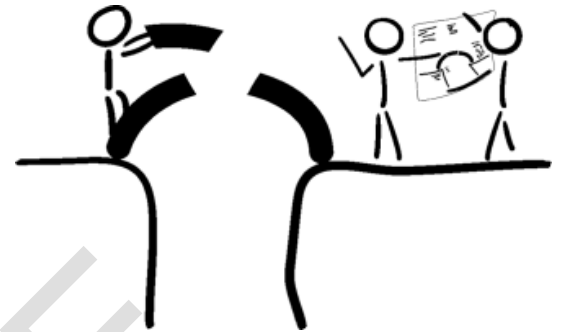
# The Mindset Works® LeaderKit™

## Cultivating a Growth Mindset School Community

### What are Mindsets?

*Mindsets* are the beliefs that people hold about their attributes. When people believe that their attributes—such as intelligence—are unchangeable, they hold a *Fixed Mindset*. When they believe that these attributes can be developed through learning, they hold a *Growth Mindset*.

Decades of research by Dr. Carol Dweck and colleagues show that when people understand that they can develop their intelligence through learning, those people are more motivated to seek challenges, value learning, invest effort, and persist through difficulty—ultimately achieving more. Furthermore, a Growth Mindset can be taught to both children and adults.



### Getting Started with the LeaderKit

True leadership requires a growth mindset. Leading is a challenging task fraught with obstacles and challenges. It requires great effort and persistence. When we, as leaders, recognize that our community could benefit from developing growth mindset beliefs and practices, we must first reflect on the extent to which we are:

- providing a context for a growth mindset to thrive.
- modeling a growth mindset in our behaviors, habits, and responses to others.

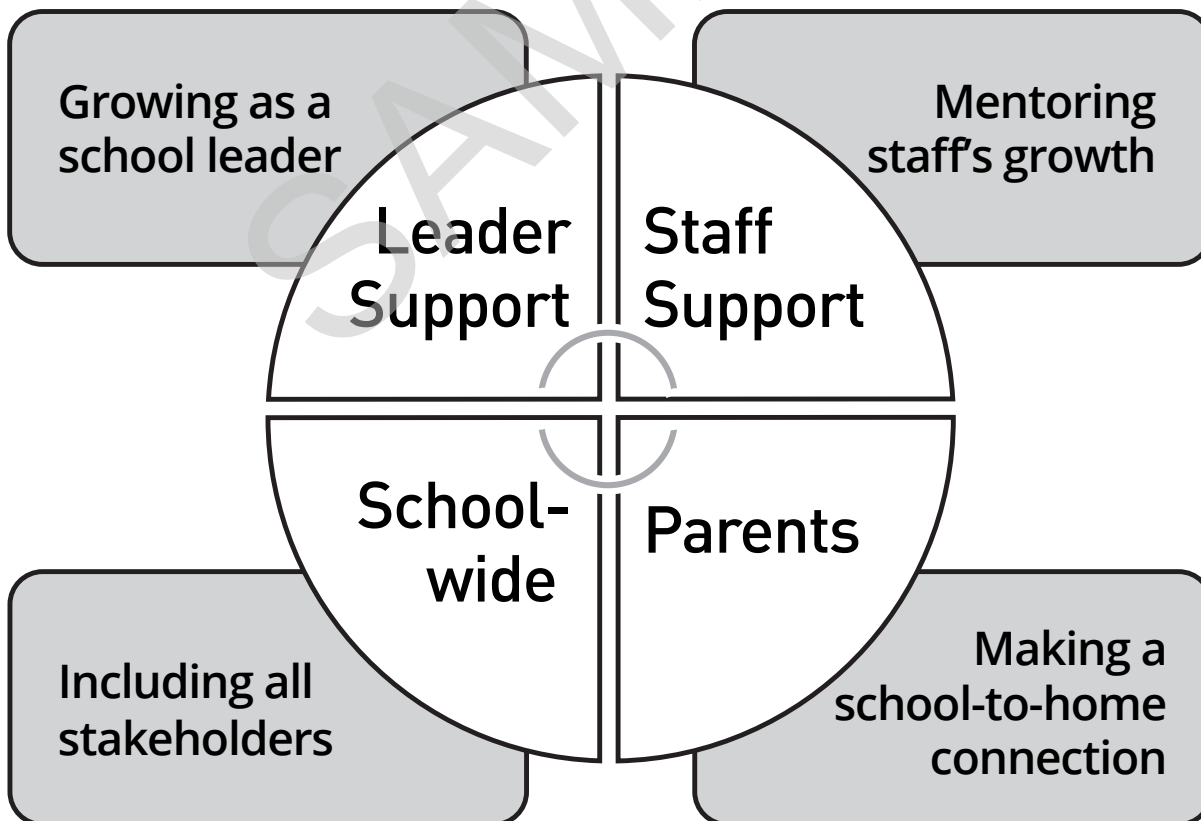
For this reason, there are resources provided for you here to cultivate your own leadership growth mindset in addition to the resources and tools provided for cultivating growth mindsets in your building. **When leaders model a growth mindset, it sets the stage for all stakeholders to follow.**

## What is the LeaderKit?

The LeaderKit is a selection of resources and strategies that school superintendents, principals, assistant principals, coaches, department chairs, and teacher leaders can use to cultivate growth mindsets at all levels of their organization. This book is made up of four sections plus a digital resource package that is accessible with your Access Code at [www.mindsetworks.com](http://www.mindsetworks.com) in My Programs. Email [support@mindsetworks.com](mailto:support@mindsetworks.com) if you need help locating your digital resource package.

1. **Professional Development for the Leader:** professional learning articles, reflective exercises, and resources for school leaders to develop and deepen their own leadership growth mindset.
2. **Resources to Use With Staff:** training materials to use with teachers and staff as professional learning activities, language and observation tools to cultivate growth mindsets in your teachers.
3. **Tools for Teacher Use:** resources, rubrics, quotes, and mini-lessons for teachers to use in the classroom with their students.
4. **Resources for the School Community and Families:** tools to share with front office, counseling, and support staff, as well as parents and families.
5. **Digital Resource Package:** PowerPoints, Videos, Online Assessments, and Downloadable PDFs to enhance engagement with your faculty and staff.


*Note: School leaders will see opportunities to use many resources in multiple settings. Be creative and flexible to allow this LeaderKit to meet your school's unique needs.*





# Section 1

## Professional Development for the Leader



The first step in developing a growth mindset school culture is to develop a growth mindset as a leader. The following section contains tools and resources to do just that.



## School Leader Articles and Reflections User Guide

### Why?

We provide the following section for a school leader to read and reflect about growth-minded leadership. These articles and reflections can serve as a method to determine your next steps in cultivating a growth-minded culture at your school, but also as a resource for you as you explore how to lead with a growth mindset.

### How?

- Consider sharing these articles with a colleague or administrative team at your school and reflecting, sharing and planning next steps collaboratively. Leading with a growth mindset and supporting site-wide growth is an enormous task and best taken on as a team of like-minded professionals who can support one another as they support the students, teachers, staff, and parents.
- Set aside time for 1 hour every other week to read each of these and complete the reflection. Reserving time for you and your own personal growth is a great thing to prioritize!
- Use the reflection tool to set a goal for yourself. What can you adopt in your own leadership approach that is inspired by these writers?



### Articles for growth-minded leaders:

“The Right Mindset for Success” .....	21-25
“A Growth Mindset Year at Lenox Academy” .....	26-29
“The Steepest Slopes” .....	30-32
“Leading Change with a Growth Mindset” .....	33-35

# A Growth Mindset Year at Lenox Academy

By Joe Giamportone, Assistant Principal



*Located in the heart of Brooklyn, New York, Lenox Academy offers an academically accelerated program for middle school students in grades 6 through 8. Yet, while the overwhelming majority of our students exceed New York State standards in English Language Arts and Mathematics, a deeper analysis reveals a disturbing trend. We discovered that as the curriculum became more challenging over the course of middle school, many of our high-achieving students retreated from putting forth effort. The result was that academic performance actually declined over the three years for a large number of our students.*

## Fixed Mindset

Reading about the work of Dr. Carol Dweck and her team at Mindset Works, we were able to more clearly understand the nature of our dilemma. Students who retreated from putting forth effort, we now realized, were exhibiting the characteristic fixed mindset. These were students who, for the better part of their young lives, had been praised for intelligence based on their performance in school and on NY State standardized exams. Acceptance into Lenox Academy brought more praise for intelligence—but when the accelerated curriculum began to present the kinds of challenges they had not previously encountered, they retreated.

## Growth Mindset

To help inoculate our students against the consequences of fixed mindset thinking, we decided to pilot the Brainology® growth mindset curriculum with our incoming class in September. Over the summer, I worked with a lead teacher, Nicole Trubnikov, to prepare. We planned to embed the instructional component of the program in our 6th grade science curriculum map. (It is no coincidence that Nicole is our 6th grade science teacher!) However, we wanted to go beyond just teaching the curriculum to our students. We knew that we needed to integrate the growth mindset throughout our school culture, and ensure ongoing support for our students as they met the challenges of our rigorous curriculum. We developed an action plan to achieve our short and long term objectives:

- Ensure that all 6th grade teachers were actively engaged and invested in the program
- Insinuate the skills and concepts learned in Brainology across subject domains
- Create activities, tasks, and learning experiences that spanned the entire year
- Present our work to the staff to ensure continuity into the 7th and 8th grades in subsequent years.

## Teacher Engagement

In order to engage teachers in implementing the program, we initiated an email campaign to introduce the program and the rationale behind piloting it with our incoming 6th grade class. We shared the monthly Growth Mindset Digest and forwarded articles as well as links to the teacher resources found on the Brainology website. We scheduled quarterly grade meetings where we brought teachers up to speed regarding instruction and the learning activities in which students were engaged. At these meetings, we discussed ways of infusing the ideas, concepts and skills learned in Brainology across subject domains. We also collaborated in developing strategies we could employ to ensure that all teachers were fully engaged and understood the shared responsibility of succeeding in creating a Growth Mindset school culture.



## Brainology across Subject Domains

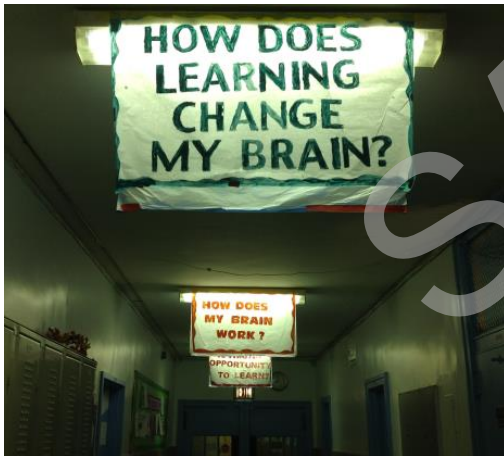
In order to develop a Growth Mindset school culture, we knew that all 6th grade teachers needed to be familiar with the skills, concepts, and language of the Brainology program. Together, we fashioned 10 essential questions that became a cornerstone of our interactions with 6th grade students:

1. Am I a learner?
2. How does my brain work?
3. How does learning change my brain?
4. Can I grow what I know?
5. Am I persistent in solving problems?
6. Do I seek or avoid challenges?
7. How do I know I am doing my best?
8. Is this an opportunity to learn?
9. Why are mistakes wonderful?
10. Do I have a growth mindset?



We posted these questions as banners hanging in the corridors and teachers posted them in their classrooms. We agreed that these questions would serve as entry points into conversations with students about performance on assessments, observable work habits, and general behavior. Each of the 10 essential questions was unpacked in our Character Development classroom where students discussed and reflected on each question in depth.

## Building a Growth Mindset All Year

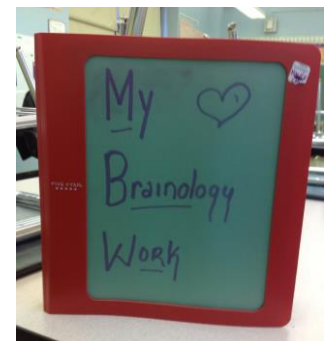


In order to hold each other accountable for following through on this commitment, we created a Growth Mindset bulletin board in the main office. Each time a teacher interacted with a student using one of the essential questions, the brief conversation was documented and then posted to the bulletin board. This Growth Mindset display grew during the year and was seen by teachers, students, administrators and visitors.

Each student created a Brainology binder consisting of all assessments, tasks, and reflective pieces associated with their work in Brainology during the year. We decided to supplement the activities and assessments embedded in the Brainology curriculum with reflective writing assignments that we administered three times during the year. These reflective pieces presented students with an

opportunity to revisit the various ideas, concepts and skills associated with the Brainology program. They also proved valuable to teachers and administrators, serving as evidence of student learning.

In reviewing student responses, we were pleased to see that all students were using the language of the Brainology curriculum. While almost all students saw growth in their quest to develop a growth mindset, many recognized that there was still much work to be done.



## Sharing with Staff

At our end-of-year grade conference for 6th and 7th grade teachers, Nicole read several excerpts from the final reflections submitted by our 6th grade students. We noted several ways that they showed deepening understanding and integration of growth mindset concepts:

1. **Teacher praise for effort:** Many of the students were able to articulate that they had come to understand the difference between praise for intelligence and/or talent, and praise for effort, persistence and perseverance.
2. **Using the language/changing the culture:** All students used the language, ideas, skills, and concepts of Brainology in response to our prompts.
3. **Gaps:** Students identified and acknowledged personal gaps and work yet to be accomplished in order to fully develop a growth mindset.
4. **Transition to Middle School:** Many students mentioned the transition from elementary to middle school and how difficult it was at the beginning of the year becoming accustomed to the rigorous curriculum. They acknowledged that they had acquired a fixed mindset in elementary school and how the knowledge and skills learned in the Brainology program helped them to begin making the transition to a growth mindset.

A brief discussion ensued with 6th grade teachers sharing their personal experiences and conversations with students around the Growth Mindset ideas and essential questions. Teachers themselves were very candid in self-reflection, admitting that they, too, had moved toward developing a growth mindset this year.

We then summarized what we believed to be the three enduring understandings underlying the program:

1. **Growth Mindset:** Redefining what it means to be smart as possessing and demonstrating a growth mindset: persistence, perseverance, learning from mistakes, embracing challenges, and putting forth effort in achieving goals.
2. **All About My Brain:** Learning about how the human brain works based on current advances and discoveries in neuroscience. Each and every student was genuinely interested in learning about his/her brain.
3. **Growth for Life:** Internalizing the skills and knowledge acquired in this program to become industrious, productive, life-long learners.

## Looking Back—and Forward

In *Principle-Centered Leadership*, Stephen Covey says: “If you want to make small improvements in an organization then you focus on changing attitudes and behaviors. If on the other hand you want to make quantum improvements then focus on changing paradigms. Attitudes and behavior will follow.”

As we begin a new school year, we can look back at our work and know with confidence that we have begun to transform the teaching and learning paradigm at Lenox Academy—and we know that we are poised to move forward by making improvements where necessary while building on our successes.

## About the Author

Joe Giamportone has been Assistant Principal of Lenox Academy for 7 years, and a science teacher for 11 years. In his previous career, he spent 15 years as a restaurateur.

## Leader Reflection: A Growth Mindset Year at Lenox Academy



At Lenox Academy, the staff identified high-achieving students who were declining in performance when work became more challenging. Where do you see a similar pattern in your school?

To create momentum and interest, Mr. Giamportone and his lead teacher began an email campaign to communicate a growth mindset and a need for these lessons for students. What first moves could you make to create awareness and then interest in this work?

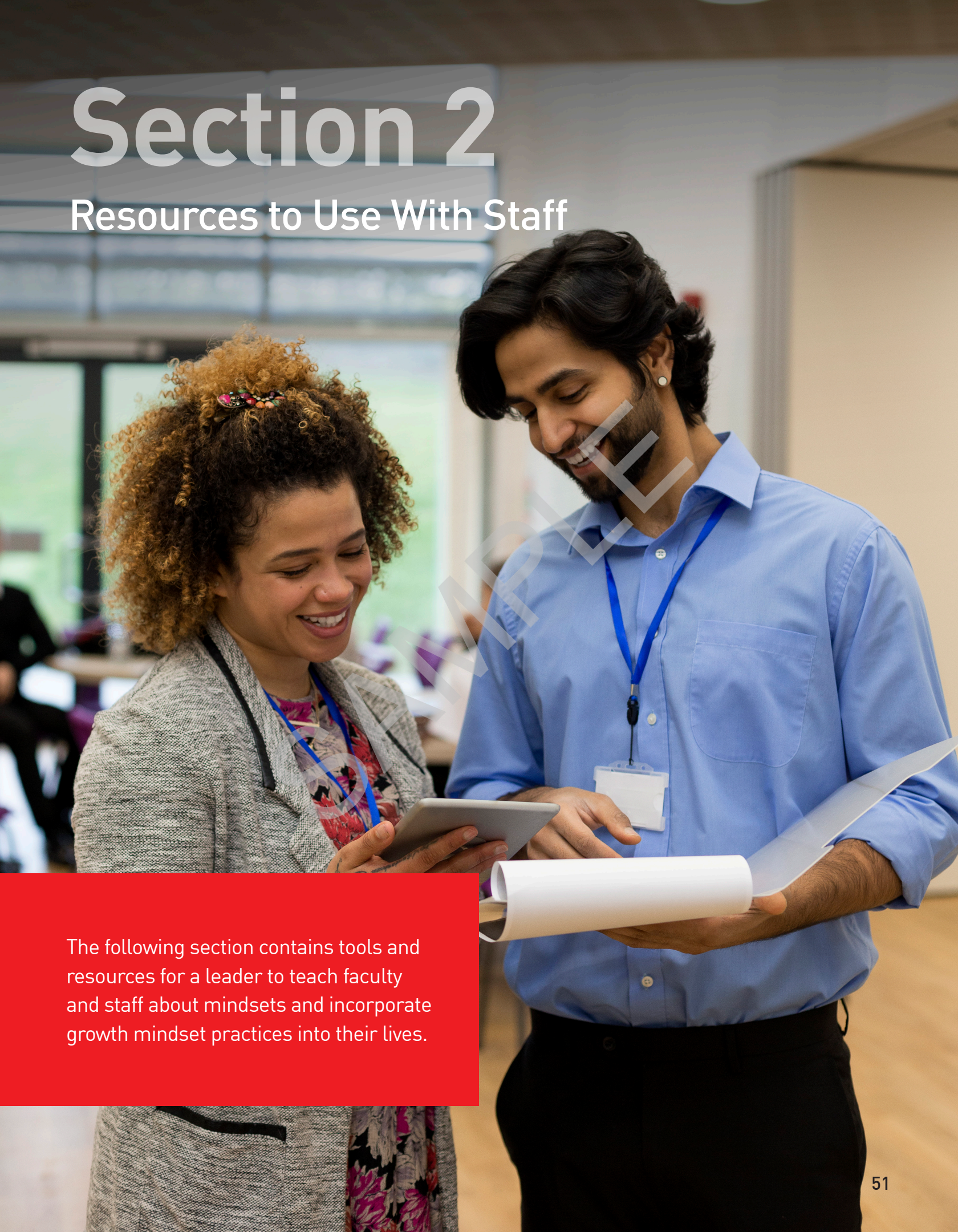
Mr. Giamportone cites reflective writing assignments as effective tools used school-wide at Lenox Academy. Do you see an opportunity to use this or a similar strategy in your school?

The 10 Essential Questions that Lenox identifies would help students develop academic learning mindsets. Which of your staff members have expertise in teaching these competencies? How could you support them so that their expertise can be shared?



# Section 2

## Resources to Use With Staff

A woman with curly hair and a man in a blue shirt are looking at a tablet together in an office setting. The woman is on the left, wearing a grey blazer and a colorful patterned top. The man is on the right, wearing a light blue button-down shirt and a blue lanyard with a badge. They are both smiling and looking at the tablet. The man is also holding a rolled-up document. The background is a bright, modern office with large windows.

The following section contains tools and resources for a leader to teach faculty and staff about mindsets and incorporate growth mindset practices into their lives.



---

# Language for Conversations with Educators

## User Guide

### Why?

The way we talk to people impacts their mindset in that context. Just as students benefit from feedback that fosters a growth mindset, so do adults and employees. When people believe in us and believe we can grow, we are more likely to engage in challenging work, take responsible risks, and learn from our mistakes.

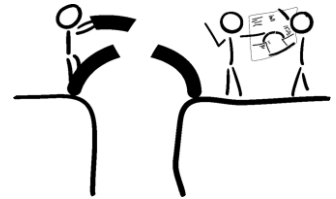
But leaders do not always know whether they are fostering a growth mindset in the adults they lead. So the tool provided is a sample of how to talk to adults to foster a growth mindset response and to cultivate a growth mindset culture.

### How?

- Journal about the last 3-5 interactions you had with staff about their teaching or job performance. Write down what you can remember you said as feedback or praise. Then take a look at this feedback tool and find the category those conversations fall under (“succeeding with strong effort”, “showing improved effort”). Look for other ways you can provide feedback and think about how you might respond next time you are in a similar situation.
- Think about the adults that are the hardest for you to motivate; which categories do they fall under? Try out some of the feedback in those categories the next time you meet with or observe them.
- Think about those employees who do not receive any feedback. Maybe they are not the leaders nor are they on your radar for needing improvement. What categories do THEY fall under? What can you do to motivate them to also grow in their performance?
- Share this tool with your administrative team and/or instructional coach. Have a conversation about how these responses to adults might impact adult/teacher performance. Consider having a conversation about how the administrative team interacts internally. How can you cultivate a growth mindset culture internally and support each other as school leaders?

## Language for Conversations with Educators

As leaders support teachers in the refinement of their practice, using growth-minded language helps teachers accept feedback and learn from it. It is important to give teachers formative feedback about their progress so they can see their growth and specific opportunities for improvement. It is also important to communicate that obstacles are to be expected, but that leaders have high expectations that all teachers can overcome them. In using the growth-minded prompts that follow, you are modeling for your teachers the same mindset feedback you're expecting them to give their students.



Use these language frames when communicating with teachers in emails, during lesson studies, in staff meetings, and in conferences.

### When the teacher is succeeding with strong effort:

- Your persistence in this area has paid off! You're working towards your goal, which is worth all the extra effort!
- Even when the content is challenging for your students, you keep at it until they learn.
- I can see that you've worked hard to listen to feedback and grow from it. Let's discuss a few examples from my learning walks/observations.
- Your consistent improvement is noteworthy and a model for so many educators in the school/district.
- You have put so much energy into making improvements to your practice. It must have taken a lot of perseverance to get your students to be so successful. Would you be interested in sharing some in your PLC/grade level team/staff meeting?
- I can tell you have put a lot of preparation into your lesson planning. I noticed sustained and active engagement from your students, who get the opportunity to show what they know at varying levels of understanding.
- Remember for a moment how challenging this class was when you first started the year. Look at how far they have come!
- All that hard work and deliberate effort is paying off!
- It's exciting to see the difference in your lessons now when I compare it to earlier observations.
- I can see you have learned a lot about (differentiating/formative assessment/behavior management/etc.) because \_\_\_\_\_.
- You have turned challenges in (differentiating/classroom management/etc.), into opportunities for growth, and with your commitment to improve, you have made amazing gains. You should be proud of yourself!



### When the teacher has shown improved effort:

- I can see improvements in your classroom/instruction. What have you been doing differently in your planning/preparation?
- I can see improvements in your students. What have you been doing differently in your classroom?
- You are continuing to make gains in these areas. I can see a difference in this work compared to your earlier work. Let's discuss a few I have noticed...
- I see you are listening to the feedback and changing your practice accordingly. It's working! Keep it up!
- You have been focused on improving this area of your practice for a while now and you didn't quit! I can see you improving daily.
- Your hard work to improve student agency is clearly evident in your students' abilities to take responsibility for their own learning.
- You are growing so much as a teacher. It's exciting to see your growth! How does it make you feel?
- I can tell that you have struggled to learn this new method. I appreciate you taking the risk knowing how hard it would be to change.
- You had a setback with those rigorous new standards, but you didn't give up. I'm proud that you were undaunted by a challenge.
- I noticed you took the initiative on that team task. You stepped outside your comfort zone, and you will be a better teacher for it!
- I can see that you have been trying new things to meet the needs of your students.
- You put a lot of effort into getting timely feedback to your students, and it makes a big difference in their learning. What kind of feedback have you received from your students?

### When the teacher is not putting forth much effort:

*Note: In this category, the teacher could be someone whose students are underperforming or else someone whose students are doing adequately - regardless of the (low/poor) quality of teaching (for example, if the student population is traditionally high-achieving).*

- It's great that you have that skill down. What can you take on next so you can grow as a teacher and improve learning outcomes for students?
- It looks like you aren't really challenged by this method of teaching. I think you're ready to step outside of your comfort zone to try something new. Let's talk about it at a convenient time for you.
- I think you are ready for a new challenge in your class/practice/subject area/career.
- Sometimes we don't want to try new things when we are afraid to make mistakes. The students sometimes feel the same way. This is why it's important for teachers to expose their vulnerabilities and model for the students that mistakes are how we learn!
- New standards can be overwhelming and intimidating. Share your feelings with your students and how you plan to move beyond your feelings for greater growth. Demonstrate that this is an opportunity for all of us to stretch and grow!

- At times you seem afraid to take on new challenges. This is how I can support you so you'll feel safe to take risks. What else can the leadership team or I do to encourage healthy risk-taking?
- How can we best support you and respond to what you need?
- You are not showing much enthusiasm for teaching lately. Can we discuss ways to inspire you and breathe new life into your practice?
- Remember why you chose to be a teacher. You are here to make a difference and every day we get the opportunity to make that difference! Let's talk about how we can create excitement and rekindle your passion for teaching.
- Is it good enough or would you like to make your teaching great?
- Education is an exhausting career. I understand. But when we are improving and growing, we can still feel very motivated and energized. What would be exciting for you to work on or learn about?
- I really respect the years of experience and practice you have in education. I also have a perspective of education that I would love to discuss with you.
- Are you pleased with your current results in teaching and your students' learning outcomes? Why/why not?

### When the teacher is struggling despite effort:

- I know that lesson didn't go as well as you had planned. Let's look at this as an opportunity to improve and set a goal based on this observation.
- What did you do to prepare for this lesson, unit of study, exam, etc.? What are examples of things that went well? What could you do to prepare differently next time?
- You are not there **yet**. Let's talk about what actions you can take to get there.
- I expect you to make some mistakes. Teaching provides us daily opportunities to learn from our mistakes so we can improve our instruction so all children can learn. What's important is that you identify the areas in which you can grow and target those for improvement.
- I know you are struggling, but you are making progress. I can see your growth in behavior management/building relationships/communicating learning goals. Here are some examples I have seen and heard about...
- So you're not there yet. But look at how much progress you made on this. Do you remember how much more challenging this was for you last month, semester, term, and year?
- Most things worth doing do not come easily. What kinds of support do you need from colleagues, coaches or me so that you and your students can be successful?
- If we don't try, we fail to learn and grow. Your effort and willingness to try and sometimes fail is far more important to me than never trying to grow and staying mistake free.

### When the teacher is discouraged and feeling helpless:

- I know that you are feeling discouraged lately. Here are some strategies you can try that I think will make a big difference.
- I do not expect you to know how to do this already. I am here to help you learn these new ways of teaching and learning.

- These performance standards can be learned. If you isolate each standard or strand and practice with your students, I know you will improve.
- Your teaching will improve with more practice. Tell me how much you've practiced in this area, and we'll discuss what I think you should continue doing and also what new strategies may produce improved results for you and your students.
- The curriculum is more challenging so we expect teachers to struggle with it at times—but you'll master it with time and effort.
- Juggling all the balls of teaching can be challenging, but it is just a set of skills. You have mastered new skills before, so I'm confident that you can do it again.
- If you haven't had the right kind of feedback and practice, you may feel as if you're not capable. Just because you are having a hard time now, it doesn't mean you will always find it this difficult. I'm here to support you and discuss the skills, strategies and coaching that I think will help.

### Growth-Minded Feedback Re-Framing:

Change fixed, person-specific feedback to growth-minded effort-based feedback...

...from this:	...to this:
Your class is so awesome.	You are focused on creating independent learners, and as a result your students are using great strategies for studying, managing their time, and practicing new material.
You are one of our best teachers!	I appreciate your attention to excellence in all of your endeavors.
Your students are so well-behaved.	I can tell you've worked hard to build a relationship with your students because their behavior shows they respect you.
Nice job today!	<b>When I saw you teaching today, I noticed</b> that the students were really learning and enjoying the process. Nice job instilling a love of learning in your class!
You are a natural-born teacher!	You clearly enjoy teaching, because you are so attentive to the details, and you are always working to be the best teacher you can be.
You might not be cut out for teaching.	It is normal to struggle with a difficult assignment. You can learn this and improve. Others have met the challenge before you and you can too!

*"Everyone, of whatever age and circumstance, is capable of self-transformation."*

– Warren Bennis



# Section 3

## Tools for Teachers

Teachers will need the tools and resources in the following section to put growth mindset ideas into practice in their own classrooms.



# Welcome Back to School Letter to Students

## User Guide

### Why?

It is important for students to know that their teachers have a growth mindset as well. A letter to your class can be a great way to put your philosophy of teaching and learning in writing and to communicate a strong growth mindset. A letter just for them that tells them that you are excited to help them learn, to take on challenges, to be safe to make mistakes, and to grow will create a great foundation for connected student relationships.

### How?

- Use the model letter as inspiration for writing your own letter to your class. What do you want them to know about your thoughts about what it means to have a growth mindset in your class?
- As a grade level or curricular team, write a letter together that communicates your whole team's excitement about the year and philosophy of teaching with a growth mindset.
- Share this model letter with other teachers to open up a reflective conversation about the school's practices. Is this sort of classroom environment evident in your building? Why or why not? What examples are out there that offer an opportunity to learn from one another?

## Welcome Back to School Letter to Students

Dear \_\_\_\_\_,

Welcome to \_\_\_\_\_ grade! I am so excited to share the journey of this school year with you!

This year brings us all so many opportunities to grow and learn. We are all being challenged to have high expectations for ourselves. As your teacher, I will expect you to set stretch goals for yourself and work very hard to reach them. I promise to set stretch goals for myself as well. I will share those goals and my progress with you.

Reaching your goals can be scary and sometimes frustrating. It takes a very long time to become an expert at something that you aren't so good at. In fact, scientists have proven that the only way to learn and get smarter is to attempt something new and work really, really, hard at it over time... even if you make a lot of mistakes.

**YES! I SAID IT! I WANT YOU TO MAKE A LOT OF MISTAKES!**

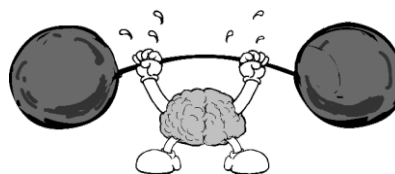
Do not be afraid to try something because you think you won't be good at it. Chances are, you won't! And that is normal! In order to be successful, you will need to try new things, make mistakes, and learn from them. Easy is boring. Effort is what makes you smarter. Even scientists say so.

So this year we will learn about accepting (and getting excited about) challenges, making mistakes and learning from those mistakes, and using effective effort to grow and learn. When it gets tough, I promise to help you along the way.

Welcome to our class. Let's get to work!

P.S. Remember this quote:


*"The worst mistake anyone can ever make is to be afraid to make one."*





# Section 4

## Resources for the School Community and Families



To complete the school culture transformation, parents and staff must also learn about mindsets. Use the following resources to spread mindset ideas to the wider school community.

# Growth Mindset Classroom Posters

## User Guide

### Why?

These posters can be used in several ways to communicate a growth mindset to students. For students to approach learning with a growth mindset, it is helpful when the teacher cultivates a growth-minded classroom culture. Part of that culture includes students who understand that their teacher knows they can change their abilities through effective effort.

These posters are a resource for teachers to publicize their own growth mindset each and every day, while also serving as a visual aide for class discussions and mini-lessons (suggestions below).

### How?

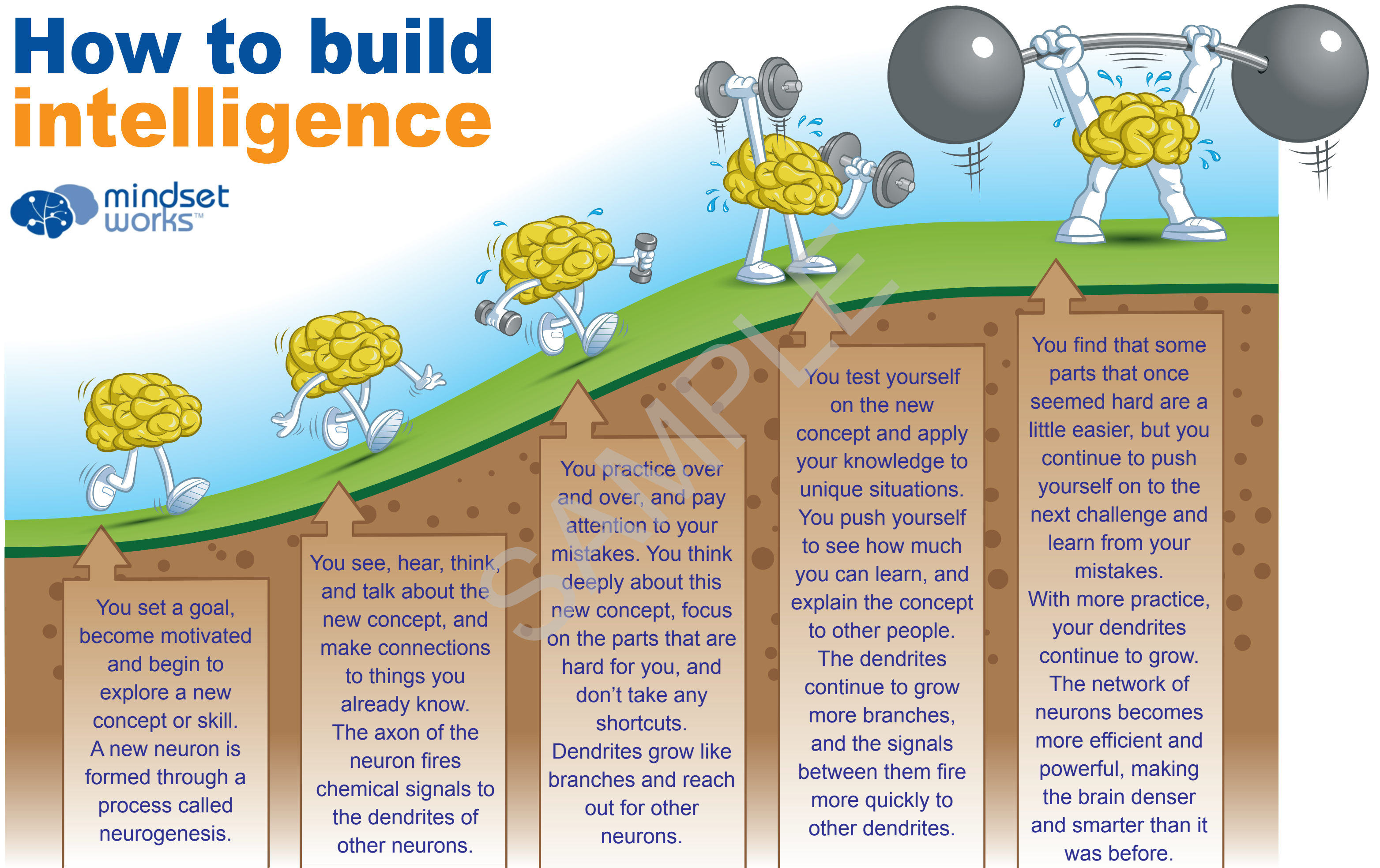
- Download and print the posters from the LeaderKit Digital Package at [www.mindsetworks.com](http://www.mindsetworks.com). Login and go to My Account --> My Programs --> Posters.
- Choose one poster (at a time) to discuss as a class. To choose which poster to use, first, identify whether a group of students in the class needs some support in one area (Emotions and Learning, Brain Healthy Choices, Neuroplasticity, B.R.A.I.N. strategy). Select an appropriate poster and ask students to reflect about how they could apply the concepts on the poster to their own lives.
- Ask students to make their own posters, inspired by the ones in the toolkit. What would be some ways they would publicize this information to kids at THEIR school in their grade level?
- At Back-to-School Night, take 3-5 minutes to address a growth mindset with the parents. Let the parents know that your focus is on helping all students challenge themselves to grow while providing them with strategies and tools to improve. Reference the posters as a visual aide to communicate to the parents.
- Each month use one of the posters as the theme for the month for cultivating a growth mindset. All month, review the ideas on the poster and ask students periodically, how have they applied this concept to their day/week or to this class? Students can write a quick exit ticket or do-now reflection to talk about how that poster was relevant to them that day (or how they could have had a better result that day if they had applied concept from the poster).

### Specific Poster Lesson Ideas

**How to Build Intelligence Poster:** "Good Readers Are Made, Not Born!" Let them know that people who are very good readers read about 1 million words per year (independently) and have vocabularies reaching 6,000+ words. That takes times! A good reader gets that way by doing lots of reading. Use this poster to show students how paying attention to things (like reading about them) over time causes neurons to fire and connections to grow. With repeated and distributed practice, anyone can become a very good reader. This is true for different book genres as well. Ask students to reflect about a genre of reading that they do not feel strong in (perhaps reading Science texts, fantasy books, mysteries, historical fiction, etc. - whatever they haven't practiced much). Ask them to compare the time they spent reading that genre vs. the time they spend in a genre they are "good" at. Remind them that if they spend a lot of time on the new genre, they will get better at it!



# How to build intelligence



You set a goal, become motivated and begin to explore a new concept or skill. A new neuron is formed through a process called neurogenesis.

You see, hear, think, and talk about the new concept, and make connections to things you already know. The axon of the neuron fires chemical signals to the dendrites of other neurons.

You practice over and over, and pay attention to your mistakes. You think deeply about this new concept, focus on the parts that are hard for you, and don't take any shortcuts. Dendrites grow like branches and reach out for other neurons.

You test yourself on the new concept and apply your knowledge to unique situations. You push yourself to see how much you can learn, and explain the concept to other people. The dendrites continue to grow more branches, and the signals between them fire more quickly to other dendrites.

You find that some parts that once seemed hard are a little easier, but you continue to push yourself on to the next challenge and learn from your mistakes. With more practice, your dendrites continue to grow. The network of neurons becomes more efficient and powerful, making the brain denser and smarter than it was before.

# About Mindset Works

Mindset Works was co-founded by one of the world's leading researchers in the field of motivation, Stanford University professor Carol S. Dweck, Ph.D. and K-12 mindset expert Lisa S. Blackwell, Ph.D. The company translates psychological research into practical products and services to help students and educators increase their motivation and achievement.

## Our award-winning interactive program provides students, parents and educators with a better approach to learning.

Brainology® program is a fun, interactive, award-winning, online program that helps middle school students learn about how the brain works, how to strengthen their own brains and how to better approach their own learning. In the process, the Brainology® program helps them cultivate a growth mindset whereby they think of their intelligence as something they can develop through study and learning rather than as something fixed. The core belief in the malleability of the mind triggers motivation and learning-oriented behavior in various aspects of life.



Visit [www.mindsetworks.com](http://www.mindsetworks.com) for more growth mindset resources, tools, articles, and videos. Contact us at [info@mindsetworks.com](mailto:info@mindsetworks.com).



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