



Open a World of Possible
Motivating Students to Grow Their Minds


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“Everything changes and nothing stands still.”
 - Heraclitus, circa 500 BC

“Character is destiny.”
 - Heraclitus, circa 500 BC



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- increase **student achievement**
- close the **achievement gap**
- achieve **college & career readiness**
- develop **21st century skills**
- thrive in **life**

Our purpose:
 explore how we can ignite students' & our own inner drive




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Do you care about inner drive? If so, why?
 and what challenges you?




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Our purpose:
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Some students:


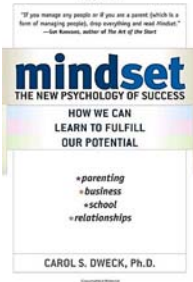
- don't fully engage in learning tasks
- disengage when things get hard
- are unmotivated by assignments with no grades
- are uncomfortable with mistakes
- stay within their comfort zone, dislike challenges
- don't maximize their growth
- drop out


Our purpose:
 explore how we can ignite students' & our own inner drive

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**Key lever for Motivation & Efficacy:
 a Growth Mindset**

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Fixed Mindset Personal qualities are fixed	Growth Mindset Personal qualities can change
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Fixed Mindset Intelligence (or an ability) is a fixed trait	Growth Mindset Intelligence (or an ability) can be developed
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Belief (Mindset) → Behavior → Outcomes

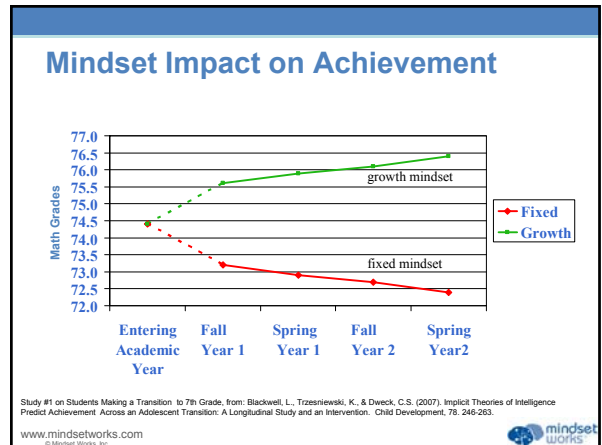
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Mindset Impact on Achievement

- Your intelligence is something you can't change very much.
- You can learn new things, but you can't really change your basic intelligence.
- No matter who you are, you can change your intelligence a lot.
- ...

Study #1 on Students Making a Transition to 7th Grade, from: Blackwell, L., Trzesniewski, K., & Dweck, C.S. (2007). Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention. Child Development, 78, 246-263.

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Mindset Impact on Achievement

- Academics
- Sports
- Health
- Relationships
- The Workplace

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College Examples

Community college students' who believe math ability can be developed have higher entering math ability and improve faster.

College students with a growth mindset complete more credits per term.

Yeager et al., 2013, study of 500 community college developmental math students attending 19 colleges around the country

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Workplace: Managers' Views

- Managers who see personal attributes as fixed:
- Inadequately recognize changes in employee performance
 - Are disinclined to coach employees

Heslin, P. A., & VandeWalle, D. (2008). Managers' implicit assumptions about personnel. *Current Directions in Psychological Science*, 17, 219 - 223.

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Workplace: Leadership

- People who believe leaders are made (vs. born), experience:
- Higher confidence in their ability to lead
 - Lower anxiety and depression-like symptoms
 - Higher leadership performance

Hoyt, C. L., Burnette, J., & Inella, A. (2012). I can do that: The impact of implicit theories on leadership role model effectiveness. *Personality and Social Psychology Bulletin*, 38, 257-268.

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Why?

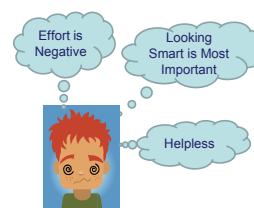
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Mindset Effect on Motivation

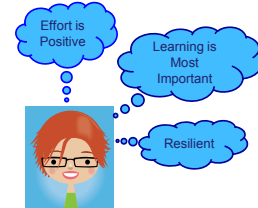
Fixed Mindset

Intelligence (or an ability) is a fixed trait



Growth Mindset

Intelligence (or an ability) can be developed



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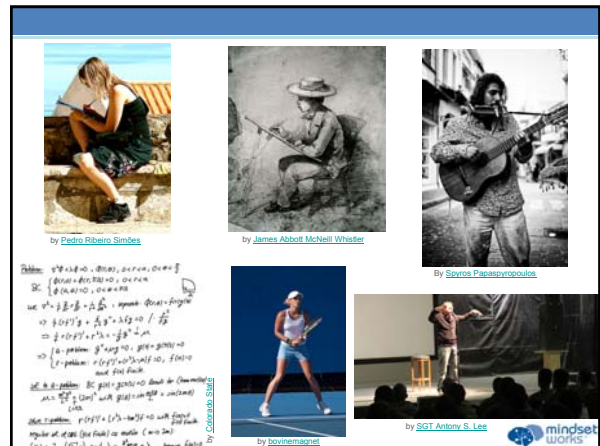
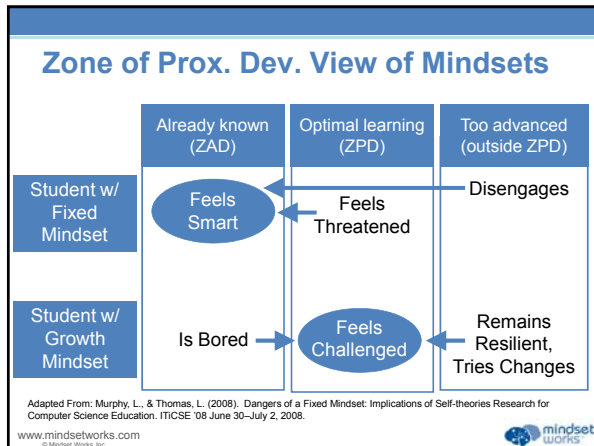


Sample student interview



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Reflection

When has a fixed mindset about yourself held you back? Food for thought:

- creating art, poetry, theatre or comedy
- mastering a particular sport
- deeply understanding a subject area (math, physics, history...)
- teaching a student, or helping a fellow teacher
- making people laugh
- managing your time

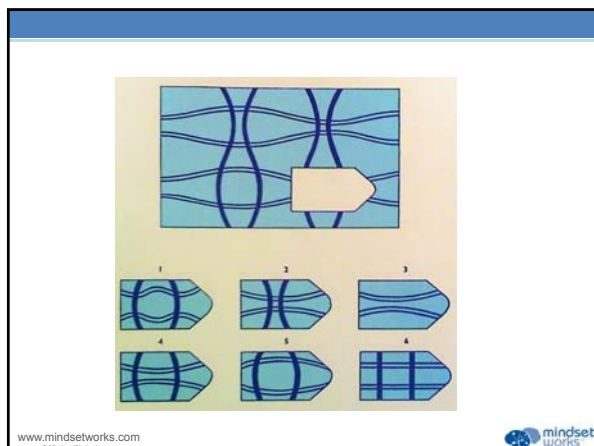
View of effort vs. Goal of looking smart vs. growing vs. complexity vs. Helpless vs. resilient

Could a stronger growth mindset have led you to act differently?

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How we can influence mindsets

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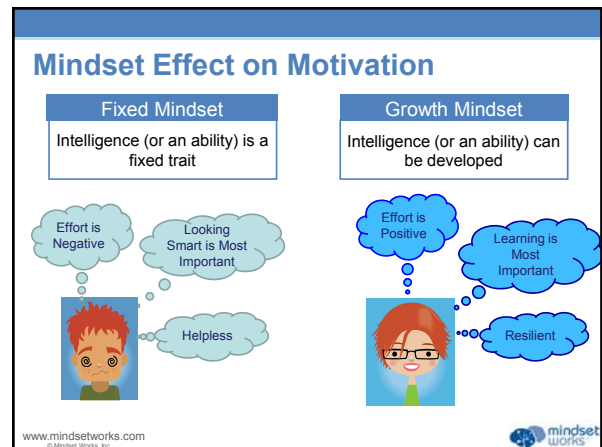
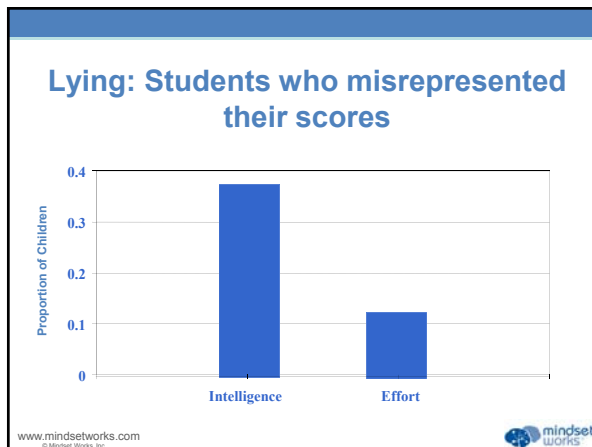
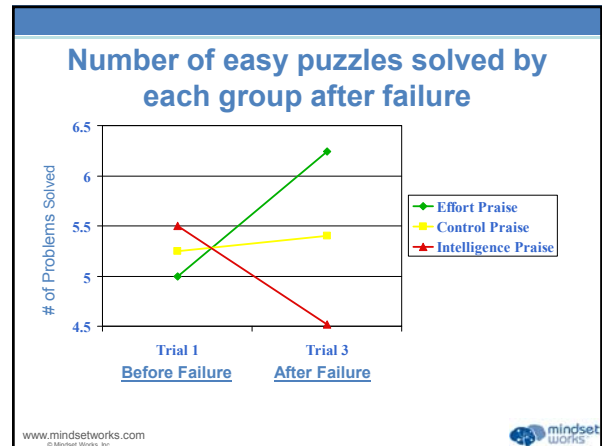
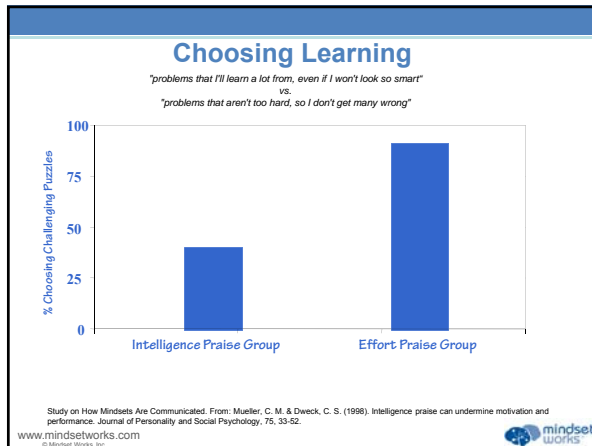


After succeeding, each student was given one kind of praise

Intelligence Praise	Effort Praise
"Wow, that's a really good score. You must be smart at this."	"Wow, that's a really good score. You must have tried really hard."

Study on How Mindsets Are Communicated. From: Mueller, C. M. & Dweck, C. S. (1998). Intelligence praise can undermine motivation and performance. Journal of Personality and Social Psychology, 75, 33-52.

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"You must be smart at this"

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- ### What can we say?
- When they struggle despite strong effort
 - When they are making progress
 - When they succeed with strong effort
 - When they succeed easily without effort
- See *Growth Mindset Framing* and *Growth Mindset Feedback* tools (also available at: <http://www.mindsetworks.com/free-resources/>)
- www.mindsetworks.com

More deliberate growth mindset development

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Clarity

- What is “Growth Mindset”?
- Growth Mindset is NOT:
 - Encouraging one another
 - Seeing effort as good
 - Challenging oneself
 - Persevering, never giving up
 - Learning from mistakes
- Growth Mindset is: understanding we can develop our abilities

Belief (Mindset) ⇒ Behavior ⇒ Outcomes

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Developing a Growth Mindset

Blackwell, Trzesniewski, & Dweck (2007), Study 2

- workshop on the brain and study skills
- half of the students also taught that intelligence can be developed

You Can Grow Your Intelligence
New Research Shows the Brain Can Be Developed Like a Muscle

Many people think of the brain as a mystery. They don't know much about intelligence and how it works. When they do think about what intelligence is, many people believe that a person is born either smart, average, or dumb—and stays that way for life.

But new research shows that the brain is more like a muscle—it changes and gets stronger when you use it. And scientists have been able to show just how the brain grows and gets stronger when you learn.


Researchers know how the brain changes your memory, attention and your intelligence. A person who runs 20 pounds who then runs 100 pounds after working out for a long time. That's because the muscles become larger and stronger with exercise. And when you stop exercising, the muscles atrophy and get smaller. That's how people get "out of shape."

But some people don't know that when they practice and learn new things, parts of their brain change and get larger. In fact, the more they learn, the more their brain grows.

Inside the cortex of the brain are billions of tiny cells called neurons. The more cells have stronger connections there in other parts, as a complicated network. Connections between these brain cells is what allows us to think and solve problems.

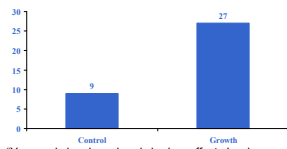
See full article at: <http://www.mindsetworks.com/websitemedia/youcangrowyourintelligence.pdf>

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Impact of Teaching a Growth Mindset

% Identified by Teachers as Increasing in Motivation



Group	% Identified
Control	9
Growth	27

Change in Math Grades




Group	Pre-Class	Post-Class
Control	2.5	2.3
Growth	2.5	2.7

“Your workshop has already had an effect. L, who never puts in any extra effort and often doesn't turn in homework on time, actually stayed up late working for hours to finish an assignment early so I could review it and give him a chance to revise it. He earned a B+ on the assignment (he had been getting C's and lower).”


Study #2 on mindset intervention with students making the transition to 7th grade, from Blackwell, L., Trzesniewski, K., & Dweck, C.S. (2007). Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention. *Child Development*, 78, 246-263.

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Workplace Examples

Impact of reading article about negotiation skills:




Kray, Laura J., and Michael P. Haselhuhn (2007), "Implicit Negotiation Beliefs and Performance: Experimental and Longitudinal Evidence", *Journal of Personality and Social Psychology*, 93, 49-64.

Managers who learned that attributes can change:

- Provide more accurate performance appraisals
- Provide more helpful employee coaching


Heslin, P. A., & VandelWalle, D. (2008). Managers' implicit assumptions about personnel. *Current Directions in Psychological Science*, 17, 219 - 223.

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Belief (Mindset) ⇒ Behavior ⇒ Outcomes

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Mindset helps close the success gap

Reducing stereotype threat in classrooms: a review of social-psychological intervention studies on improving the achievement of Black students

Aronson, J., Cohen, G., McColskey, W., Montrosse, B., Lewis, K., and Mooney, K. (2009). *Reducing stereotype threat in classrooms: a review of social-psychological intervention studies on improving the achievement of Black students* (Issues & Answers Report, REL 2009–No. 076). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>

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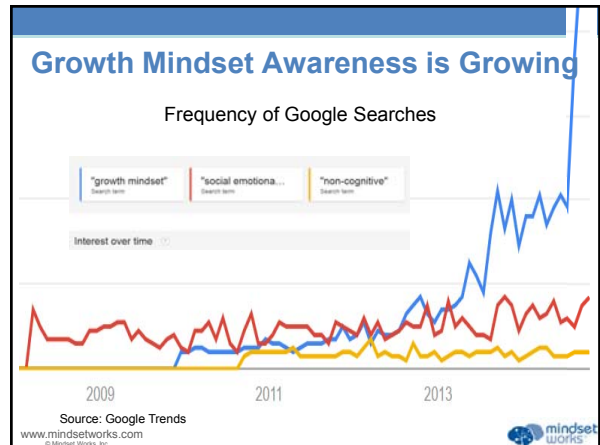
Realizing a growth mindset school

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Goal: a growth mindset culture

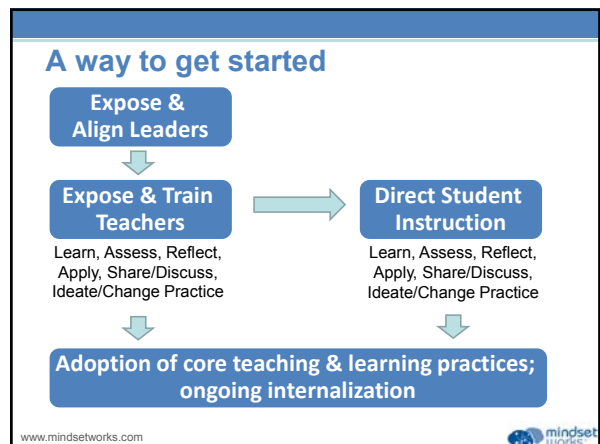
- All adults, students and community share:
 - an understanding that abilities are developed (i.e. a growth mindset)
 - a commitment to learning and growth
 - an understanding of self-management techniques to help us meet our goals
 - an understanding of how we communicate with one another to help one another grow

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Leadership

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Open a World of Possible

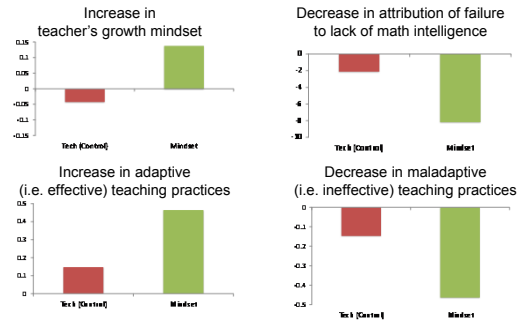
We would love to help you build a growth mindset school culture



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EducatorKit Teacher GM Training



Practices measure: Manual for the Patterns of Adaptive Learning Scales (Midgley C., et. al, 2000)

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EducatorKit

- 88% of teachers found the EK to be valuable
- 92% of teachers were likely to use the knowledge learned in their practice

"I think the most valuable thing was my wake up call that I had a fixed mindset. By module 3, I had changed that. It's going to really help me in my teaching."

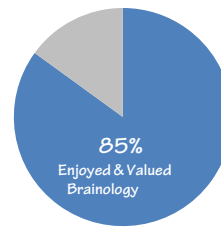
"I found the mindsets to be valuable because it made me think about my own thought process and how I learn. Also the ability to be able to think in the way that a child does but also to be able to provide students with different ways of thinking and performing is a very valuable thing."

"I thought learning different techniques in helping my students reach having a growth mindset was very important"

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Impact: Brainology

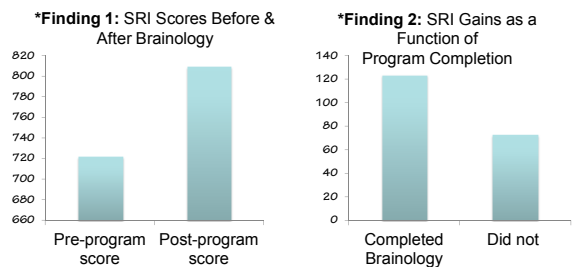


- i think the brainology program was awesome i liked it alot. my experience was good. i think it will help me because i learned that the more i study the more my brain grows
- It was fun cause i learn alot about how my brain works and all different types of techniques and yes i think it will help me not stress and to exercise my brain also to become a more intelligent person.
- It helped me a lot with working on challenges and staying focus[ed]
- I was reluctant at first but after going threw the program it taught me stuff i never knew, which is the purpose of brainology. I found it very interesting as well. The video sections and little jokes made here and there keep people interested and focused. So I liked the program.
- i like it very much i hope we can take some more challenges again in the future
- I think that when i do brainology i can learn new things through my whole life while growing up.

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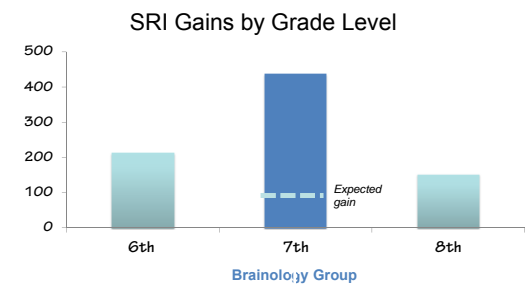
Impact: Scholastic Reading Inventory (SRI) scores



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Case Study School

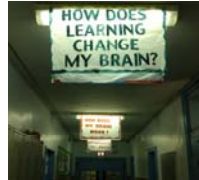


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GM School Culture Impact

- Greater student understanding & ownership of mindset & know-hows of effective learning
- More positive attitude & persistence
- Higher student achievement
- Sense of comradery & respect among school staff, educators and administrators



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Key Takeaways

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Key Takeaways

- A growth mindset is a foundation for learning and achievement
- Growth mindset efforts need to be focused on the specific growth mindset belief
 - intelligence and abilities can be developed
- As leaders, we can create the most powerful change agent: a growth mindset culture

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What insights
are you taking away?
What will you do differently?

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Questions? Insights?

- Happy to share these slides – eboriceno@mindsetworks.com
- Book: *Mindset*, by Carol Dweck, Ph.D.: <http://www.amazon.com/Mindset-Psychology-Success-Carol-Dweck/dp/0345472322/>
- Growth Mindset TEDx talk video: <http://www.youtube.com/watch?v=pN34FNbOKXc>
- Mindset Works teacher training & curricula: <http://www.mindsetworks.com/offerings/>
- Mindset Works newsletter: <http://community.mindsetworks.com/newsletter>
- Other resources: <http://www.mindsetworks.com/free-resources>

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Thank you!

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