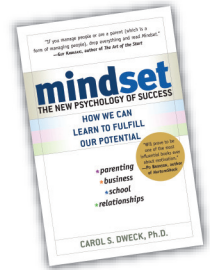# Super-Charge Learning
with a Growth Mindset

the understanding that we are in charge of our own growth
*from **Carol Dweck's***

mindset
THE NEW PSYCHOLOGY OF SUCCESS
HOW WE CAN
LEARN TO FULFILL
OUR POTENTIAL

• parenting
• business
• school
• relationships

CAROL S. DWECK, Ph.D.

Develop the foundational belief that all students can improve their abilities and succeed, which impacts all teaching & learning

LEARN IT!

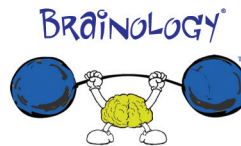**Growth Mindset Training & Tools**

PROFESSIONAL DEVELOPMENT

Provide teachers with knowledge & tools to embrace a growth mindset!

TEACH IT!

Growth Mindset Curricula

BRAINOLOGY

Empower students to drive their own growth & learning, with effective skills!

LIVE IT!

Growth Mindset Community

Collaborate and get resources from growth-minded educators & experts!

"The best word I can think of to describe its effects is empowering. It allows students to know they are in control of their brains & learning , and it's not based on the cards they are dealt."
– Sue, 8th & 9th grade teacher, Minnesota

Learn it!
Growth Mindset
Live it!
Teach it!

Free preview and more info: **www.mindsetworks.com**

mindset works

A Growth Mindset Community

What would it feel like if your school were a true Growth Mindset Community?

Administrators would support teachers' learning. They would be responsive to honest feedback. They would seek to build their skills, and be willing to learn from others.

Teachers would collaborate with their colleagues and instructional leaders, rather than shutting their classroom doors and flying solo. They would strive to strengthen their own practice, rather than blaming others. They would truly believe that all their students can learn and succeed- and show it.

Parents would support their children's learning. They would be partners with teachers. They would worry less about advocating for their children to get good grades, and focus on making sure children were being challenged and putting in the effort needed to grow.

Students would be enthusiastic, hard-working, persistent learners who understand that their success is up to them to realize.

What educators say:

"The enthusiasm and energy in the room following the group watching the first two modules was incredible. 'Thought provoking', 'challenging' and 'stimulating' were words bouncing around the room. The teachers felt that assessing their pupils mindset, deploying mindset strategies including focusing on progress rather than achievement and promoting challenge that could lead to failure would help propel their pupils in their attainment, access and aspirations." - Suzie Richards, Leadership Development Officer at Teach First

"Providing our teachers training has helped to undo the negative beliefs and practices around intelligence that existed in our school and allowed us to develop a common set of practices that are aligned with developing the growth mindset." - LaNolia Omowanile, Principal of Brooklyn Prospect Charter School
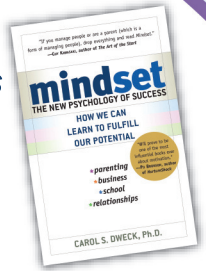
"The modules were beneficial, as they not only shared necessary information, but they also included student interviews. I felt those were powerful because teachers heard real words from real students- which connected them to students in their classrooms. " - Jill Osler, Staff Development Specialist at Doniphan-Trumbull Public Schools
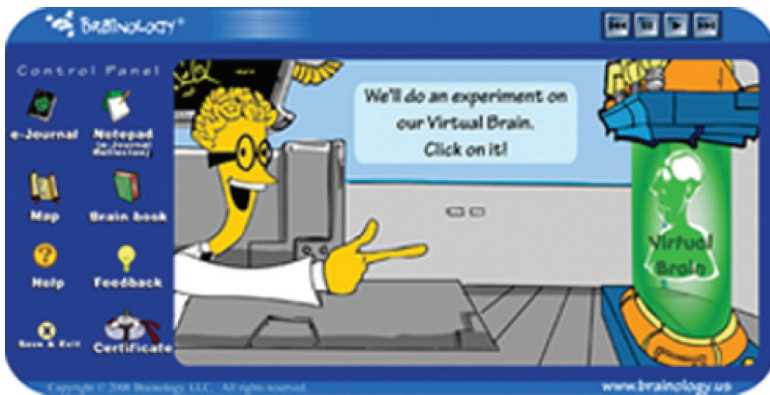
Learn more at **www.mindsetworks.com**
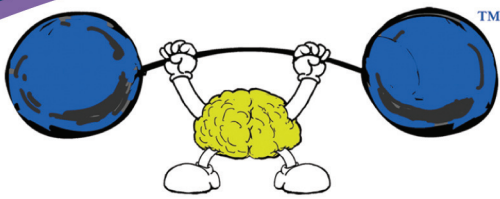
Growth Mindset
Student Program

the understanding that we are in charge of our own growth, from **Carol Dweck's**

BRAINOLOGY®

Super-Charge Learning through a Growth Mindset!

Brain Science	**+**	**Study Skills**	**=**	**↑ Motivation & Achievement**
"I CAN!"		*"I KNOW HOW!"*		*"I WILL SUCCEED!"*

- ✓ Interactive program
- ✓ Classroom activities
- ✓ Monitoring tools
- ✓ Targeted feedback and resources
- ✓ Reports for teachers

Increase students' self-efficacy and achievement through the Brainology blended learning program!

"The best word I can think of to describe its effects is empowering. It allows students to know that they are in control of their brains and learning -- and it's not based on the "cards they are dealt."
– Sue, 8th & 9th grade teacher, Minnesota, USA

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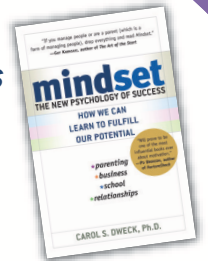
mindset works

Mindset Works®
EducatorKit

*the understanding that we are in charge of our own growth, from **Carol Dweck's***

Provide teachers with knowledge and tools to embrace a growth mindset and support it in the classroom!

- ☑ Based on the research of Stanford professor Carol Dweck, Ph.D.
- ☑ Can be customized for every educational organization
- ☑ Flexible – can be accessed anytime and anywhere!
- ☑ Cost-effective
- ☑ Easy to use
- ☑ Self-paced

Learn it!

Growth Mindset

Live it!

Teach it!

From Theory to Practice!

Increase teachers' self-efficacy in the classroom and help students develop a growth mindset and earn better grades!

- ☑ Mindset Modules – Five online modules introduce educators to key research in education, psychology, and neuroscience
- ☑ Community Platform to foster discussions among educators
- ☑ Tools to use in your classroom
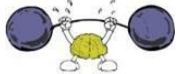- ☑ Assessments with feedback and real-time data reporting

"Providing our teachers training has helped to undo the negative beliefs and practices around intelligence that existed in our school and allowed us to develop a common set of practices that are aligned with developing the growth mindset." - LaNolia Omowanile, Principal of Brooklyn Prospect Charter School

Register at www.mindsetworks.com
## for free preview and classroom resources!

mindset works®

Effective Effort Rubric

This rubric assesses the learning process—the effective effort that a learner applies.

|	Fixed	Mixed	Growth
Taking on Challenges	You don't really take on challenges on your own. You feel that challenges are to be avoided.	You might take on challenges when you have some previous experience with success in a related challenge.	You look forward to the next challenge and have long range plans for new challenges.
Learning from Mistakes	You see mistakes as failures, as proof that the task is beyond your reach. You may hide mistakes or lie about them.	You may accept mistakes as temporary setbacks, but lack strategies to apply what you learned from the mistakes in order to succeed.	You see mistakes as temporary setbacks, something to be overcome. You reflect about what you learned and apply that learning when revisiting the task.
Accepting Feedback and criticism	You feel threatened by feedback and may avoid it all together. Criticism and constructive feedback are seen as a reason to quit.	You may be motivated by feedback if it is not overly critical or threatening. Who is giving the feedback, the level of difficulty of the task, or their personal feelings might all be factors in your motivation.	You invite and are motivated by feedback and criticism. You apply new strategies as a result of feedback. You think of feedback as being a supportive element in the learning process
Practice and Applying Strategies	You do not practice and avoid practicing when you can. You do not have any strategies for accomplishing the learning goals or tasks, or you apply ineffective strategies.	You practice, but a big setback can make you want to quit. You are more willing to practice things you are already considered "good at." You are open to being given a strategy to meet a challenge, but you rarely apply your own strategies unless it is something you are already "good at."	You enjoy the process of practicing and see it as part of the process of getting good at something. You may create your own practice or study plans. You fluidly use many strategies, think of some of your own strategies, and ask others about their strategies.
Perseverance (focus on task)	You have little persistence on learning goals and tasks. You give up at the first sign of struggle.	You may persevere with prompting and support. Unless you are provided strategies for overcoming obstacles, you will stop or give up.	You "stick to it" and have stamina for the task(s). You keep working confidently until the task is complete.
Asking Questions	You do not ask questions or do not know which questions to ask, but you can usually say you don't "get it" if asked.	You might ask questions about a portion of the task that you feel you can do. If you perceive it to be out of your ability, you probably won't ask questions.	You ask specific questions, ask questions about your own thinking, and challenge the text, the task, and the teacher.
Taking Risks	You do not take risks, and if something is too hard you turn in blank work or copied work, if anything at all. You are not engaged in the process/task.	You will take risks if the task is already fairly familiar to you. If not, you will resort to copying or turning in partially completed work.	You begin tasks confidently, risk making errors, and openly share the work you produce.

Fixed Mind-set
Intelligence is static

Growth Mind-set
Intelligence can be developed
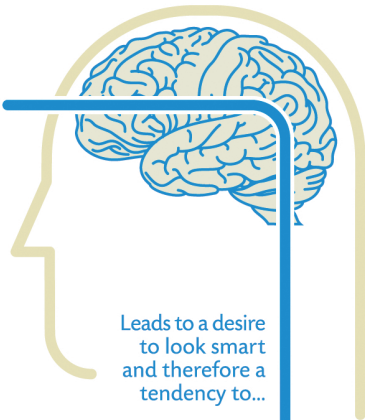
Leads to a desire
to look smart
and therefore a
tendency to...
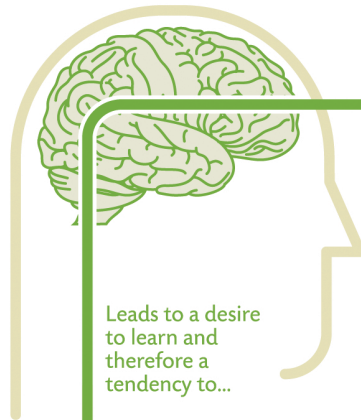
Leads to a desire
to learn and
therefore a
tendency to...

CHALLENGES

...avoid
challenges

...embrace
challenges

OBSTACLES

...give up
easily

...persist in the
face of setbacks

EFFORT

...see effort as
fruitless or worse

...see effort as
the path to mastery

CRITICISM

...ignore useful
negative feedback

...learn from
criticism

SUCCESS OF OTHERS

...feel threatened
by the success
of others

...find lessons and
inspiration in the
success of others

As a result, they may plateau early
and achieve less than their full potential.

All this confirms a **deterministic view of the world.**

As a result, they reach ever-higher levels of achievement.

All this gives them a **greater sense of free will.**

GRAPHIC BY NIGEL HOLMES

www.mindsetworks.com

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