

Mindset Makeover

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Published by *K20 Center*

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Time Frame 3 hours

Essential Question(s)

How can our perceptions and beliefs affect our learning outcomes?

Summary

This professional development session focuses on increasing teachers' knowledge about growth mindset and how it can be fostered in their classrooms. During this interactive session, participants will assess their own mindsets, review research on growth mindset, and develop goals for applying the research to their classroom practices.

Learning Goals

- Reflect on your own mindset and your current classroom practices that support a growth mindset.
- Apply research-based practices to foster the development of student growth.
- Create a plan of action to continue to foster a growth mindset.

Standards

InTASC Model Core Teaching Standards (K-12th)

1i: The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
2g: The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
2l: The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

Attachments

- Authentic Lesson Reflection Tool—Mindset Makeover.pdf
- Card Sort—Mindset Makeover.docx
- Card Sort—Mindset Makeover.pdf
- Magnetic Statements Meme Posters—Mindset Makeover.pdf
- Mindset Self-Assessment—Mindset Makeover.docx
- Mindset Self-Assessment—Mindset Makeover.pdf
- Pledge Cards—Mindset Makeover.docx
- Pledge Cards—Mindset Makeover.pdf
- Presentation Slides—Mindset Makeover.pptx
- Research Statements Set 1 of 5—Mindset Makeover .docx
- Research Statements Set 1 of 5—Mindset Makeover .pdf
- Research Statements Set 2 of 5—Mindset Makeover.docx
- Research Statements Set 2 of 5—Mindset Makeover.pdf
- Research Statements Set 3 of 5—Mindset Makeover.docx
- Research Statements Set 3 of 5—Mindset Makeover.pdf
- Research Statements Set 4 of 5—Mindset Makeover.docx
- Research Statements Set 4 of 5—Mindset Makeover.pdf
- Research Statements Set 5 of 5—Mindset Makeover.docx
- Research Statements Set 5 of 5—Mindset Makeover.pdf

Materials

- Presentation Slides (attached)
- Magnetic Statements Meme Posters document (attached; one set per session)
- Research Statements Set 1 of 5 handout (attached; one per session)
- Research Statements Set 2 of 5 handout (attached; one per session)
- Research Statements Set 3 of 5 handout (attached; one per session)
- Research Statements Set 4 of 5 handout (attached; one per session)
- Research Statements Set 5 of 5 handout (attached; one per session)
- Cart Sort handout (attached; one per group of 2–3 participants)
- Pledge Cards handout (attached; one page per four participants)
- Mindset Self-Assessment handout (attached; one per participant)
- Authentic Lesson Reflection Tool handout (attached; optional; one per participant)
- Chart paper (one per group of 2–3 participants)
- Markers
- Envelopes or small bags (optional, five per session)

Snapshot

Engage

Participants consider their strengths and abilities and reflect on how their beliefs about their abilities influence their effort and engagement. Participants also complete a mindset self-assessment activity.

Explore

Participants read and discuss research about growth mindset then create a visual summary of the research.

Explain

Participants watch a video that encourages them to consider the impact of using labels like “gifted,” then discuss the impact and importance of failures and mistakes.

Extend

Participants categorize classroom activities and behaviors based on how each reflects different growth mindset values.

Evaluate

Participants reflect on activities discussed in the session and plan for how they could foster students’ growth mindset in their classrooms.

Preparation

Prior to the session, prepare the following materials:

- Add facilitator name(s) to **slide 2** of the **Presentation Slides**.
- Arrange the session space to allow participants to work in smaller groups.
- Print and hang each of the five **Magnetic Statements Meme Posters** in a different location around the room.
- Place one piece of chart paper at each Magnetic Statement Meme Poster.
- Print one copy of the each of the **Research Statements 1–5** handouts. Cut out the statements from each handout and sort each set into bags or envelopes. You should have five bags, one corresponding to each set of statements.
- Print, cut, and organize one set of the **Card Sort** handout for every 2–3 participants. Each set should include six Growth Mindset Value Statement cards and 30 Supporting Activity Description cards. Consider printing each set on a different color paper or writing the same number on the back of cards of the same set to keep sets together. Put each set in an envelope or bag.
- Print and cut **Pledge Cards** so that each participant receives one card.

40 minutes

Engage

Use the attached **Presentation Slides** to guide the session. Display **slide 2** and introduce the session and facilitator(s).

Show **slide 3** and introduce the essential question, “How can our perceptions and beliefs affect our learning outcomes?” Tell participants that they will revisit this question later in the session. Display **slide 4** and introduce the learning objectives for the session.

Optional Icebreaker Activity

If you or any participants are new to the group, consider facilitating the following activity to build relationships and trust with participants. Begin by unhiding and displaying **slide 5**.

Introduce the Snap, Clap, Pop instructional strategy. Explain that participants will hear each statement in the column read aloud. As statements are read, if they hear one that applies to them they should stand and perform the action next to the statement in the right column.

After you read each individual statement, pause and survey the room. Invite participants to share out about their actions. For example, ask someone the name of the musical instrument they are playing or the book they are reading. Have participants sit back down after each statement.

Edit the statements and actions on the slide to best relate to participants. Consider also changing the slide title “During My Last Break I…” to something that relates to participants like “During the Weekend I…” if this session does not follow a break.

To close this activity, discuss how this strategy could be used in the classroom or how it could apply to classroom content. If time allows, discuss how this activity builds a foundation for relationships, trust, validation, rapport, etc.

Transition to **slide 6** and introduce the reflection questions on the slide. Facilitate a whole group discussion about the questions. Invite participants to share out their thoughts.

Repeat the process for the reflection questions on **slide 7**.

Facilitator's Note: Reflection Facilitation

Remember that not all participants will feel comfortable with sharing their personal experiences. Consider dividing participants into smaller groups, which will allow everyone to share and connect to the experiences of others, and may make participants more comfortable with sharing.

Sample Participant Response

"I'm an artist, and I hear often from others that I have so much talent, but I have also worked hard to get better ever since I was little. I literally draw every day. If you do something every day, you get better at it."

Transition to **slide 8** and revisit the essential question. Encourage participants to continue to think about this question throughout the session.

Display **slide 9** and give each participant one copy of the attached **Mindset Self-Assessment** handout. Allow them time to complete the assessment.

Options for the Mindset Self-Assessment

A self-assessment handout is provided, but you may choose to use other available self-assessments. Some assessments can be found online at Mindset Kit, or you may choose other assessments based on your needs.

Discuss the results of participants' assessments. Consider asking questions similar to the following: What did you notice about the assessment? Were your results what you expected? Were there any statements you struggled with answering?

Facilitator's Note: Results Discussion

Assure participants that they should only share their results if they feel comfortable, as some participants may have particular feelings about their scores. However, help them process their results individually by discussing what different results mean.

There is a continuum between growth and fixed mindset and growth mindset theory that suggests individuals can grow in mindset as much as any other skill. It's also helpful to share with participants that people can have different levels of growth mindset in different contexts. For example, many hold the belief that artistic talent or math ability are fixed, but many have a much more flexible mindset about their ability to learn to drive better or ride a bike with practice.

Show **slide 10** and wrap up the discussion by revisiting the learning objectives. Share with participants that this session is about expanding knowledge on growth mindsets.

45 minutes

Explore

Display **slide 11**. Draw participants' attention to the **Magnetic Statements Meme Posters** that you previously placed around the room. Introduce participants to the Magnetic Statements instructional strategy.

Have participants identify a poster that they are most attracted to or repelled by and stand next to it. Ensure that groups are similar in size. If too many participants are standing near one poster, have them stand next to their second choice.

Facilitator's Note: Grouping

The intention of this activity is to group participants based on their interests. Avoid assigning groups as much as possible.

Display **slide 12** and give each poster group a different set of the **Research Statements 1–5** card handouts. Have small groups review their given statements about growth mindset. Ask participants in each group to take turns reading aloud and discussing each of the cards. Encourage participants to discuss multiple cards, if possible.

Remind participants to focus on the importance of the quote and how it supports a growth mindset. Advise them to set aside and later revisit any statements that they have trouble connecting to a growth mindset.

Facilitator's Note: Time Monitoring

Monitor work time and encourage groups to keep moving through statements by providing indicators to the room or individual groups such as, "By this time, you should have discussed at least three statements. Move on to the next statement now if you haven't."

Display **slide 13** and introduce participants to the Color, Symbol, Image poster activity. Have participants use the chart paper at their Magnetic Statement Meme Poster to complete the activity. Have them divide the paper into four corners and fill in the top left corner with a color that represents their feelings about a growth mindset. Have them draw a symbol that represents their feelings in the top right and a scene or image that relates to a growth mindset in the bottom left. Have them leave the lower right quadrant blank.

Display **slide 14**. Have each small group share their poster and explain why they chose their color, symbol, and image to represent their research statements. Encourage groups to read aloud one research statement to the whole group if there is time.

30 minutes

Explain

Display **slide 15** and introduce the following quote from Jo Boaler's book *Limitless Mind*.

> "[Giftedness] is a social comparison that causes students who arrive at school excited to learn—to quickly decide that they are not good enough." (Boaler, 2019, p. 88)

Share with participants that the following video is directly connected to teaching practices that are harmful to all students, but focuses on the impact that labels, like giftedness, have on students' mindsets.

Display **slide 16** and show the video *Rethinking Giftedness*.

Move to **slide 17** and invite participants to reflect with the research and video in mind. Facilitate a discussion using the questions on the slide and additional questions similar to the following:

- Do you have personal experiences or know someone who might have experienced this?
- How has your thinking about struggle and failure changed in light of this new information?
- How does knowing about growth mindset theory change the way you treat yourself when you fail?
- How might labels either directly or indirectly be harmful to a growth mindset?

Optional Tech Integration

Consider using a Mentimeter word cloud or survey for this activity depending on the group or context. Unhide **slide 18** and use this slide instead of slide 17 if you choose to use Mentimeter. Consider making responses anonymous so participants are more comfortable with sharing.

Move to **slide 19** and have small groups revisit their Color, Symbol, Image posters. Have them complete the final quadrant by summarizing what a growth mindset is using three bullet points.

Invite participants to share out their summaries and facilitate a discussion. Mention and discuss any key points that were not addressed in participants' summaries. Allow time for participants to ask questions.

Possible Summary Responses

Participants' summaries may have points similar to the following:

- Potential is limited and may not be known.
- Students need to struggle in a safe environment.
- Mistakes are a powerful tool for learning and growth.
- Labels are part of a fixed mindset.

15 minutes

Extend

Transition to **slide 20** and give each small group one **Card Sort** set. Introduce participants to the Card Sort instructional strategy. Explain that participants must now put their understanding of the research into practice. Tell participants that they should sort the 30 Supporting Activity Description cards into the six Growth Mindset Value Statement categories.

Introduce participants to the following six Growth Mindset Value Statement categories and have them find the corresponding cards in their sets.

- Teachers and students believe everyone can learn at high levels.
- Communication and connection are valued.
- Learning is visual.
- Learning is open.
- The environment is filled with wonder and curiosity.
- The classroom is a risk-taking, mistake-valuing environment.

Allow participants time to sort the Supporting Activity Description cards into the six categories.

Lead a whole group discussion about how participants sorted their cards. Have groups share out their Card Sorts and the reasoning behind their organization. Offer validation for the different organization systems by explaining that some cards were difficult to place under one of the six values, and some cards could have been sorted into multiple values, depending upon personal experiences and perceptions. Assure participants that there are no correct answers in this activity.

Connect this activity to the classroom by asking participants what some of these activities might look like in their classrooms. Allow time for discussion.

Optional Authenticity Connection

If your group is prepared to reinforce prior learning about Authenticity, unhide and display **slide 21**. Give each participant one copy of the attached **Authentic Lesson Reflection Tool** handout.

Have participants use their tools to choose at least one activity description card that supports each of the four components of Authenticity. For example, participants could identify the card, “Students relate ideas to events in their lives and the world,” as supporting “Values beyond school.”

15 minutes

Evaluate

Transition to **slide 22**. Have participants survey their completed Card Sorts and choose one activity description that they would like to implement in their classrooms. Ask them to consider how they will use this activity to foster students' growth mindset.

Give each participant one of the **Pledge Cards**. Have them describe how they will facilitate that activity in their classroom on their individual cards. Encourage participants to write statements that are SMART.

Possible Pledge Card Response

Consider offering participants the following Pledge Card example:

If a participant chose the activity statement, "Students feel comfortable when they are stuck or wrong," they could write a pledge statement similar to, "Next time one of my students gives an answer, I will not tell them they are right or wrong. I will ask them to share how they came to that answer and celebrate their thinking process and effort. If the answer is incorrect, I will coach them toward a correct answer by building upon the thinking and work they have already produced."

Facilitator's Note: K20 Center TREK Evaluation

If participants are using the K20 Center's TREK evaluation system, have them add their completed pledges to their evaluations. Have them add their pledge into the custom space on the session evaluation form that reads, "What do you plan to do as a result of this session?"

Follow-up Activities

Have teachers use the What's Mindset Got to Do With It? model lesson on growth mindset with their students.

Research Rationale

Research suggests that a growth mindset supports student achievement and success beyond high school. When an individual has a growth mindset, they are not as timid to take on challenges and not set back by their failures on the way toward success. Motivation increases because achievement is not only tied to an immediate outcome, but also to the process of learning or growing.

Some research shows that students who were taught malleable intelligence had a clear increase in math grades (Yeager et al., 2016). Teacher mindset also has a big impact on student mindset (Boaler, 2020; Dweck, 2007). Mindset has been linked to academic achievement, and by extension, college preparedness, in that students with a growth mindset are more willing to take on new challenges and not give up as soon as they experience failure.

Yeager and colleagues (2016) reported results in a very large study (N = 3676) of students transitioning to high school. A revised growth mindset intervention was given online during two class periods at the beginning of the fall semester. Semester GPA was better for students in the experimental group than in the control group, but only for those who entered high school as low achievers (based on 8th grade GPA). The growth mindset intervention also meant reduced rates of poor performance for low, but not high, achievers. However, although high achievers in the experimental group did not see an improvement in grades, they did exhibit more hypothetical challenge-seeking behavior compared to the control, suggesting that growth mindset interventions can encourage challenge-seeking in high achievers whereas it improves academic performance in low-achievers.

Resources

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