

# Mindset in the Classroom

## Chapter 9

**WHAT ARE SOME WAYS  
SCHOOL STAFF CAN  
MAINTAIN A GROWTH  
MINDSET SCHOOL  
CULTURE?**



# Bellwork

## ➤ **Bellwork**

Close your eyes.  
Picture in mind your  
daily ideal  
classroom/school  
scenario.  
(1 Minute)

## ➤ Bellwork

(Sharing - Mingle Mingle)

Dance - 2 people

Out House - 3 people

Car - 4 people

Indian Princess - 5  
people

## Chapter Highlights:

- It is critically important to reinforce the growth mindset message every day with staff as well as students. Teachers and students alike need to be continually reminded that they can achieve success.
- Spend time at every staff meeting talking about how to support and maintain your school's growth mindset culture.
- Don't overlook the learning environment in the classrooms and hallways of your school.
  - Each school should create a list of "Look Fors" that demonstrate a growth mindset school and class culture.
  - Use growth mindset terminology.



# Growth Mindset Classroom

- Safe place where students do not feel judged.
- Students are free to take intellectual risk.
- Trust and positive relationship between teacher and student.

# Growth Mindset Classroom

- ▶ Fear-free zone
- ▶ Differentiated and responsive classroom



The learning environment should be a fear-free zone.





FAIL

[F] FIRST

[A] ATTEMPT

[I] IN

[L] LEARNING

*gubibraces*

I can  
learn from  
others.



I learn  
from my  
mistakes.



Do not judge  
me by my  
**SUCCESSSES,**  
judge me by  
how many times I  
**FELL DOWN**  
and *got back  
up again*

-Nelson Mandela



DEVELOPING A **GROWTH MINDSET**



<b>INSTEAD OF.....</b>	<b>TRY THINKING....</b>
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

# Bookmark

The more that I  
**READ**, the more  
I will **GROW!**

Name: \_\_\_\_\_

\_\_\_\_\_

STEEP

\_\_\_\_\_

**GOALS**

Fall: \_\_\_\_\_

Winter: \_\_\_\_\_

Spring: \_\_\_\_\_



The more that I  
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I will **GROW!**

Name: \_\_\_\_\_

\_\_\_\_\_

STEEP

\_\_\_\_\_

**GOALS**

Fall: \_\_\_\_\_

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The more that I  
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Name: \_\_\_\_\_

\_\_\_\_\_

STEEP

\_\_\_\_\_

**GOALS**

Fall: \_\_\_\_\_

Winter: \_\_\_\_\_

Spring: \_\_\_\_\_



# I have a **GROWTH MINDSET!**





# “Look Fors”

## Look Fors | in a Differentiated, Responsive Classroom

### Ongoing Assessment

- Preassessment with previewing and analysis is consistently used.
- Alternative challenging opportunities and instruction are provided when proficiency is demonstrated.
- Teachers use formative assessments regularly to find students who are ready for more challenge.
- Opportunities for students to self-assess and are used routinely.

### Flexible / Fluid Grouping Practices

- Flexible subgrouping is an integral part of programming.
- Anchor activities and / or meaningful centers are used to facilitate management of groups.

### Curriculum Compacting

- Teachers enable some students to eliminate and / or take less time to cover material.

### Expectations

- Teacher expectations are high for all students.
- Students and teachers believe in the ability to develop intelligence.
- Recognition of intellectual potential is not entirely dependent on performance in reading / writing / math. Potential is also recognized through discussion, questions, and responses.
- Teacher provides many opportunities for students to think for themselves.

### Questioning

- Students are given many opportunities to respond to and as higher level questions.

### Higher Level Thinking

- Instructional strategies that nurture/promote higher level thinking are embedded in everyday instruction (concept attainment/formation, interpretation, reasoning, problem solving, evaluating).

### Acceleration and Enrichment

- Individuals or groups of students are given opportunities to excel beyond grade-level expectations across content areas.
- Opportunities for enrichment occur through application of and reasoning with content, guest speakers, mentors, and technology.



# Group Work

▶ In your group, (check, star, box, underline, highlight) the Look Fors you believed are observable, visible, and we do apply in our school.

▶ Discuss your findings in your table/group:

“Are we already in the Growth Mindset School Culture or we still are too far?”

# What Are Some Ways School Staff Can Maintain a Growth Mindset School Culture?

- ▶ To maintain the growth mindset school culture staff have to be positive examples of growth mindset to be a role model of it to their students.
- ▶ Teachers can create differentiated responsive classrooms by the way they teach and the activities that they choose to challenge their students with.
- ▶ Setting forth positive expectations for growth mindset work habits, behavior, classwork expectations, and challenging students daily based on their readiness.
- ▶ Critical thinking activities that are incorporated throughout instruction, curriculum and assessment are all way to maintain this growth mindset.

# Closure

- ▶ **Thinking forward, what steps can we take as a school to cultivate and maintain a culture of growth mindset?**
- ▶ **Write your thinking on a post it.**

# Closure

- ▶ Team Statement (Discuss your answer in your group and create your team statement)