

## Resources



### Year 1 (2009-2010)

Year 1 (2009-2010) was the first year of the project. The focus was on establishing the project and building relationships with the school. The project was launched in September 2009 and the first year of the project was completed in August 2010.

### Year 2 (2010-2011)

Year 2 (2010-2011) was the second year of the project. The focus was on building relationships with the school and the project was completed in August 2011.

### Year 3: 2011-2012

Year 3: 2011-2012 was the third year of the project. The focus was on building relationships with the school and the project was completed in August 2012.

### Year 4: 2012-2013

Year 4: 2012-2013 was the fourth year of the project. The focus was on building relationships with the school and the project was completed in August 2013.

## RESULTS

As a result of the project, the students have developed a better understanding of mathematics, science, and technology. They are also developing a better understanding of the world around them and are becoming more confident in their abilities.

## WHAT'S NEXT

The project will continue in the future. The focus will be on building relationships with the school and the project will be completed in August 2014.

I'm Not Good At That-YET!!  
Mindset and Effort Work at USD 320

What's the Mindset?

Researcher Carol Dweck (2006) has shown that there are two types of mindsets. The first is a fixed mindset, which believes that abilities are fixed and cannot be changed. The second is a growth mindset, which believes that abilities can be developed through effort and learning.



# I'm Not Good At That-YET!!

## Mindset and Effort Work at USD 320

### Where We Have Been!!

Beginning in the 2009-2010 school year, the specialized teachers team goal has been centered around the research by Carol Dweck in regards to mindset. Each year since, the goal has been to increase the number of students scoring themselves as having a growth mindset on the post survey. To achieve this goal, the team has focused on different strategies.

## Year 1 (2009-2010)

Throughout the first year, the team decided to focus on our word choices with kids and place more of an emphasis on effort than achievement. The following were ways we accomplished this task:

- “It looks like you really worked hard on that.”
- Praise effort and hard work, never praise intelligence and talent.
- Stress the importance of practice and diligence.

## Year 2 (2010-2011)

We continued using the vocabulary of effort when working with students. We implemented an effort day in all our specialized area classrooms. Each teacher presented video clips and real life examples from our specific areas. The team also posted effort and efficacy posters and quotes throughout the building.

# Year 1 (2009-2010)

Throughout the first year, the team decided to focus on our word choices with kids and place more of an emphasis on effort than achievement. The following were ways we accomplished this task:

- “It looks like you really worked hard on that.”
- Praise effort and hard work, never praise intelligence and talent.
- Stress the importance of practice and diligence.

# Year 2 (2010-2011)

We continued using the vocabulary of effort when working with students. We implemented an effort day in all our specialized area classrooms. Each teacher presented video clips and real life examples from our specific areas. The team also posted effort and efficacy posters and quotes throughout the building.

### Year 3: 2011-2012

As a team, we decided the students seemed to be having difficulties understanding what the word intelligence meant beyond the idea of being "smart." As a result, we did a book study with "Integrating Curricula with Multiple Intelligences." Each teacher focused on the "intelligence" that coincided with their curricular area. Also, in addition to the Theory of Intelligence Survey, students took a multiple intelligence survey to identify their intelligence strengths. A bulletin board using shoes as a visual reference for each intelligence type was displayed in the main hallway.

### Year 4: 2012-2013

Beginning our fourth year, we continued using the strategies from the previous years. Our discussion lead us to question if students really understood what effort looks like in their daily lives. The team created an effort rubric. The students rated their effort on projects and/or participation at the end of the class period.

## Year 3: 2011-2012

As a team, we decided the students seemed to be having difficulties understanding what the word intelligence meant beyond the idea of being "smart." As a result, we did a book study with "Integrating Curricula with Multiple Intelligences." Each teacher focused on the "intelligence" that coincided with their curricular area. Also, in addition to the Theory of Intelligence Survey, students took a multiple intelligence survey to identify their intelligence strengths. A bulletin board using shoes as a visual reference for each intelligence type was displayed in the main hallway.

...survey, students took a multiple intelligence survey to identify their intelligence strengths. A bulletin board using shoes as a visual reference for each intelligence type was displayed in the main hallway.

## Year 4: 2012-2013

Beginning our fourth year, we continued using the strategies from the previous years. Our discussion lead us to question if students really understood what effort looks like in their daily lives. The team created an effort rubric. The students rated their effort on projects and/or participation at the end of the class period.

## RESULTS

As more information is presented, the students are gaining a better understanding of intelligence, effort, and achievement. They are beginning to see how intelligence is fluid. They are also realizing effort and failure are essential components of achievement.

## WHAT'S NEXT

As we studied our data and discussed our goal for the 2013-2014 school year, the team decided to research and use new instructional strategies. We will be using the book "Quantum Teaching" as our book study. In addition, we will be incorporating the word "yet" in our vocabulary we use with kids as they face struggle and failure. When students make a statement like "I'm not good at math," we will add the work yet.

<http://thetalentcode.com> (December 11, 2012 entry)

## RESULTS

As more information is presented, the students are gaining a better understanding of intelligence, effort, and achievement. They are beginning to see how intelligence is fluid. They are also realizing effort and failure are essential components of achievement.

## WHAT'S NEXT

As we studied our data and discussed our goal for the 2013-2014 school year, the team decided to research and use new instructional strategies. We will be using the book "Quantum Teaching" as our book study.

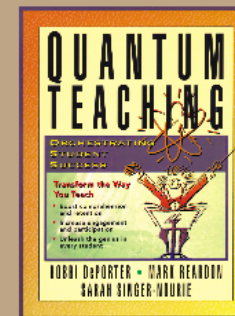
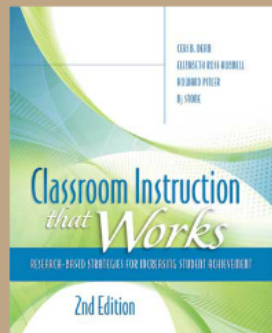
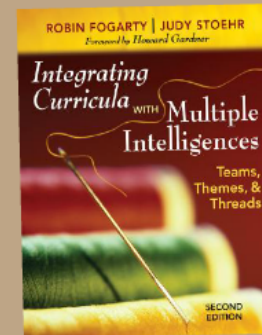
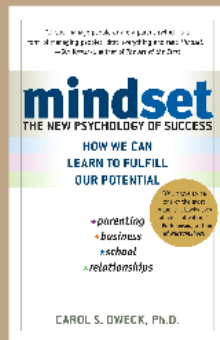
a better understanding of intelligence, effort, and achievement. They are beginning to see how intelligence is fluid. They are also realizing effort and failure are essential components of achievement.

## WHAT'S NEXT

As we studied our data and discussed our goal for the 2013-2014 school year, the team decided to research and use new instructional strategies. We will be using the book "Quantum Teaching" as our book study. In addition, we will be incorporating the word "yet" in our vocabulary we use with kids as they face struggle and failure. When students make a statement like "I'm not good at math," we will add the work yet.

<http://thetalentcode.com> (December 11, 2012 entry)

# Resources



<http://www.livebinders.com/play/play?id=377365>