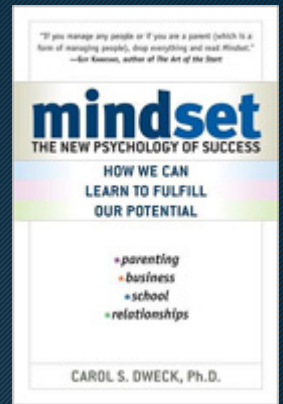


Growth Mindset – A Team Effort

Robin Butler, 3-5 Counselor
and
Jody Havice, K-5 Art



Dweck's Research

- A moderately difficult puzzle was given to 128 children. Each child was told they had done very well.
 - 1/3 were told "you must have worked really hard." Effort Praised
 - 1/3 were told "you must be smart at this." Ability Praised
 - 1/3 were given no feedback.
- A new puzzle challenge was offered. Children were given the choice to take an easier or harder test (performance vs learning goal).
 - 67% of children praised for ability chose the easier test.
 - 92% of the children praised for effort chose the harder test.
- The harder test was administered to see how children responded to failure.
 - Those praised for their effort enjoyed the challenge and persisted more than those praised for ability.
- Then all students took another test equally as difficult as the first test.
 - Ability praised children solved .92 fewer problems than they did on the first test.
 - Effort praised solved 1.21 more.

YEAR 1: 2009-2010

➤ Specialized Areas SMART Goal:

We will increase the percentage of students identifying themselves as having a growth mindset on the Theory of Intelligence Survey. By April 30, 2010, 50% of the students who identified themselves as having a fixed mindset will score themselves as having a growth mindset on the Theory of Intelligence Survey.

- We introduced fixed and growth mindset definitions to the students and gave a pre and post Theory of Intelligence Survey to all students 3-5. Lessons included examples of the different mindsets in real life situations based on our curricular areas. We also began using growth mindset vocabulary with students.

NEW VOCABULARY

"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.

THEORY OF INTELLIGENCE SURVEY

Name: _____ School: _____

Class: _____

☐ **Implicit Theories of Intelligence Scale for Children—Self Form**

(For Children Age 10 and Older)

Read each sentence below and then circle the *one* number that shows how much you agree with it. There are no right or wrong answers.

*1. You have a certain amount of intelligence, and you really can't do much to change it.

1	2	3	4	5	6
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree

*2. Your intelligence is something about you that you can't change very much.

1	2	3	4	5	6
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree

*3. You can learn new things, but you can't really change your basic intelligence.

1	2	3	4	5	6
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree

4. No matter who you are, you can change your intelligence a lot.

1	2	3	4	5	6
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree

5. You can always greatly change how intelligent you are.

1	2	3	4	5	6
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree

6. No matter how much intelligence you have, you can always change it quite a bit.

1	2	3	4	5	6
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree

- [Dweck's Survey](#)
- [Our Survey for Primary and Intermediate](#)

YEAR 2: 2010-2011

➤ Specialized Areas SMART Goal:

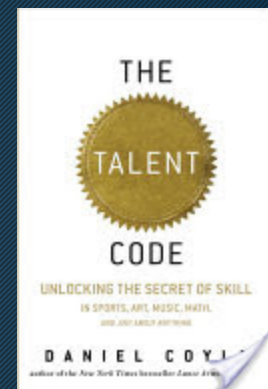
We will increase the percentage of students identifying themselves as having a growth mindset on the Theory of Intelligence Survey and educate teachers, parents and community members about mindset and the importance of effort on achievement.

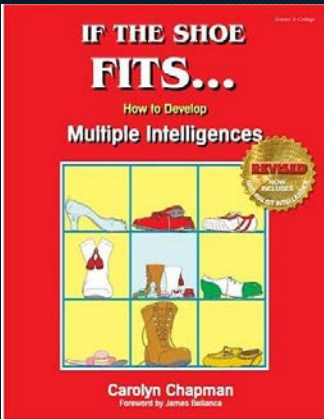
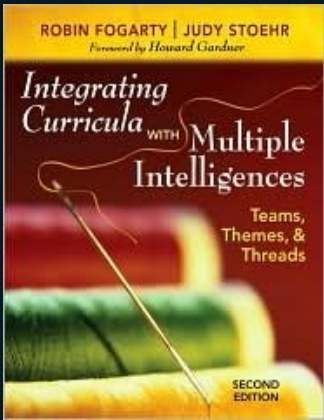
- We started an effort blog for teachers, parents and community members to share mindset information. Our staff took the Theory of Intelligence Survey and we discussed the results during a faculty meeting. The information helped them see how their mindset influenced their teaching. During this year, we also specifically identified those students who indicated they had a fixed mindset on the pre-survey. As a team, we used this information to utilize teachable moments with those students to help foster a growth mindset.
- During counseling classes, all students were introduced to myelination from the book *The Talent Code* by Daniel Coyle. This information helped students see how the brain changes and grows with effort, hard work and practice.

THE TALENT CODE by Daniel Coyle

Myelination
Set Goals

Challenge: Struggle is desired
Deliberate Practice: Rule of 10,000





YEAR 3: 2011-2012

➤ SMART Goal:

The number of students identifying themselves as having a growth mindset based on the Theory of Intelligence Survey will increase by 10%.

- As a team, we incorporated a book study with *Integrating Curricula with Multiple Intelligences*. As we discussed the results from the previous years, we felt that the students only saw intelligence as it related to school. We wanted them to see that there are different types of intelligences. As we were researching we came across the book *If the Shoe Fits...How to Develop Multiple Intelligences in the Classroom*. During lessons, we each gave a portion of the multiple intelligence survey that best matched our curricular area. Then, we presented a PowerPoint about our specific intelligence and introduced the shoe as a visual representation.

MULTIPLE INTELLIGENCE SURVEY

Multiple Intelligences Survey

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<http://surfaquarium.com/MI/inventory.htm>

Complete each section by placing a "1" next to each statement you feel accurately describes you MOST of the time. If you do not identify with a statement or if only describes you some of the time, leave the space provided blank. Then total the column in each section.

Section 1

- ☐ I enjoy categorizing things by common traits
 - ☐ Ecological issues are important to me
 - ☐ Classification helps me make sense of new data
 - ☐ I enjoy working in a garden
 - ☐ I believe preserving our National Parks is important
 - ☐ Putting things in hierarchies makes sense to me
 - ☐ Animals are important in my life
 - ☐ My home has a recycling system in place
 - ☐ I enjoy studying biology, botany and/or zoology
 - ☐ I pick up on subtle differences in meaning
- _____ TOTAL for Section 1

Section 9

- ☐ I can visualize ideas in my mind
 - ☐ Rearranging a room and redecorating are fun for me
 - ☐ I enjoy creating my own works of art
 - ☐ I remember better using graphic organizers
 - ☐ I enjoy all kinds of entertainment media
 - ☐ Charts, graphs and tables help me interpret data
 - ☐ A music video can make me more interested in a song
 - ☐ I can recall things as mental pictures
 - ☐ I am good at reading maps and blueprints
 - ☐ Three dimensional puzzles are fun
- _____ TOTAL for Section 9

Name _____

Multiple Intelligences Survey

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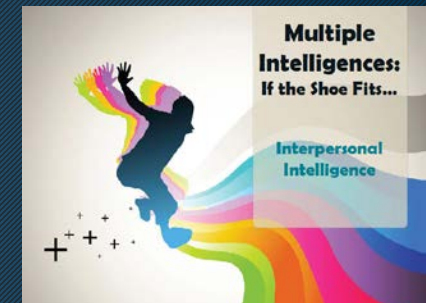
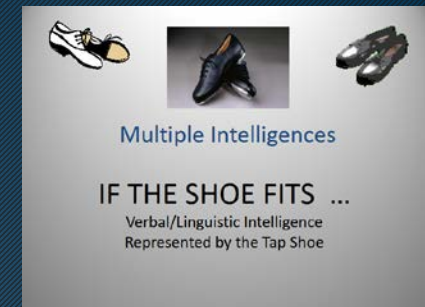
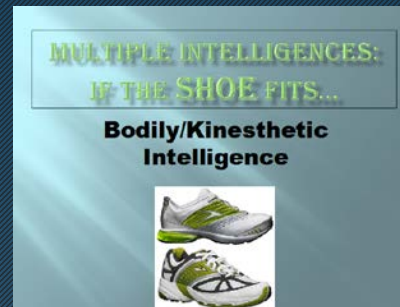
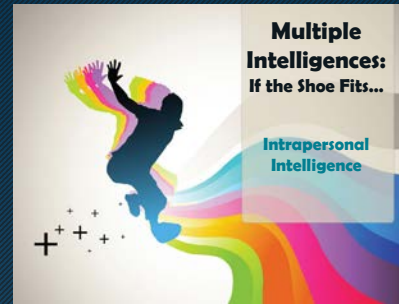
Complete each section by placing a "1" next to each statement you feel accurately describes you MOST of the time. If you do not identify with a statement or if only describes you some of the time, leave the space provided blank. Then total the column in each section.

Section 6

- ☐ I learn by doing
 - ☐ I enjoy making things with my hands
 - ☐ Sports are a part of my life
 - ☐ I use gestures and non-verbal cues when I communicate
 - ☐ Demonstrating is better than explaining
 - ☐ I love to dance
 - ☐ I like working with tools
 - ☐ Inactivity can make me more tired than being very busy
 - ☐ Hands-on activities are fun
 - ☐ I live an active lifestyle
- _____ TOTAL for Section 6

Name _____

SPECIALIZED AREAS PRESENTATIONS



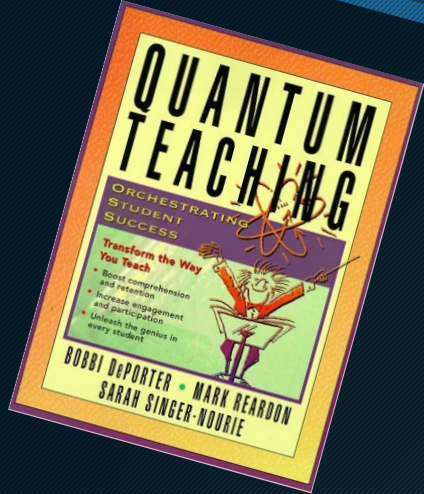
YEAR 4: 2012-2013



SMART Goal:

The percentage of students identifying themselves as having a growth mindset based on the Theory of Intelligence Survey will be 70% or higher.

- Beginning our fourth year, we continued using strategies from the previous years. Our discussions lead to question if students really understood what effort looked like in their daily lives. The team created an effort rubric. The students rated their effort on projects and class participation in writing or visually at the conclusion of each class period.



YEAR 5: 2013-2014



SMART Goal:

The percentage of students identifying themselves as having a growth mindset based on the Theory of Intelligence Survey will be 75% or higher.

- The team elected to do a book study on *Quantum Teaching*. This book was chosen because the strategies supported the multiple intelligences and growth mindset work we were already doing. During the year, each specialized teacher taught a specific skill to help students take responsibility for their learning. The lessons were as follows:
 - 8 Keys of Excellence and 4 Step Apology-Physical Education
 - Learning Styles-Technology
 - Mind Mapping and Taking & Making Notes-Art
 - SLANT-Library
 - Open the Front Door-Music
 - Alpha State-Counselor
- As a culminating event for our 5th graders, we had an additional effort day where we focused on the 8 Keys of Excellence and how they relate to effort.

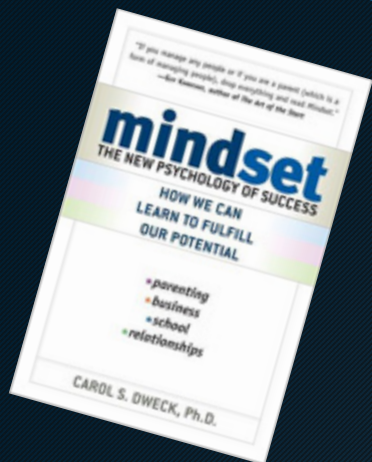
YEAR 6: 2014-2015



SMART Goal:

The percentage of students identifying themselves as having a growth mindset based on the Theory of Intelligence Survey will be 75% or higher.

- This year, we integrated the Quantum teaching strategies that emphasize effort and the multiple intelligences. We also continued to implement all other strategies (i.e. effort rubric, multiple intelligence surveys and PowerPoints, mindset surveys, effort day, etc.)



YEAR 7: 2015-2016



SMART Goal:

The percentage of students identifying themselves as having a growth mindset based on the Theory of Intelligence Survey will be 70% or higher. A focus will be on third grade based on last year's results and since they are new to the mindset/intelligence vocabulary.

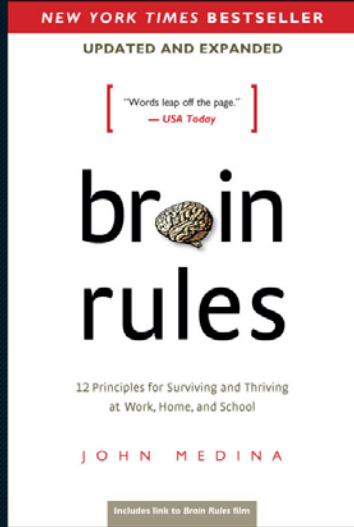
- We decided that it would be a good time to revisit Carol Dweck's research since we have had some turnover on our team and the primary specialized team adopted the same SMART goal. Therefore, this year we did a book study on *Mindset-The Psychology of Success*. We continued implementing our previous strategies and made adjustments as necessary. We are excited to see what happens as students are now being introduced to mindset vocabulary K-5 and both elementary specialized teams are working in conjunction on fostering growth mindsets.

- Effort Week—5th Grade

Growth Mindset and Why It Matters—What Kids Can Do

RESULTS

As we gather data year to year, we have noticed that our 3rd graders have the fewest students scoring themselves as having a growth mindset, but they also have the largest percentage of increase from undecided to growth mindset. The percentage of students scoring themselves as having a growth mindset increase each year as they go to 4th and 5th grades. Initially our goal was to have 70% of the students score themselves as having a growth mindset on the post-survey. This goal is being met with our 5th graders as they exit our building. We are hopeful that we can hit 70% or more sooner by making it a K-5 effort.



WHAT'S NEXT

Our team will continue to focus on mindset and multiple intelligences. We have gathered many resources to use as a team and/or individually during our lessons. We are planning a book study on *Brain Rules* to give additional support towards helping students understand the brain and how it impacts their learning. We are also planning to implement "Effort" days in all grade levels (3-5) at least twice a year.

RESOURCES

Dweck, Carol. *Mindset: The New Psychology of Success*. New York: Ballantine Books, 2006.

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<http://www.thetalentcode.com>

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Multiple Intelligences Survey
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LiveBinders
<http://www.livebinders.com>