

# Action Planning: Communicating a Growth Mindset

Joseph Espinosa  
January 29<sup>th</sup>, 2015



# Grounding: Math Classroom Norms



# Session Outcomes

- To provide an overview of the PDSA Cycles for Communicating Growth Mindset
- To create an action plan for using process praise and feedback
- To create an action plan for portraying a challenge, mistakes, and effort
- To create a checklist for implementation
- To create a SMART Goals for Communicating a Growth Mindset



# PDSA Cycle 1b: Process Praise & Feedback

<b>Test Title:</b>	Process Praise and Feedback Use		<b>Tester:</b>	Lisa Robles, Frank Zaragoza, and Joseph Espinosa	
<b>What change idea is being tested?</b>	Use tools (norms, messaging sheets, posters, quotes, checklists) to provided process praise and feedback.		<b>Date:</b>	February 17-20th	
<b>What is the goal of the test?*</b>	To provide process praise and feedback in place of person praise on a daily basis.		<b>Cycle #:</b>	1b	<b>Driver being tested:</b> Classroom Climate
<i>*Identify your overall goal: To make something work better? Learn how an innovation works? Learn how to test in a new context? Learn how to spread or implement?</i>					
<b>(1) PLAN</b>			<b>(3) STUDY</b>		
Questions. What questions do you have about what will happen?		Predictions. What do you think might happen as a result of this change?		Record results. Use measures based on your predictions. How do measures compare to your predictions?	
(Q1) Will teachers find the tools facilitate the communication of process praise and feedback?		Yes, teachers will find the tools useful in implementing process praise/feedback and perceive their impact.		→	
(Q2) Will teachers communicate using process praise and feedback and perceive their impact?		Yes		→	
(Q3) Will students' interest and disposition toward math go up?		Yes		→	
(Q4) Will student's growth mindset increase?		Yes		→	
Details. Describe the who/what/when/where of the test. Include your data collection plan.					
<b>Task:</b> Implement process praise and feedback on a daily basis.					
<b>Teachers</b> will use tools they created or modified for their fourth grade classes to provide process praise and feedback on a daily basis. Teachers will fill out a brief Google form (3 minute) everyday to document use of process praise and feedback in math, perceived impact for that day, and usefulness.					
<b>Project Leader</b> will observe teachers' classrooms once per week to gather observational data on teacher's praise and feedback and impact on students.					
<b>Students</b> will fill out biweekly survey measuring their interest in and disposition towards math and growth mindset math.					
<b>(2) DO</b>			<b>(4) ACT</b>		
Briefly describe what happened during the test, surprises, difficulty getting data, obstacles, successes, etc.			What will you do next? Describe modifications/decisions for the next cycle		

# PDSA Cycle 1c: Portraying Challenge, Mistakes, and Effort as Highly Valuable

<b>Test Title:</b>	Portraying Challenge, Effort, and Mistakes in Math as Valuable		<b>Tester:</b>	Lisa Robles, Frank Zaragoza, and Joseph Espinosa	
<b>What change idea is being tested?</b>	Use tools (norms, messaging sheets, posters, quotes, checklists) to portray effort, challenge, and mistakes as highly valuable.		<b>Date:</b>	March 2 <sup>nd</sup> -6 <sup>th</sup> , 2015	
<b>What is the goal of the test?*</b>	To portray challenge, mistakes, and effort as highly valuable through modeling and communications with students.		<b>Cycle #:</b>	1c	<b>Driver being tested:</b> Classroom Climate
<i>*Identify your overall goal: To make something work better? Learn how an innovation works? Learn how to test in a new context? Learn how to spread or implement?</i>					
<b>(1) PLAN</b>			<b>(3) STUDY</b>		
Questions. What questions do you have about what will happen?		Predictions. What do you think might happen as a result of this change?	Record results. Use measures based on your predictions. How do measures compare to your predictions?		
<b>(Q1)</b> Will teachers find the tools useful to portray challenge, mistakes, and effort as highly valuable?		<i>Yes, teachers will find the tools useful in implementing the portrayal of challenge, mistakes, and effort as highly valuable.</i>	→		
<b>(Q2)</b> Will teachers portray challenge, mistakes, and effort as highly valuable and perceive their impact?		Yes	→		
<b>(Q3)</b> Will students' interest and disposition toward math go up?		Yes	→		
<b>(Q4)</b> Will student's growth mindset increase?		Yes	→		
Details. Describe the who/what/when/where of the test. Include your data collection plan.			Was the test successful? What did you learn?		
<b>Task:</b> Implement portrayal of challenge, effort, and mistakes as highly valuable on a daily basis. <b>Teachers</b> will use tools they created or modified for their fourth grade classes to model and portray challenge, mistakes, and effort as highly valuable on a daily basis. Teachers will fill out a brief Google form (3 minute) everyday to document portrayal of challenge, mistakes, and effort a highly valuable, perceived impact for that day, and usefulness. <b>Project Leader</b> will observe teachers' classrooms once per week to gather observational data on teacher's portrayal of challenge, mistakes, and effort, and their impact on students. <b>Students</b> will fill out biweekly survey measuring their interest in and disposition towards math and growth mindset math.					
<b>(2) DO</b>			<b>(4) ACT</b>		
Briefly describe what happened during the test, surprises, difficulty getting data, obstacles, successes, etc.			What will you do next? Describe modifications/decisions for the next cycle		

# Aspect of a Classroom Teaching that Communicate Growth Mindset Messages



Source: J. Boaler 2013

# Communicating a Growth Mindset: Tools for Implementation



# Positive Math Classroom Norms

Everyone can learn math to the highest levels

Mistakes are valuable

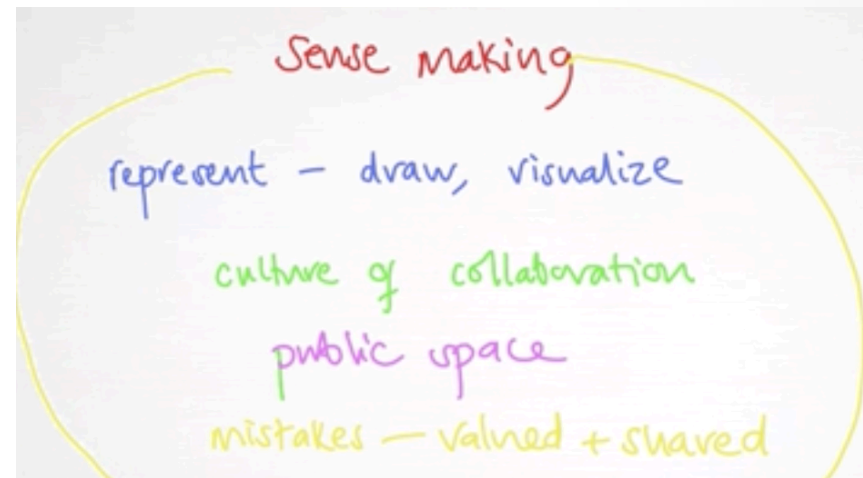
Questions are really important

Math is about creativity and making sense

Math is about connections and communicating

Math class is about learning not performing

Depth is more important than speed





# Activity 1: Positive Math Classroom Norms Poster

In a pair or individually:

- 1) Creating a Poster of Positive Classroom Norms which communicate your beliefs about math teaching and learning and which incorporate growth mindset messages about mistakes, challenge, and effort in some way. You may also include your ideas about expectations, grading, and the importance of questions.
- 2) Decide how you will unveil these new norms to your class.



# Process Praise and Feedback Tools

<b>Person Praise</b>	<b>Process Praise</b>
Great job! You must be smart at this.	Great job! You must have worked really hard.
See, you are good at Math. You got an A on your last math test.	You really studied hard for your math test and your improvement it.
You got the correct answer on that math problem! You are a really good problem solver!	I like the way your tried all kinds of strategies on that math problem until you finally got it!
You are such a good student.	I like the way you stayed at your desk, you kept your concentration, and you kept on working. That's great!
That math problem was so easy for you. You must be gifted in math.	I like that took on that challenging project in your math class. It will take a lot of work—gathering data, organizing the data, analyzing the data, and representing the data in multiple ways. You are going to learn a lot of great things.

# Process Praise and Feedback Tools

## Growth mindset ways to challenge, praise, and encourage students

### When students succeed with little effort

- “Wow, you got another A on that test without even studying? I’m sorry that I may have wasted your time with things that are too easy for you. Let’s think of something you can do that will give you more of a challenge.”
- “You always do so well on your \_\_\_\_\_. What do you do to prepare or to succeed? Would you share your strategies with the class?”
- “Addition and subtraction seem to come easily to you! What do you think you might do if you are taught a skill that you are confused about?”

### When students succeed as a result of effort

- “I am so proud of the effort you put forth in order to improve your grade..(make the team, remain on task, complete your homework 3 days in a row).”
- “You really put your mind to it. I guess the struggle was worth it!”
- “It was great to watch you work so hard to accomplish this.”
- “Going to extra help every day really paid off. It mustn’t have been easy to get up early every morning, the effort was obviously worth it.”
- “You really accepted our suggestions for studying, managing your time (behavior, etc). You must feel very proud

### When students face disappointment or failure

- “OK, so you didn’t do as well as you wanted to. Let’s look at this as an opportunity to learn.
- What parts did you do well in? What parts were difficult for you?”
- “Let’s look at the difficult parts. What (specifically) can you do next time to improve?”
- “What did you do to prepare for this? Is there anything that you could have done differently?”
- “Do you know anyone who does well in this area? Maybe we can find out what strategies they use to achieve this task.”
- “How can I help you to do this?”

# Process Praise and Feedback Tools

## Growth Mindset Feedback

*As students begin to work on their learning objectives, growth minded language guides and motivates them to ensure that they remain **persistent, resilient, and focused** on the process of learning. It is important to give learners feedback about their progress and their results so they can specifically see their growth.*

**Use these language frames when interacting with your students in the following situations.**

### When they struggle despite strong effort

- OK, so you didn't do as well as you wanted to. Let's look at this as an opportunity to learn.
- What did you do to prepare for this? Is there anything you could do to prepare differently next time?
- You are not there/here **yet**.
- When you think you can't do it, remind yourself that you can't do it **yet**.
- I expect you to make some mistakes. It is the **kinds** of mistakes that you make along the way that tell me how to support you.
- Mistakes are welcome here!
- You might be struggling, but you are making progress. I can see your growth (in these places).
- Look at how much progress you made on this. Do you remember how much more challenging this was (yesterday/last week/last year)?
- Of course it's tough --school is here to makes our brains stronger!
- If it were easy you wouldn't be learning anything!
- You can do it -- it's tough, but you can; let's break it down into steps.
- Let's stop here and return tomorrow with a fresher brain.
- I admire your persistence and I appreciate your hard work. It will pay off.

### When they struggle and need help with strategies

- Let's think about how to improve (the accuracy of) this section/paragraph/sentence/word choice/logic/description/problem/calculation.
- Let me add new information to help you solve this....
- Here are some strategies to figure this out.
- Describe your process for completing this task.
- Let's do one together, out loud.
- Let's practice (skill) so we can move it from our short-term to our long-term memory.
- Just try -- we can always fix mistakes once I see where you are getting held up.
- Let me explain in another way with different words.
- What parts were difficult for you? Let's look at them.
- Let's ask ----- for advice---s/he may be able to explain/suggest some ideas/recommend some strategies.
- Let's write a plan for practicing and/or learning.
- If you make -----changes, we can reassess your score. Let's discuss a plan for you.

### When they are making progress

- Hey that's a tough problem/task/concept that you've been working on for a while. What strategies are you using?
- I can see a difference in this work compared to \_\_\_\_\_. You have really grown (in these areas).
- I see you using your strategies/tools/notes/etc. Keep it up!
- Hey! You were working on this for awhile and you didn't quit!
- Your hard work is clearly evident in your process/project/essay/assignment.

### When they succeed with strong effort

- I am so proud of the effort you put forth to/in/with \_\_\_\_\_.
- I am very proud of you for not giving up, and look what you have to show for it!
- Congratulations -- you really used great strategies for studying, managing your time (behavior, etc.).
- I want you to remember for a moment how challenging this was when you began. Look at how far you have come!
- All that hard work and effort paid off!
- The next time you have a challenge like this, what will you do?
- What choices did you make that you think contributed to your success?
- It's exciting to see the difference in your work now when I compare it to your earlier work.
- I can see you really enjoyed learning \_\_\_\_\_.

### When they succeed easily without effort

- It's great that you have that down. Now we need to find something a bit more challenging so you can grow.
- It looks like your skills weren't really challenged by this assignment. Sorry for wasting your time!
- I don't want you to be bored because you're not challenging yourself.
- We need to raise the bar for you now.
- You're ready for something more difficult.
- What skill would you like to work on next?
- What topic would you like to learn more about next?

# Activity 2: Process Praise and Feedback Tools

Step 1: Individually Read Process Praise and Feedback Tools

Step 2: Decide which ones you will use as a reference sheet to guide your process praise and feedback to students in class.

Step 3: Share with a partner which tool(s) you selected, how you will use it, when you will use it, and why. Provide process praise and feedback to your partner (One Star, One Polisher)

Step 4: Fill out the Graphic Organizer with your plan



# Portraying a Growth Mindset Tools

## Strategies.

1. Start classes with the norm, that you love and want mistakes  
parents → "I love mistakes"
2. Don't just praise mistakes say why they are important
3. Give work that encourages mistakes
4. Grade differently, or not at all
5. Dissociate math from speed

# Portraying a Growth Mindset Tools

- Creating a Risk-Free Classroom Climate by:
  - Make focus on learning clear
  - Make it safe to risk mistakes
  - Communicate a high confidence in all students' ability to rise to the learning challenges.

## Growth Mindset Framing

*In order to create a "risk-free" classroom environment where all students are willing to take on challenges and push themselves, it is important to make the focus on learning clear, make it safe to risk mistakes, and communicate a high confidence in all students' ability to rise to the learning challenges. Use the following statements when introducing a new topic, concept, skill, or assignment in class:*

### For Communicating a Learning Goal

- New material is an opportunity to stretch!
- Today's learning objective will give everyone an opportunity to stretch.
- Today, your brain will get stronger.
- I am hoping that you all do not know this already; I wouldn't want to waste your time!
- I really want us to stretch beyond our comfort zone on this!
- After you do this, I'm going to ask everyone to share one mistake so we can learn from it.
- I'd like everyone to share one thing that is really confusing with their partner.
- The point of the lesson is learning; I want to know what parts are unclear so we can all meet our learning target.
- Today's target for learning is \_\_\_\_\_. By tomorrow our goal is \_\_\_\_\_.
- I do not expect you to know this already. I am here to help you learn challenging material.
- Today, I want you to challenge yourself. Stretch to learn this challenging material.
- This is very dense reading/challenging material. I am not going to hold you accountable for understanding all of it right away, but I want you to give it a first try.
- This is just the first draft—you'll have lots of chance to improve it.
- I want you to push yourselves to tackle this concept.
- You won't be graded on this—it's a risk-free zone!
- We're in the learning zone today. Mistakes are our friends!

### For Communicating High Expectations

- I **know** that you (all) have the ability to do this, so I have set the bar high.
- This will be a challenging concept to learn, but all of us can reach the goal.
- Be sure to communicate with me about your progress so I can provide support to you.
- I am going to push you all because I know if I do you will all do amazing work!
- Our classroom is a place for everyone to learn challenging material. I am here to help you meet that goal.
- This is challenging, but rewarding!
- This may be difficult right now, but you will remember it for the rest of your life.
- When you master this learning, you can be proud because this isn't easy.
- Here is my challenge for you. I know you can meet it. I want you to challenge yourself.
- As you learn this, mistakes are expected. Your mistakes help me support you. Let's make mistakes together!
- I have seen you stretch and succeed in the past. Let's do it again.

# Activity 3: Portraying a Growth Mindset Tools

**Step 1:** Individually Read Portraying Growth Mindset Tools

**Step 2:** Decide which ones you will use as a reference sheet to guide your portrayal of challenge, mistakes, and feedback.

**Step 3:** Share with a partner which tool(s) you selected, how you will use it, when you will use it, and why. Provide process praise and feedback to your partner (One Star, One Polisher)

**Step 4:** Fill out the Graphic Organizer with your plan





# Quotes Which Communicate a Growth Mindset



*“The passion for stretching yourself and sticking to it , even (or especially) when it’s not going well is the hallmark of the growth mindset. This is the mindset that allows people to thrive during some of the most challenging times in their lives.”*

*Carole S Dweck*

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*'There is a difference  
between not knowing and  
not knowing yet.'*

*Sheila Tobias*



*A teacher's job is not to make work easy. It is to make it difficult. If you are not challenged, you do not make mistakes. If you do not make mistakes, feedback is useless.*

**John Hattie**

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Sometimes what we call

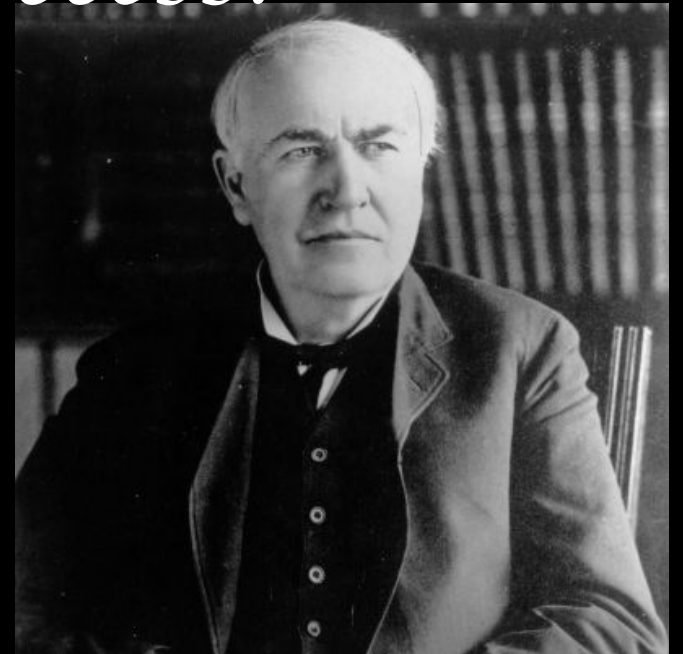
"failure"

is really just that necessary  
struggle called learning.



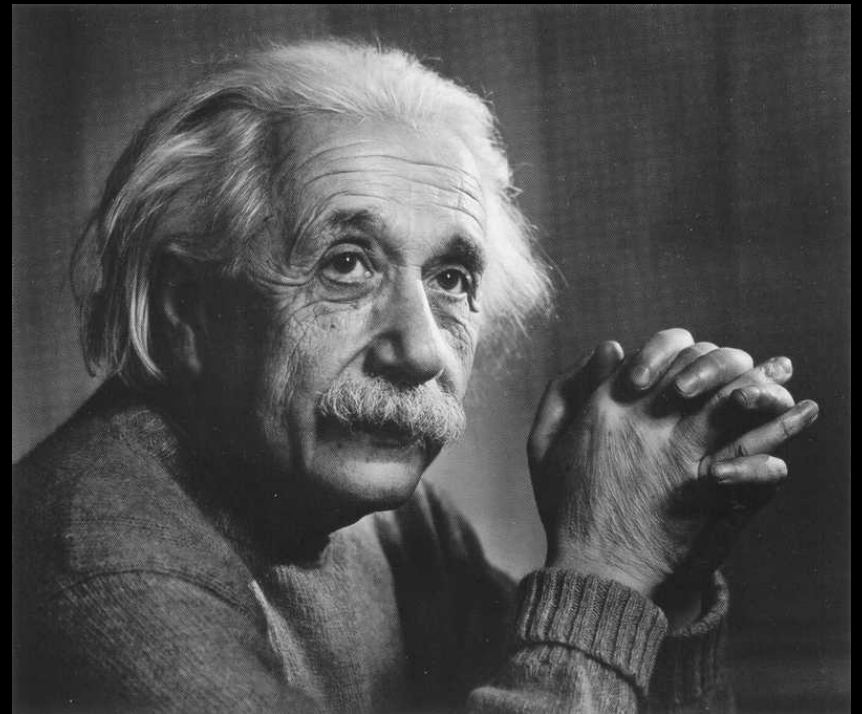
*'You must learn to fail intelligently. Failing is one of the greatest arts in the world. One fails forward towards success.'*

*Thomas Edison*



*'I think and think for months and years. Ninety nine times out of a hundred I am wrong. The hundredth time I am right.'*

*Albert Einstein*



Your  
Comfort  
Zone



Where the  
magic happens



# SUCCESS



**WHAT PEOPLE THINK  
IT LOOKS LIKE**

# SUCCESS



**WHAT IT REALLY  
LOOKS LIKE**

**'BEST THING WE CAN DO  
FOR KIDS..INSTEAD OF  
TEACHING THEM TO BE  
SUCCESSFUL...TEACH THEM  
HOW TO RESPOND WHEN  
THEY ARE NOT  
SUCCESSFUL!'**

**PRINCIPAL EL**

InstaQuote

in this room,  
we don't do  
**easy**  
we make  
easy happen  
through  
**hard  
work**  
& learning

**F**irst

**A**ttempt



**I**n

**L**earning

# Checklist Manifesto by Atul Giwande



# Activity 4: Design a Checklist for Communicating Growth Mindset

- List the components or step in providing process/ feedback
- List the types of growth mindset messages: challenge, effort, and mistakes.
- List the ways you've learned how to model or portray growth mindset messages.
- Create a 2 part checklist (A: Process Praise/ Feedback & B: Portraying Growth Mindset Messages)
- Take time at the end of each math lesson your use of growth mindset messages.

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# SMART Goal Template

[Teacher(s): \_\_\_\_\_]

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

Circle: EO, IFEP, LEP, RFEP, or ALL

Target:

- Individual
- Small group
- Whole group
- Grade level

## Specific (Goal):

1. **By April 30, 2015 all participating teachers will have established a growth mindset math classroom through the use process praise/feedback and the portrayal of challenge, mistakes, and effort as highly valuable.**
2. **By April 30, 2015 all math anxious students' interest and disposition toward math will increase as well as their growth mindset.**

## Measurable (How?):

- 1.
- 2.

## Action Steps (What?):

- 1.
- 2.
- 3.
- 4.

## Relevant (Why?):

- 1.
- 2.

## Time Frame (How long?):

- 1.

# What's Next

- PDSA Cycle #3a: PD on Growth Mindset & Teaching a Growth Mindset –**February 5<sup>th</sup> and February 12<sup>th</sup>**.
  - Playlist
  - PD Pre-Survey



Thank You!

