PD Pre-Survey: Growth Mindset & Communicating a Growth Mindset

* Required

1.	Name *
2.	School *
3.	Grade *
	Mark only one oval.
	1
	3
	4
	5
	6
4.	Part 1: Understanding:
	For each question use the rating scale provided to assess your current knowledge or
	practice Check all that apply.
5.	Positive Math Classroom Norms *
	Mark only one oval.
	Don't understand at all
	Understand little
	Neutral
	Understand somewhat
	Understand thoroughly

1 of 4 6/8/15, 6:00 AM

6.	Growth Mindset Messages for Challenge * Mark only one oval.
	Don't understand at all
	Understand little
	Neutral
	Understand somewhat
	Understand thoroughly
7.	Frowth Mindset Messages for Praise *
	fark only one oval.
	Don't understand at all
	Understand little
	Neutral Neutral
	Understand somewhat
	Understand thoroughly
8.	Frowth Mindset Messages for Feedback (Diagnostic-Focused on Strategies) *
8.	Frowth Mindset Messages for Feedback (Diagnostic-Focused on Strategies) * Mark only one oval.
8.	
8.	flark only one oval.
8.	Don't understand at all
8.	Don't understand at all Understand little
8.	Don't understand at all Understand little Neutral
	Don't understand at all Understand little Neutral Understand somewhat Understand thoroughly Growth Mindset Messages and Use of Mistakes *
	Don't understand at all Understand little Neutral Understand somewhat Understand thoroughly
	Don't understand at all Understand little Neutral Understand somewhat Understand thoroughly Growth Mindset Messages and Use of Mistakes *
	Don't understand at all Understand little Neutral Understand somewhat Understand thoroughly Browth Mindset Messages and Use of Mistakes * Mark only one oval.
	Don't understand at all Understand little Neutral Understand somewhat Understand thoroughly Growth Mindset Messages and Use of Mistakes * Mark only one oval. Don't understand at all
	Don't understand at all Understand little Neutral Understand somewhat Understand thoroughly Browth Mindset Messages and Use of Mistakes * Mark only one oval. Don't understand at all Understand little

2 of 4 6/8/15, 6:00 AM

10. Part 2: Confidence: How confident do you feel about being able create a growt mindset classroom through the use of growth mindset messages?	:h
For each question use the rating scale provided to assess your current knowledge or practice Check all that apply.	r
11. Using process praise in place of person praise *	
Mark only one oval.	
Not confidenct at all	
Not very confident	
Somewhat confident	
Very confident	
Very, very confident	
12. Ways to celebrate mistakes *	
Mark only one oval.	
Not confident at all	
Not very confident	
Somewhat confident	
Very confident	
Very, very confident	
13. Ways to encourage effort in the classroom *	
Mark only one oval.	
Not confident at all	
Not very confident	
Somewhat confident	
Very confident	
Very very confident	

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Mark only one oval.	
Not confident at all	
Not very confident	
Somewhat confident	
Very confident	
Very, very confident	
15. Portraying challenging work as highly valued * Mark only one oval.	
Not confident at all	
Not very confident	
Somewhat confident	
Very confident	
Very, very confident	
	,

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PD Post-Survey: Growth Mindset & Communicating a Growth Mindset

* Required

1. Name *

2. School *

2.	. School *			
3.	Grade *			
	Mark only one	oval.		
	K			
	1			
	2			
	3			
	<u>4</u>			
	5			
	6			

4. Part 1: Understanding: How well do you think you understand the different aspects of growth mindset and communicating a growth mindset?

For each question use the rating scale provided to assess your current knowledge or practice

Check all that apply.

5. Brain Plasticity *

Mark only one oval.

Don't understand at all
Understand little
Neutral
Understand somewhat

Understand thoroughly

Oriderstand thoroughly

1 of 5 6/8/15, 6:00 AM

6. Fixed Mindset Characteristics *
Mark only one oval.
On't understand at all
Understand little
Neutral
Understand somewhat
Understand thoroughly
7. Growth Mindset Characteristics *
Mark only one oval.
Onn't understand at all
Understand little
Neutral
Understand somewhat
Understand thoroughly
8. Using process praise in place of person praise *
8. Using process praise in place of person praise * Mark only one oval.
Mark only one oval.
Mark only one oval. Don't understand at all
Mark only one oval. Don't understand at all Understand little
Mark only one oval. Don't understand at all Understand little Neutral
Mark only one oval. Don't understand at all Understand little Neutral Understand somewhat
Mark only one oval. Don't understand at all Understand little Neutral Understand somewhat Understand thoroughly
Mark only one oval. Don't understand at all Understand little Neutral Understand somewhat Understand thoroughly 9. Ways to celebrate mistakes *
Mark only one oval. Don't understand at all Understand little Neutral Understand somewhat Understand thoroughly 9. Ways to celebrate mistakes * Mark only one oval.
Mark only one oval. Don't understand at all Understand little Neutral Understand somewhat Understand thoroughly 9. Ways to celebrate mistakes * Mark only one oval. Don't understand at all
Mark only one oval. Don't understand at all Understand little Neutral Understand somewhat Understand thoroughly 9. Ways to celebrate mistakes * Mark only one oval. Don't understand at all Understand little

١0.	Ways t	to encourage effort in the classroom *
	Mark o	nly one oval.
		Don't understand at all
		Understand little
		Neutral
		Understand somewhat
		Understand thoroughly
11.	-	to provide support with strategies if effort is not enough *
	Mark o	nly one oval.
		Don't understand at all
		Understand little
		Neutral
		Understand somewhat
		Understand thoroughly
12.	Portra	ying challenging work as highly valued *
	Mark o	nly one oval.
		Don't understand at all
		Understand little
		Neutral
		Understand somewhat
		Understand thoroughly
13.		Confidence: How confident do you feel about being able create a growth et classroom through the use of growth mindset messages?
	practic	ch question use the rating scale provided to assess your current knowledge or e all that apply.
		•••

14.	•	process praise in place of person praise * nly one oval.
		Not confidenct at all
		Not very confident
		Somewhat confident
		Very confident
		Very, very confident
15.	-	to celebrate mistakes * nly one oval.
		Not confident at all
		Not very confident
		Somewhat confident
		Very confident
		Very, very confident
16.	-	to encourage effort in the classroom * only one oval.
16.	-	-
16.	-	nly one oval.
16.	-	nly one oval. Not confident at all
16.	-	Not confident at all Not very confident
16.	-	Not confident at all Not very confident Somewhat confident
	Mark of	Not confident at all Not very confident Somewhat confident Very confident
	Mark of	Not confident at all Not very confident Somewhat confident Very confident Very, very confident to provide support with strategies if effort is not enough *
	Mark of	Not confident at all Not very confident Somewhat confident Very confident Very, very confident to provide support with strategies if effort is not enough * only one oval.
	Mark of	Not confident at all Not very confident Somewhat confident Very confident Very, very confident to provide support with strategies if effort is not enough * only one oval. Not confident at all
	Mark of	Not confident at all Not very confident Somewhat confident Very confident Very, very confident to provide support with strategies if effort is not enough * inly one oval. Not confident at all Not very confident

18.	Portraying challenging work as highly valued *
	Mark only one oval.
	Not confident at all
	Not very confident
	Somewhat confident
	Very confident
	Very, very confident
19.	Has the information in this session changed your thinking about your own ability in any way? Describe how the information in this session has changed your thinking about your own ability in any way. *
20.	Has the information in this session changed your thinking about students' ability in any way? If yes, describe how you now think differently about students? And how that may change your interactions with your children or your students? If no, how did you know that students could all learn anything? Where did you understand that and how does it affect your teaching/interactions with your children? *

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