

PROFESSIONAL LEARNING TEAM REPORT

School Year: 2015-2016

PLT Title

Growth Mindset

Blurb for PLT Conference Brochure

Many classrooms are introducing the ideas and language of Growth Mindset to students. Let's discuss ways to move beyond stand alone lessons to integration within the curriculum. Participants are encouraged to bring resources or lesson samples to share with the group.

Contact Information (Write * next to facilitator's name.)

Name	School	Grade Level or Subject
Leila Joseffer*	Winn Brook	Reading K-2
Hester Murray	Winn Brook	Reading/Special Education
Priscilla Stephan	Winn Brook	Special Education

PLT SMART Goal

We will learn and implement strategies, lessons and consistent language related to growth mindset in order to increase students' perseverance with challenging tasks and their understanding of the components of effective effort.

This PLT Goal is also

A Professional Practice Goal

A Student Learning Goal

Neither

Key Actions

1. Introduce Mindset to students

We shared the theory of Growth Mindset and read "Fantastic Elastic Brain" to our students.

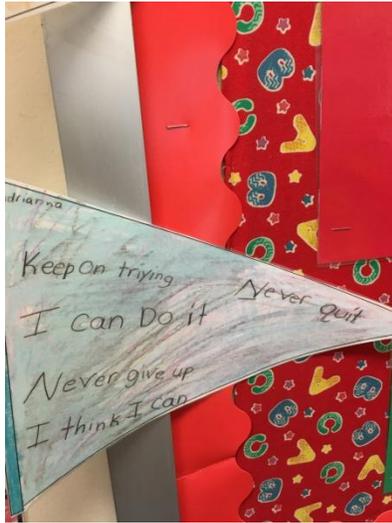
2. Send a letter to parents explaining growth mindset and language parents can use with their child

We sent a letter following our lesson on persistence explaining Growth Mindset and encouraging parents to share with their children times they needed to persist when something was challenging.

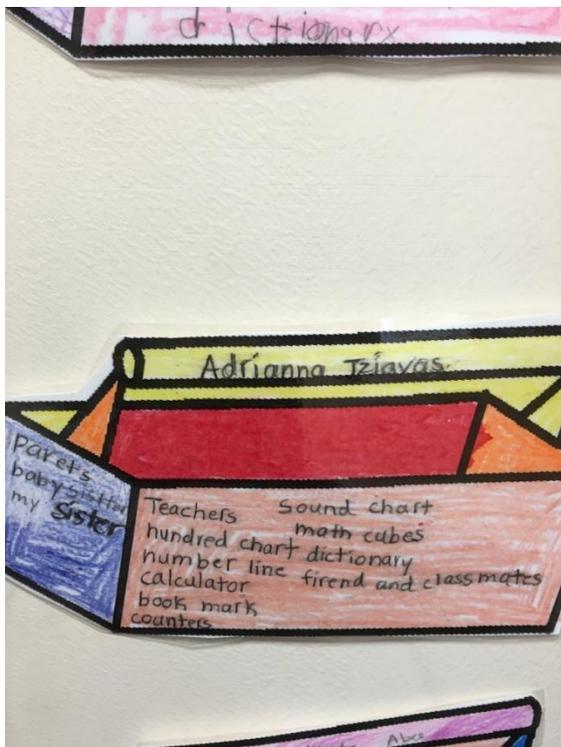
3. Develop and teach lesson for persistence, resourcefulness, and use of feedback

First we discussed effective effort and gave examples of using a lawnmower vs. scissors to cut the grass. Then

we used a variety of children's books to teach about three components of effective effort including "The Most Magnificent Thing" (persistence), Aw, Nuts (resourcefulness) and "Thanks for the Feedback" (use of feedback). Students created a banner with a personal slogan to encourage persistence, wrote a list of home and school resources on a toolbox for resourcefulness, and generated a list of who provides feedback, what the feedback is and what tools they can use to respond to the feedback. The banners and toolboxes were displayed around a Growth Mindset bulletin board.



Sample of a student's banner



Sample of a student's toolbox

4. Reflect on the lessons and plan next steps

After each lesson we met to discuss students' responses and to plan the next lesson. We also shared the books we

were using with colleagues in the building. "The Most Magnificent Thing" was widely read this year!

Findings

- Students responded well to the ideas and were able to engage in meaningful conversations about each lesson topic
- Having a visual reminder for students to refer back to (banner, toolbox) was helpful
- We need to integrate the language of a Growth Mindset rather than having stand alone lessons interspersed throughout the year
- We want to invest time at the beginning of the year to explain Growth Mindset and the components of effective effort

Recommendations / Next Steps

- Start off the year with Growth Mindset Lessons and lessons on the components of effective effort
- Continue to provide students with visuals which make the ideas concrete
- Refer back to specific components of effective effort/growth mindset as needed
- "Praise the Process" instead of the product
- Provide parents with additional information on how to encourage a growth mindset
- Be mindful of our own mindset and acknowledge the times we feel a fixed mindset