Developing a Growth Mindset: What’s Differentiation got to do with it?

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"Mindset"
{noun}
a set of beliefs or a way of thinking that determines one's behavior, outlook and mental attitude.
Key Questions for this Session

1. How does what teachers believe and do affect what students believe and do?

2. How does what students think and do impact their academic success and that of their peers?

3. What’s differentiation got to do with Mindset?

4. How are you doing with Mindset?

5. How can you do better?

Here’s what I think. I am not good at school.

It takes me longer to do work than most kids. Teachers always call time before I finish. They say we have to move ahead. But how can I do that if I don’t get to finish my work?

Teachers give us homework, but I sometimes don’t understand how to do the assignment. They give me a bad grade if I don’t finish the work. I want to finish it, but I don’t know how.

They tell us what to study for a test but there is a lot of it, and I can’t make it all stay in my head. I don’t know which parts the teacher thinks are most important. If I did, I could learn those.

I try and sometimes I do better, but then the teacher tells me it’s too bad I didn’t do well earlier in the grading period because those bad grades lowered my average. I think I’m just not good at school.

Fritz—age 12
I wonder if they realize,
I am not who they know
I hide behind my smile,
So my soul and heart don't show
The fools – they praise my being,
And say that I've done well.
They look and see perfection,
Of accomplishments they tell.
But little do they know,
That on the inside I am lost.
I hold my outside very well,
But inside show the cost.
I wish that I could scream at them,
Don't think of me in light!
For inside there is darkness,
Inside’s not always right.
I beat myself for hiding,
For acting out the play –
In which I am a character,
Who always knows the way.

I wish that I could live again –
Completely start anew;
And when I could not choose a path,
I'd ask them what to do.
I'd admit it when I was not sure
I'd show when I was bad.
Perhaps they would accept my heart
For everything it had.
I would not be expected
To always do what's right.
I would not feel as guilty,
And heart and mind – not fight.
But alas – I've too soon acted –
The play is set in stone.
So I hide behind my laughter,
And alas – I am alone.

~M.G.W.~

Kathleen--Age 14
Push me! See how far I go!
Work me 'til I drop--
Then pick me up.
Open a door,
And make me run to it before it closes.
Teach me so that I might learn,
Then show me the Tunnel of Experience,
And let me walk through it alone.

Then, when, near the end, I look back,
And see another in the Tunnel,
with you watching

I shall smile!
What is Mindset?

The Predictive Power of Mindset

Fixed
- Success comes from being smart
- Genetics, environment determine what we can do
- Some kids are smart—some aren’t
- Teachers can’t override students’ profiles

Growth
- Success comes from effort
- With hard work, most students can do most things
- Teachers can override students’ profiles
- A key role of the teacher is to set high goals, provide high support, ensure student focus—to find the thing that makes school work for a student
One of the most basic beliefs we carry about ourselves, Dweck found in her research, has to do with how we view and inhabit what we consider to be our personality.

A “fixed mindset” assumes that our character, intelligence, and creative ability are static givens which we can’t change in any meaningful way, and success is the affirmation of that inherent intelligence, an assessment of how those givens measure up against an equally fixed standard; striving for success and avoiding failure at all costs become a way of maintaining the sense of being smart or skilled.

http://www.brainpickings.org/2014/01/29/carol-dweck-mindset/

A “growth mindset,” on the other hand, thrives on challenge and sees failure not as evidence of unintelligence but as a heartening springboard for growth and for stretching our existing abilities.

Out of these two mindsets, which we manifest from a very early age, springs a great deal of our behavior, our relationship with success and failure in both professional and personal contexts, and ultimately our capacity for happiness.

http://www.brainpickings.org/2014/01/29/carol-dweck-mindset/
These kids (who appeared to have learned helplessness) fit the definition (of a fixed mindset) perfectly: if they came across a few math problems they couldn’t solve, for example, they no longer could do problems they had solved before—and some didn’t recover that ability for days.

“Maria”

Students for whom performance is paramount want to look smart even if it means not learning a thing in the process. For them, each task is a challenge to their self-image, and each setback becomes a personal threat. So they pursue only activities at which they’re sure to shine—and avoid the sorts of experiences necessary to grow and flourish in any endeavor.


Kathleen

Students with learning goals, on the other hand, take necessary risks and don’t worry about failure because each mistake becomes a chance to learn.

Consider the Implications!

Fixed Mindset
intelligence is static
• Challenges ... avoid
• Obstacles ... give up
• Effort ... no point
• Criticism ... deflect
• Success of others ... feel threatened

Growth Mindset
intelligence is developing
• Challenges ... embraces
• Obstacles ... fortitude
• Effort ... work hard
• Criticism ... learns
• Success of others ... celebrates

A Growth Mindset Orientation

IT’S NOT HOW GOOD YOU ARE, IT’S HOW GOOD YOU WANT TO BE.
For a couple of minutes, list with a colleague the personal, social, and economic, implications you can think of for the years ahead if we:

Believe that some kids in our schools are smart and some are not, &

Teach some kids as though they are smart and some as though they are not.

Don’t tell me how talented you are. Tell me how hard you work.

Arthur Rubenstein
The Mindset Questions

1. What do you think measured intelligence has to do with success?

2. To what degree do you believe the brain is malleable?

3. What do you believe about the role of effort in success?

4. Do you buy the idea that with hard work & good support, almost any student can accomplish what he/she needs to accomplish in school?

5. What do you do to reinforce or challenge your beliefs in these areas in your classroom?
Mindset

Coverage vs. Whatever it Takes

Who

Shapes Student Self-Perception

How

What

Builds or Erodes Group Trust

Where

I teach what I believe you can learn

Beware of Negative Messages

BLUEBIRDS

BUZZARDS

WOMBATS
How Does Teacher Mindset Look or Sound in the Classroom?

<table>
<thead>
<tr>
<th></th>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
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</thead>
<tbody>
<tr>
<td>Crafting a classroom environment</td>
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<td>Designing student tasks</td>
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<td>When a student is “stuck” with a task</td>
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<td>When homework isn’t done</td>
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<td>When giving feedback on student work</td>
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Tomlinson, 2010
### How Does Teacher Mindset Look or Sound in the Classroom?

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<tr>
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<tbody>
<tr>
<td>When a student gets a</td>
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<td>answer wrong (or can’t</td>
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<td>answer) in class.</td>
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<td>In communicating with</td>
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<td>parents about their</td>
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<td>students</td>
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<td>In setting, presenting,</td>
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<td>and implementing</td>
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<td>standards of quality</td>
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<td>work</td>
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<td>When a student misbehaves</td>
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<td>In designing group work</td>
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Tomlinson, 2010

### Growth Mindset Message

1. Your effort predicts your success.
2. If you work hard and smart, you will grow in the required knowledge understanding, & skill.
3. If you continue that pattern there is no reason you can’t achieve & even exceed those goals.
4. The way we work in this class will help you see the link between your effort & your success.
5. I believe in you and will work with you to support your success.
Ask ‘How will they learn best?’ not ‘Can they learn?’

Jaime Escalante

Mindset Affects Students/Learning
5th graders given a Non-Verbal “Puzzle” Test (designed so kids would do well)

All kids given their scores

Some were told, “You must be really smart at this.”

Choice 1: Harder test, but you’ll learn a lot from attempting the puzzles

Choice 2: Easy test, just like the first one.

Some were told, “You must’ve worked really hard.”

Choice 1: Harder test, but you’ll learn a lot from attempting the puzzles

Choice 2: Easy test, just like the first one.


Jessica Hockett 2014

<table>
<thead>
<tr>
<th>Mindset #1 (FIXED)</th>
<th>Mindset #2 (GROWTH)</th>
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</thead>
<tbody>
<tr>
<td>I want to make sure I succeed.</td>
<td>I want to make sure I stretch &amp; learn.</td>
</tr>
<tr>
<td>I believe my abilities are “fixed.”</td>
<td>I believe my abilities can improve with effort.</td>
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<tr>
<td>Success = proving I’m smart and/or talented.</td>
<td>Success = stretching to learn something new.</td>
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<tr>
<td>Failure means I’m not talented or good enough.</td>
<td>Failure means I’m not growing or fulfilling my potential.</td>
</tr>
<tr>
<td>Failure means I am a failure.” (an identity)</td>
<td>Failure means “I failed.” (painful, but not defining)</td>
</tr>
<tr>
<td>I’m interested in OUTCOMES.</td>
<td>I’m interested in the PROCESS, regardless of outcome.</td>
</tr>
<tr>
<td>I avoid challenges.</td>
<td>I seek challenges.</td>
</tr>
<tr>
<td>I thrive in safety—feeling smart and/or talented.</td>
<td>I thrive when challenged or stretched or growing.</td>
</tr>
<tr>
<td>My interest is kept by good results.</td>
<td>My interest is kept by challenge and growth.</td>
</tr>
<tr>
<td>I find blame or excuses for mistakes &amp; setbacks.</td>
<td>I learn from mistakes &amp; setbacks.</td>
</tr>
<tr>
<td>I feel good enough...</td>
<td>I feel good enough...</td>
</tr>
<tr>
<td>...when I don’t make mistakes.</td>
<td>...when I try hard.</td>
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<tr>
<td>...when it’s perfect or when I win.</td>
<td>...when I started to figure it out.</td>
</tr>
<tr>
<td>...when I can do it &amp; others can’t.</td>
<td>...when I work hard &amp; do something I couldn’t do before.</td>
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Consider the Differences…

Growth Mindset Learners
- Accept Feedback More Readily
- Embrace Challenge
- Work Harder
- Persist Longer

Fixed Mindset Learners
- Cheat More
- Get angry with Feedback
- Resist Challenge
- Grow Less Academically
- Give Up Faster
- Reject Hard Work

Learning Oriented

Reward Oriented

YOU CAN…
change your mindset
Understand the Brain’s Plasticity

Its ability to continually learn and reorganize itself as a result of input from the environment.
Mindset isn’t just about believing.

It’s about enacting those beliefs—living them out—hour by hour, day by day, plan by plan.

Everything else that follows about differentiation has the aim of helping us live out the belief that every student is capable and worthy—

That they can do what’s necessary for success—

And that we can do what’s necessary to support that success.

Without a growth mindset, it’s difficult to believe or teach as though virtually all of our students can succeed robust content.
Sustaining learning requires a balanced success to effort ratio.

**Struggling Learner Imbalance**
- Little Success
- Great Effort

**Advanced Learner Imbalance**
- Great Success
- Little Effort
Effective differentiation keeps students’ success-to-effort ratios balanced.

That’s important for motivation to learn, growth mindsets, and achievement!

They’re Not Dumb, They’re Just Different: Stalking the Second Tier
By Sheila Tobias

Why college students abandon science for other disciplines

1-flawed teaching practices

2- beliefs
I will
I won’t

I can
I can’t

If I work wisely, I grow. This is not for me.

I do
I didn’t

It worked
It didn’t

I believe you can do it. I’m here for you

Give it a try…

I appreciate the effort… Let’s tackle step 1.

Here’s (what’s) your next step. Please begin here. I’ll be back.

Effort paid off… Let’s figure out how to make it work.

DON'T QUIT

This is not for me.

Please begin here. I’ll be back.
How the Elements of Differentiation Develop Growth Mindsets

- **Environment**
  - Invites/Supports
- **Curriculum**
  - Dignifies/Connects
- **Assessment**
  - Diagnoses/Guides
- **Instruction**
  - Matches/Scaffolds
- **Leadership/Mgmt.**
  - Facilitates/Enables

“The man who thinks he can and the man who thinks he can't are both right. Which one are you?”

Henry Ford
Leading means going first, and in going first, you can trust me, for I have tested the ice. I have lived. I now know something of the rewards as well as the trappings of growing toward adulthood and making a world for yourself.

Although the going first is no guarantee of success (because the world is not without risks and dangers), in the pedagogical relationship, there is a more fundamental guarantee: No matter what, I am here. And you can count on me.