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This chapter provides an easy-to-read overview of what growth mindset is, and why it is needed in schools. Additionally, there is a literature review of the research conducted over the past 10 years showing how growth mindset has a positive impact on student achievement.

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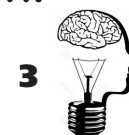
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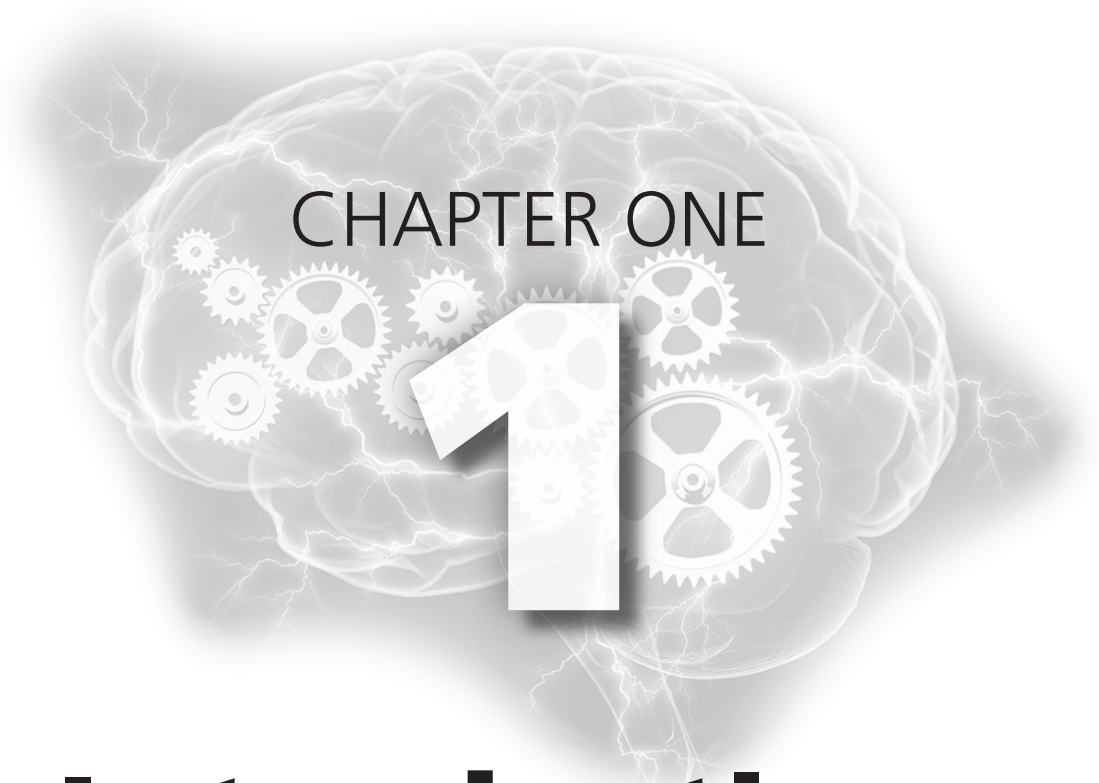
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Integrating
Growth Mindset
in Schools



CHAPTER ONE

1

**Introduction
to Integrating
Growth Mindset
in Schools**

Introduction

***Integrating Growth Mindset in Schools* and *Mindset Matters*: Companion Books to Roll Out a Growth Mindset Initiative in your School**

After releasing *Mindset Matters* and hearing from school counselors, it became clear that many were looking for help beginning a growth mindset program in their schools. Both books are meant to spark ideas of how teaching growth mindset can work in your school, but think of *Mindset Matters* as a companion curriculum to this book.

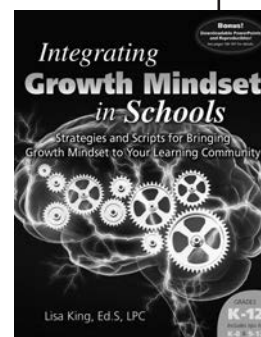
What you will find in this book:

Integrating Growth Mindset into Schools

In this resource (geared for Grades K-12) educators have PPTs that can be downloaded and used with a script to present Parents Workshops, Staff Development, and concise one-time growth mindset lessons to students, and small group ideas.

This book includes:

- Parent Workshop Outline on Growth Mindset (with PPT/script)
- Staff Professional Development Outline on Growth Mindset (with PPT/script)
- Single Lesson Outline for Implementing a Classroom Lesson on Growth Mindset (with PPT/script)
- Mini-Posters
- Innovative and Interactive Lessons for group and classroom



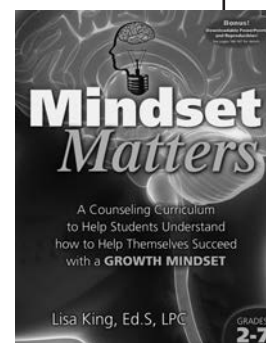
Like what you see? Check out the companion book!

Mindset Matters

If your school already has begun a growth mindset program and you are working with Grades 2-7 and want a good structure for teaching growth mindset, then *Mindset Matters* is the book for you. This resource focuses on providing an outline for you to teach growth mindset with a choice of over 60 lessons to choose from. By using the letters in the word MINDSET, an acrostic guides lessons taught as shown in the topics below. For any educator teaching Social Emotional Learning (SEL), this book will provide ideas to structure a year, a semester, or a unit in an impactful way .

Mindset Matters includes:

- Bibliotherapy Ideas Video Index
- Lessons for SEL /Classroom Core Curriculum and Small Groups on Growth Mindset by breaking it down into the following topics:
 - Mindfulness
 - Self-Talk
 - Identifying Brain Basics
 - Everyone is Unique
 - Not Yet Is OK
 - Teach Others What You Know
 - Determination and Grit



The Basics: Growth Mindset 101

A vast amount of research has been done to show the many benefits of teaching growth mindset theory to students. Dr. Carol Dweck, the pioneer of growth mindset and a professor at Stanford University, tells us that people with a growth mindset are more likely to have motivation and succeed. Growth mindset has become a popular idea that is not only interesting for kids to learn about but is also beneficial for staff and parents to understand and implement in their own spheres of influence. Within this curriculum, you will find ideas of how to integrate growth mindset into your school in a way that best serves your students and your community.

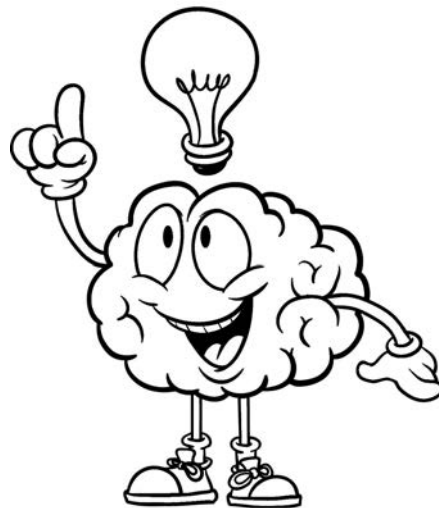
What is Growth Mindset?

Mindset is a concept brought to light by Dr. Carol Dweck. In her research, she determined that there are two types of mindset, or the way we approach things.

1. Growth Mindset is the belief that people can get smarter and increase their intelligence with deliberate practice. Growth mindset is the understanding that the brain can continuously grow.
2. Fixed Mindset is the belief that people are born with a certain amount of talent and intelligence and that there is a limit to success based on innate ability.

If Someone Has a Growth Mindset, What Skills are Likely to Improve?

- sticking with difficult tasks
- accepting and welcoming challenges
- seeing mistakes as learning opportunities
- seeking and listening to feedback
- practicing and using strategies to improve
- having the curiosity to dive into learning
- taking risks to try new things



Purpose of This Book

When people learn about growth mindset, they get excited about it. You can find a vast amount of information and ideas on growth mindset anywhere from a Google search, to YouTube videos, podcasts, and ongoing scholarly research. Sometimes there is an “information overload” which needs to be narrowed down to understand so much material. In the curriculum called *Mindset Matters* (2016), I used the letters from the word MINDSET to create an acrostic with the principle concepts of growth mindset (see figure A).

It has become clear these concepts of growth mindset resonate with teachers, administrators, auxiliary staff, parents and students. It is a theory people are drawn to know more about because it naturally connects to so many of the programs we are already doing in our schools and can apply to our own lives. The purpose of this book is to provide a user-friendly way for schools to weave growth mindset ideas into programs we are already doing: state-wide testing, college and career readiness, parent workshops, collecting data and more. I also wanted to continue the concepts of *Mindset Matters* and expand them to be applicable to K-12 for lessons, programs, parent workshops, professional development as well as student lessons and programs.

If you are not familiar with the basics of growth mindset, it is worthwhile to listen to Carol Dweck’s TED Talk called “The Power of Believing that You Can Improve.” She says teaching growth mindset and the power of yet can empower kids. “We’re finding just the words ‘yet’ or ‘not yet’ give kids greater confidence and give them a path into the future that creates greater persistence. And we can actually change students’ mindsets.”

The continued interest of the educational community in learning about growth mindset is the result of ongoing research that tells us how it benefits students. Becoming a school that undertakes growth mindset as an initiative is easier when there is a curriculum to help you streamline the process. This curriculum offers teachers, counselors and administrators with a user-friendly program to teach students that **intelligence can grow, and with hard work, there are endless possibilities to what can be accomplished.**

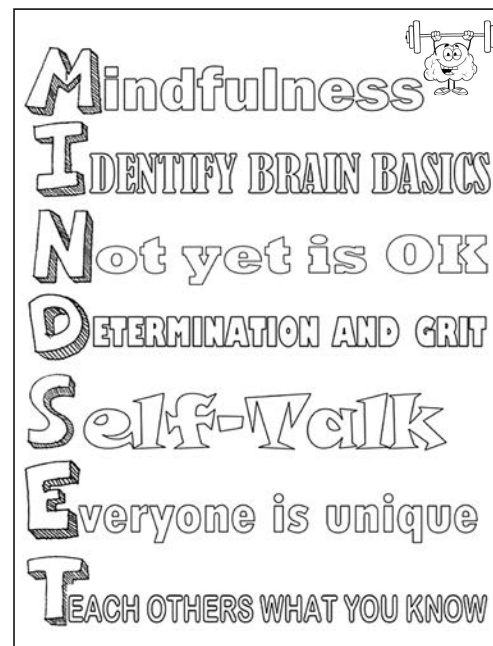


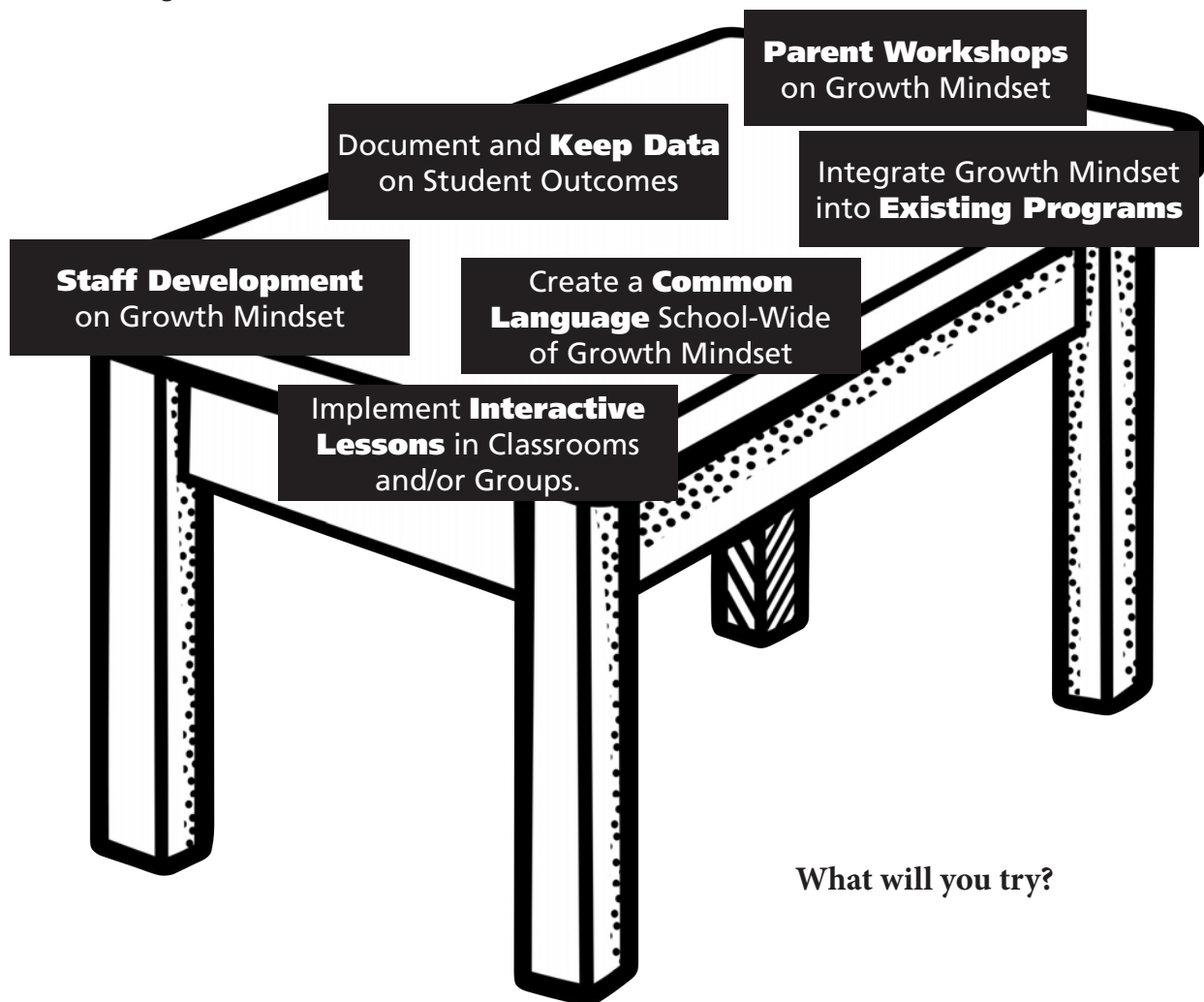
Figure A (Poster found on page 102)



How to Use This Book

This book will help make integrating growth mindset into your school easy with high impact results. Realistically, some schools might start with a baby step of introducing the concepts to students and then publicizing the positive results to get more buy-in. Perhaps the next year a parent workshop can be introduced. You will find that growth mindset theory is easy to infuse into your school because it's likely you can integrate the concepts into things you are doing already, such as testing skills or college readiness. The planning tool on page 15 will help you customize the program roll-out that is right for you.

Consider integrating growth mindset into your school like going to a buffet...take what you like. Come back later and try something new next time.



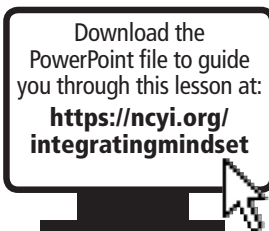
What will you try?



What Are the Features that Make this Book User-friendly?



This icon indicates an email you can download, personalize, and send out for your program.



This icon indicates a PowerPoint you can download and use for lessons, professional development sessions, and/or parent workshops.



This icon indicates a video on this subject that can be used as a supplement in your lesson.



This icon indicates data you can collect and report, showing that your intervention, program, or lessons are leading to results.

Ideas for Rolling Out the Curriculum

If your school wants to implement a Growth Mindset Curriculum, here is a model of how to roll out the program over two school years. See page 15 to use the planning tool to personalize the roll out with your school team. Below are some recommendations for a roll out, but each school should customize to their needs.

K-8 Roll Out of Growth Mindset Curriculum Sample

(x= recommended ? = optional)

	YEAR ONE	YEAR TWO
Establish/Maintain School Wide Common Language of Growth Mindset	X	X
Staff Professional Development on Growth Mindset	X	X
Reinforce Growth Mindset In Existing Programs		X
Collect Data to Document Student Growth	X	X
Implement Counselor or Teacher Driven Lessons on Growth Mindset <ul style="list-style-type: none"> • With a Pilot Group? • All Classrooms? • Target Group of Students? 	X Pilot Classes* X Group	Classes Groups
Parent Workshop(s) on Growth Mindset		X
Focused Professional Development with New Teachers and Mentors		
Mindset Peer Mentors		?

9-12 Roll Out of Growth Mindset Curriculum Sample

(x= recommended ? = optional)

	YEAR ONE	YEAR TWO
Establish/Maintain School Wide Common Language of Growth Mindset	X	X
Staff Professional Development on Growth Mindset	X	X
Reinforce Growth Mindset In Existing Programs		X
Collect Data to Document Student Growth	X	X
Implement Counselor or Teacher Driven Lessons on Growth Mindset <ul style="list-style-type: none"> • With a Pilot Group? • All Classrooms? • Target Group of Students? 	X Groups	Pilot Classes* Groups
Parent Workshop(s) on Growth Mindset		?
Focused Professional Development with New Teachers and Mentors		
Mindset Peer Mentors		X

*Pilot classes refer to a group of teachers or grade levels that might want to “champion” the program and implement a growth mindset curriculum as innovators and leaders.



PLANNING TOOL

Options for Rolling Out *Mindset Matters* School Wide

Use this planning tool for your team to decide what will work best for your school.

1. On the left, each team member should check off what is feasible to implement at your school. Each school is different so decide what will and won't work for you.
2. Next, move to the columns on the right and think about which 2-4 of these ideas to implement in Year One and Year Two.
3. After each team member fills out this planning tool, collaborate to discuss a final plan for rolling out the integration of growth mindset at your school.

Feasible?		YEAR ONE	YEAR TWO
	Establish/Maintain School Wide Common Language of Growth Mindset (i.e.: grit, neuroplasticity, the power of yet)		
	Staff Professional Development on Growth Mindset		
	Reinforce Growth Mindset In Existing Programs		
	Collect Data to Document Student Growth		
	Teach Student Lessons on Growth Mindset <ul style="list-style-type: none"> • With a Pilot Group? • All Classrooms? • Target Group of Students? 		
	Parent Workshop(s) on Growth Mindset		
	Focused Professional Development with New Teachers and Mentors		
	Mindset Peer Mentors		

Growth Mindset Research Review

(Grades K-8)

FACT: Students who adopt a growth mindset significantly outperform peers who have a fixed mindset.

OVERRIDING QUESTION: Why WOULDN'T we teach growth mindset SKILLS to students?

RESEARCH DETAILS: A study conducted by Blackwell, Trzesniewski, and Dweck (2007) in New York City over a two-year period showed that students with a growth mindset showed more effort and were more resilient to obstacles. Students with a fixed mindset avoided challenges, gave up more easily, and did not accept feedback well. Also, over time the achievement gap widened and the students who had a growth mindset significantly outperformed their peers who had a fixed mindset.

FACT: Teacher mindset can influence student's test scores and attitude towards learning.

OVERRIDING QUESTION: Why WOULDN'T we teach about growth mindset to teachers?

RESEARCH DETAILS: Rheinberg (2000), measured the effect of teacher mindset on student achievement. He found that when teachers had a growth mindset, their low achieving students improved their grades and became moderate or even high achievers. He found that low achieving students with teachers with a fixed mindset on average remained low achievers.

FACT: Parents who praise their kids' effort in the learning process rather than a child's intelligence, help their children adopt a growth mindset.

OVERRIDING QUESTION: Why WOULDN'T we teach about growth mindset to parents?

RESEARCH DETAILS: A study by Schleider, Schroder, Lo et al (2016), indicates that parents with a fixed mindset instead of a growth mindset had children with greater anxiety who internalized problems more often. Additionally, the work of Mueller and Dweck (1998) demonstrated that adults who praise students' effort ("You are really trying hard.") versus intelligence ("You are so smart.") had children with higher achievement and motivation.

Sources:

- <http://www.temescalassoc.com/db/el/files/2015/02/Growth-Mindsets-Lit-Review.pdf>
- <http://psycnet.apa.org/journals/psp/75/1/33/>
- https://alumni.stanford.edu/get/page/magazine/article/?article_id=32124
- <https://link.springer.com/article/10.1007/s10826-016-0513-7>



Growth Mindset Research Review

(Grades 9-12)

FACT: Students who adopt a growth mindset have a higher likelihood of graduation.

OVERRIDING QUESTION: What data supports the concept that implementing growth mindset lessons impacts student outcome?

RESEARCH DETAILS: Studies found that when students had a growth mindset they had:

- Increased credits earned and on-time graduation.

Yeager et al. (2013) found that students who learned about growth mindset during their senior year of high school and the summer after, had an increased likelihood of earning 12+ credits during their first college term by 3-4% indicating a strong prediction of on-time graduation.

- Reduction in courses failed.

Over 1500 students in 13 high schools across the country who learned about growth mindset showed a reduced percentage of courses failed by low-achieving students by 7 percentage points, compared to control group of students. (Paunesku et al 2015). https://web.stanford.edu/~paunesku/articles/paunesku_2015.pdf

Growth Mindset Interventions and Results

From Gates Foundation “Academic Tenacity: Mindsets and Skills that Promote Long Term Learning (pg. 15)

AUTHORS	RESEARCH PARTICIPANTS	EFFECTS (RELATIVE TO CONTROL GROUP)
Teaching Students that Intelligence Can Be Developed (A Growth Mindset)		
Blackwell, Trzesniewski, & Dweck (2007)	Urban, Low-income, African American and Latino 7th grade students	Higher Math Grades
Good, Aronson, & Inzlicht (2003)	African American and Latino middle school students at a rural school	Higher state test scores for all grading and for girls in math
Aronson, Fried, & Good (2002)	African American and white college students	Higher GPA; greater valuing and enjoyment of academics

Cited from <https://ed.stanford.edu/sites/default/files/manual/dweck-walton-cohen-2014.pdf>



Getting Your School to Buy-In

When asked, “On a scale of 1-10, how open would your staff be to a growth mindset curriculum?”, attendees at a conference were given a few minutes to discuss their answers.

As I asked for group feedback, a principal in the audience answered, “You have to make it seem like your teachers’ idea.” I couldn’t help but laugh. Only moments before, I’d heard from another table, “You have to make it seem like it’s your administrator’s idea.”

Isn’t this true for any new initiative? Whoever’s idea it is, you want the other party to “drink the Kool-Aid” and be so excited about the idea that they take ownership. But, how do you begin? The main step is to do something to plant the seed. You might need to start talking about it now and implement it next year or next semester. Take the first step in showing that you have a growth mindset about bringing innovation and “best practices” to your building. As you begin talking to colleagues about growth mindset with passion, many around you will get excited. In the next few pages are guidelines for you whether you are an administrator or teacher/counselor in how to proceed with getting staff buy-in.

Example of Growing a Program

In 2016-17, school counselor Becky Grindstaff introduced growth mindset into her school in grades 2-5 during counseling curriculum lessons using *Mindset Matters*. The staff saw increased Lexile level in reading (as per county reading inventory) as well as an increase in student perception of being able to deal with mistakes (as per a pre-post survey). The staff and administration decided in 2017-2018 to infuse the curriculum across Pre K-5th grade.

The feeder high school heard about what the elementary school was doing and wanted in on the positive outcomes. Becky met with the school council of Pope High School, which consists of parents, teachers, and administrators. Together, they came up with a plan to have a growth mindset initiative for the 2018-19 year in the high school, and planned to include the feeder middle school, as well.

How cool that the kids in that K-12 community had an opportunity to learn about all of the possibilities that can come with hard work, practice, and dealing with adversity; the growth mindset way?



Are You an Administrator Who Is Excited about Bringing Growth Mindset to Your School?

Here are some steps to take:

1. Plan Dates

Planning is key. Getting dates on the calendar is essential, so that implementation and follow-up take place. Meet with your teacher leaders, and fellow administrators to get their input using the planning tool on page 15.

2. Introduce the Topic to Staff in a User-Friendly Way

Show a video such as Carol Dweck's TED Talk. Your staff will enjoy learning in this format and will see an immediate connection to how this can benefit their students and others.

3. Follow-Up with Staff

Reinforce the concepts of growth mindset throughout the year with emails and staff meetings. Intermittently remind staff of your expectation to see growth mindset concepts being taught in their classrooms.

4. Follow Through with Students

Set up ways to reinforce important ideas of growth mindset with students, i.e. acknowledging students on morning announcements or in hallway displays.

5. Connect Growth Mindset Concepts with Existing School Programs

When programs like College/Career Day, Anti-Bullying campaigns, or statewide testing come up in your school year, make sure to use these occasions to tie in growth mindset. Grit, learning from mistakes, and growing from adversity are great messages of growth mindset that can easily be connected to existing school programs.

6. Celebrate Success

Acknowledge staff members who are going above and beyond with best practices to reinforce growth mindset in their classroom. Have staff members brainstorm what has been successful for them. Share any data that has been collected to show the benefits of implementing the teaching of growth mindset at your school.

Are You an Educator Who Is Excited about Bringing Growth Mindset to Your School?

Here are some steps to take:

1. Get Administrator Buy-In

Take the first step by beginning a conversation about growth mindset with your administrator(s). If you watch any of the videos on the ideas of growth mindset, you will get excited. Bring that excitement with you to a meeting with your principal. Talk about data and the benefits for staff morale, and let your administrators know you are willing to help with either leading a book study, doing a training with your staff, or setting up a parent workshop. Start as small as you want, but begin talking about it and sharing the research. Invite your administrators to build a plan, using the planning tool (page 15).

2. Set Some Dates on the Master Calendar

Once you have a foot in the door with your administrator, begin putting dates on the calendar. Formally plan specific dates for things like Growth Mindset Parent Night and/or Growth Mindset Staff Development. If you don't plan it, life will get busy and it won't get done.

3. Plan Your Lessons and/or Groups

Plan class lessons and/or small groups. *Mindset Matters* (2016) is filled with many lesson ideas and there are other resources from which to draw inspiration. There are also lessons in this book, *Integrating Growth Mindset in Schools*. Create a framework for grade levels or groups you can do at your school.

4. Connect Growth Mindset with Other Existing School-Wide Programs.

Let your administrator know how seamlessly concepts of growth mindset can link to already existing programs at your school. Grit, learning from mistakes, and dealing with adversity are great messages of growth mindset that can easily be connected to existing school programs such as: College/Career Day, Anti-Bullying campaigns, or statewide testing.

5. Get Excited!

Enthusiasm is contagious, especially when coupled with research that shows the positive benefits of teaching growth mindset. Get excited about the positive effects you can have on attitudes and student achievement.



Email Samples to Promote a Growth Mindset Culture



Brief Sample Email to Administrator Introducing Growth Mindset

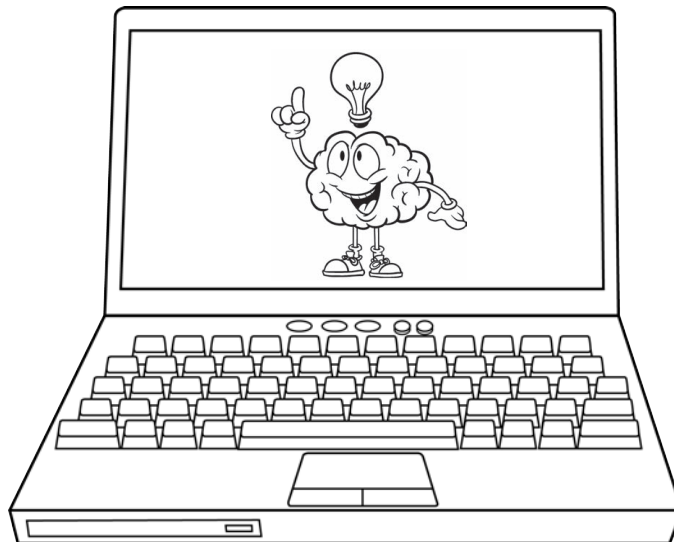
To: Administrator

Subject: New Idea- Growth Mindset

I wanted to touch base about some new ideas I've heard about that I think could benefit our school. The information I've been reading is very exciting about how we can integrate the theory of growth mindset into what we are already doing at _____ school. Growth mindset is research-based, has been proven to increase achievement, and is easy to implement... win-win, right? You can preview Carol Dweck talking about growth mindset in this 10-minute TED Talk at <http://bit.ly/2sbfcYc> or check out the resources at <http://bit.ly/2slHYPb>.

When would be a good time when I can sit down and share some of the info with you? I'm excited about the impact growth mindset could have at our school!

Sincerely,





Detailed Sample Email to Administrator Introducing Growth Mindset

To: Administrator

Subject: Bringing Growth Mindset Here

Good Afternoon! I wanted to email you about a new professional learning initiative I would love to help bring to our school. I have heard strong results from other schools that have integrated growth mindset into their programs, and think it would be great here... and we could implement on a small scale or go big. I'm happy to take leadership, but first wanted to explain my thoughts to you and get your feedback.

If you haven't seen the TED Talk where Carol Dweck discusses growth mindset, you can watch at <http://bit.ly/2sbfCYc> or check out the resources at [http:// bit.ly/2slHYPb](http://bit.ly/2slHYPb).

My thoughts on what this can entail are as follows:

- Common Language: Creating a common way to talk about grit, the power of yet, and how hard deliberate practice leads to changes in intelligence.
- Staff Development: Research says that students benefit academically when their teachers adopt a growth mindset. Brief professional development could highlight the key points.
- Groups: Counselor-led or teacher-led small groups or mini-lessons can teach target groups of students the key concepts of growth mindset. Positive outcomes have been documented.
- Connection to other programs: Growth mindset connects to perseverance, STEM, college/career readiness, and preparing for high stakes testing. This is a great way to encourage students within a framework that is research-based.

As you can tell, I'm excited and would love to sit down and brainstorm how this can align with our school mission and benefit our community. Do you think we could find a time to sit down and talk more about this?

Look forward to talking soon.





Email to Staff Announcing Upcoming Professional Development

Subject: New Relevant Professional Development

Hello Team!

Our administrators want to support our professional learning time in the best way possible. They have invited us to get together and explore some research that is pertinent to all educators, regardless of what subject you teach. The theory that we will be exploring is called growth mindset- the concept that intelligence can change over time with hard work. We will be learning about some research-based ideas. These ideas include information about how grit, perseverance, and the ability to understand how the brain grows can affect achievement scores. How cool is that?! These meetings will be brief, practical, and relevant. At our first meeting, we will watch this 10 minute TED Talk video (feel free to preview...<http://bit.ly/1wBJmZ6>).

Look forward to learning with you all,

NOTE: The above email might be useful if your school has auxiliary school staff members in “singleton” roles (i.e.: ESOL teachers, speech therapists, art/music/ PE). Sometimes, professional development opportunities are focused on math or writing curriculum that doesn’t apply to these professionals and a growth mindset professional learning community might be perfect for this circumstance.



Not long ago, while presenting a workshop on *Mindset Matters* in my district, I had several colleagues who were interested in finding out more about integrating growth mindset into their schools. I invited these school counselors to get together and discuss how we might be able to collect data showing the impact of teaching growth mindset.

We accomplished this task, and came up with a comprehensive results report. During this same time, I had the pleasure of witnessing a rock star counselor, Becky Grindstaff, bring growth mindset to her school in what turned into a full implementation of a growth mindset initiative.

Think back to page 12, where I used the metaphor that starting a growth mindset program is like going to a buffet; on your first time through, take what you want to try and come back to try more later. At Tritt Elementary in Marietta, GA, Mrs. Grindstaff went to the buffet the first year and tried interactive lessons and on year two, they made it a priority, and tried it all. This unusual feat is awesome but will not be realistic for everyone.

Here is the outline of her school's initiative:

**Growth Mindsets School-Wide
Monthly Themes:**

- Mindfulness/ September
- Identify Brain Basics/ October
- Not Yet is OK/ November
- Determination/Grit/ December and January
- Self-Talk/ February
- Everyone is Unique/ March
- Teach Others What You Know/ April

Delivery Model:

Students: classroom lessons/ classroom meetings/ news programming/
bathrooms

Staff: read *Mindset Matters*, post planning in-service, tips in Friday
Newsletter

Parents: parent night(s) planned, teachers will introduce initiative at Open
House

As a staff we will praise students for:

Effort - embracing challenges with hard work

Strategy - highlight steps the student took in problem solving

Persistence - praise for pushing through frustration

**TRITT
ELEMENTARY**

Rebecca Grindstaff
Counselor,
School-wide Initiatives