

# On a piece of paper...

Complete this sentence:

**I believe all kids can learn except...**



# Mindset in the Classroom

Terri Bissonette, EdD



# Pair/Share

- Find a partner
- Together think of an individual you consider successful
- Discuss the factors that contribute to that person's success



# Locus of Control

- *Ability*
- *Luck*
- *Other People*
- *Effort*



Eccles, Wigfield, & Schiefele, 1998  
Attribution Theory

# Reinforcing Effort

*Enhances students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning.*



# Recommendations from the research for Classroom Practice Reinforcing Effort

1. Teach students about the relationship between effort and achievement.
2. Provide students with explicit guidance about what it means to expend effort.
3. Ask students to keep track of their effort and achievement.

# **Recommendation One: Teach students about the relationship between effort and achievement.**

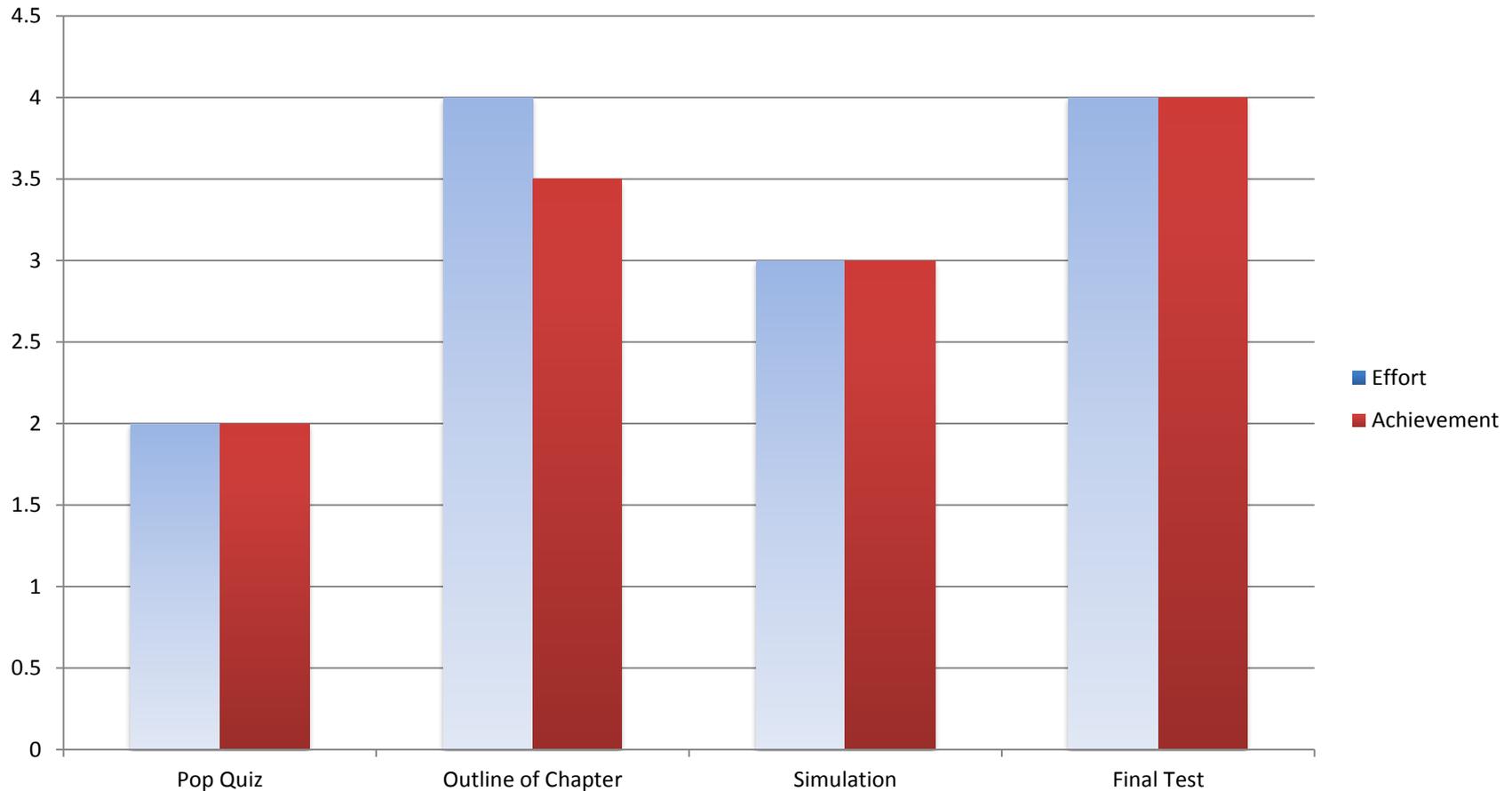
1. Be explicit
2. Use stories about people working hard to be successful
3. Have students identify the specific things the person did to become successful
4. Talk to students about the things they want to be successful with and help them to identify what they need to do to be successful

## **Recommendation Two:**

**Provide students with explicit guidance about what it means to expend effort.**

1. Be explicit about what it takes to be successful in your class
2. Help students practice those skills that are necessary

# Recommendation Three: Ask students to keep track of their effort and achievement.



Name Ashlie Date 2/09/06

Think about your effort in class over the past two weeks. Consider the statements and circle the score that best reflects your effort. Once you have completed this task, consider the grades you have received the past two weeks.

	Exceeds	Meets	Moving toward	Does not meet
I completed assignments on time	3	2	1	0
I learned information I did not know before	3	2	1	0
I will use the information to learn more about the topic	3	2	1	0
I care about my grades	3	2	1	0
I put forth the right amount of effort	3	2	1	0

Read the sentence and circle the answer that represents your experience.

My grades reflect the amount and time of effort I put into it.

Strongly Agree       Agree       Disagree       Strongly Disagree

How has this self-assessment helped you make connections between your effort and achievement?

It helped because I realized how I'm actually doing in school and out side of school.

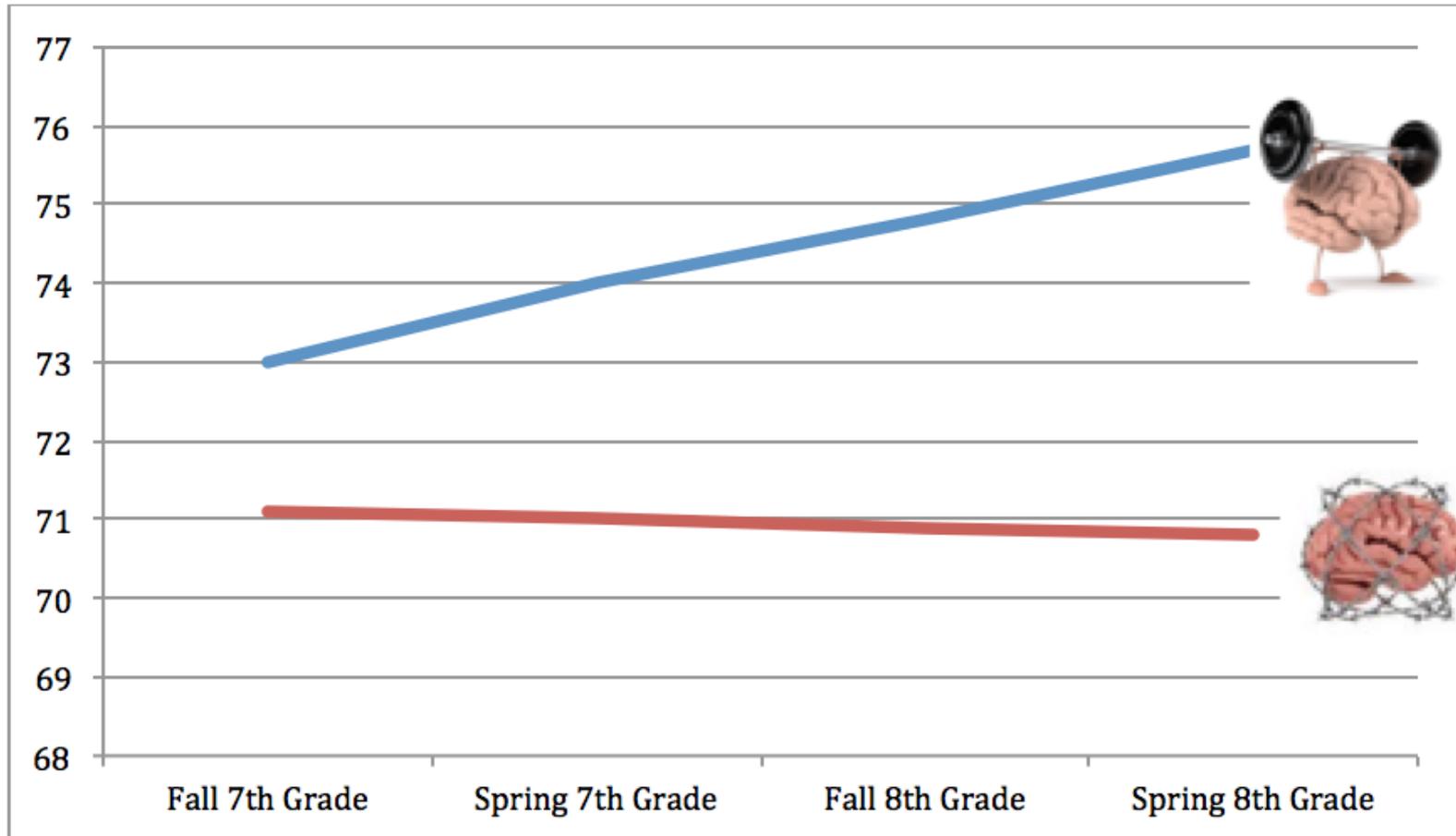
	<b>EFFORT</b>	<b>ACHIEVEMENT</b>
<b>4</b> <b>Excellent</b>	I worked on the task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident. I viewed difficulties as opportunities to strengthen my understanding.	I exceeded the objectives of the task or lesson.
<b>3</b> <b>Good</b>	I worked on the task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident.	I met the objectives of the task or lesson.
<b>2</b> <b>Needs Improvement</b>	I put some effort into the task, but I stopped working when difficulties arose.	I met a few of the objectives of the task or lesson but did not meet others.
<b>1</b> <b>Unacceptable</b>	I put very little effort into the task.	I did not meet the objectives of the lesson.

We like to think of our champions and idols as superheroes who were born different from us. We don't like to think of them as relatively ordinary people who made themselves extraordinary.

Carol Dweck

[EverydayPowerBlog.com](http://EverydayPowerBlog.com)

# Fixed vs. Growth Mindsets



# Fixed and Growth Mindsets

Students with a fixed mindset want to be seen as smart, so they:

1. view challenges as something difficult to overcome.
2. give up easily when faced with obstacles.
3. view effort as a waste of time.
4. feel threatened by the success of others.

Students with a growth mindset desire to learn, so they:

1. view challenges as something to overcome.
2. persist even when obstacles create setbacks.
3. view effort as a way to improve.
4. learn from and are inspired by the success of others.

**Must it always come back to finding a reason why some children just can't learn, as opposed to finding a way to help them learn?**

# How can we help educators adopt a true growth mindset?

1. Acknowledge that we're all a mixture of fixed and growth mindsets
2. Identify what your triggers are
3. Remember that it takes time and effort

# Think, Pair, Share

Think of a time when a teacher or supervisor held a growth mindset about you. How did that person's perception impact your belief system and performance?

# Revisiting Effort

- A growth mindset isn't just about effort
- Effort is key for student achievement, but it's not the only thing
  - Students need effective strategies
- Effort is not enough
  - Students need to be learning!



# THE POWER OF YET

**McREL**

# Climate Discussion

How does school culture connect to mindset?



**NorthCentral**  
Comprehensive Center  
Nebraska • North Dakota • South Dakota • Wyoming

# I believe all kids can learn except...

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