

Growth Mindset Feedback Tool

Growth minded language motivates students to ensure they remain persistent, resilient, and focused on the process of learning. It is important to give learners feedback about how their process leads to a result so they can understand that their abilities will develop with effort.

Use these language frames in the following situations:

When they struggle despite strong effort

- OK, so you didn't do as well as you wanted to. Let's look at this as an opportunity to learn.
- What learning strategies are you using? How about trying some different ones?
- You are not there yet. *or*, When you think you can't do it, remind yourself that you can't do it yet.
- I expect you to make some mistakes, since we're learning new things. If we examine what led to our mistakes we can learn how to improve.
- Mistakes are welcome here! Our brains grow if we learn from our mistakes.
- You might be struggling now, but you are making progress. I can see your growth (in these places). (Note: Say this only if they're indeed making progress).
- Yes, it's tough – we come to school to make our brains stronger! If it were easy you wouldn't be learning anything!
- You can learn to do it – it's tough, but you can; let's break it down into steps.
- Let's stop here and return tomorrow with a fresher brain.
- I admire your persistence and I appreciate your mental effort. It will pay off.

When they are lacking specific skills needed for improvement

- Let me add new information to help you solve this.
- Here are some strategies to figure this out.
- Describe your process for completing this task.
- Let's practice this so we can move it from our short-term to our long-term memory.
- Give it a try – we can always fix mistakes once I see where you are getting held up.
- What parts were difficult for you? Let's look at them.
- Let's ask [another student] for advice—they may be able to explain it in a new way, suggest some ideas, or recommend some strategies.
- Let's write a plan for practicing and learning.
- If you make [these specific] changes, we can reassess your score. Let's discuss a plan for you.

When they are making progress

- Hey, do you realize how much progress you've made?
- That's a tough problem/task/concept that you've been working on for a while. What strategies are you using? They are really working for you.
- I can see a difference in this work compared to your earlier work. You have really grown with ____.
- I see you using your strategies/tools/notes/etc. Keep it up!
- Hey! You were working on this for a while and you didn't quit!
- Your hard work is clearly evident in your process/project/essay/assignment.
- Look at how much progress you've made so far! Do you remember how difficult this was when you first started?

When they succeed with strong effort

- I am so proud of the effort you put forth.
- I am very proud of you for not giving up, and look what you have to show for it!
- Congratulations – you really used great strategies for studying, managing your time, controlling your behavior, etc.
- I want you to remember for a moment how challenging this was when you began. Look at how far you have come!
- All that hard work and effort paid off!
- The next time you have a challenge like this, what will you do?
- What choices did you make that you think contributed to your success?
- It's exciting to see the difference in your work now when we compare it to your earlier work.
- Doesn't it feel good to master this? How does it feel to master this?
- Are you proud of yourself? Tell me what makes you most proud.

When they succeed easily without effort

- It's great that you have that down. Now we need to find something a bit more challenging so you can grow. That's what we all come to school to do.
- It looks like your skills weren't really challenged by this assignment. Sorry for wasting your time!
- I don't want you to be bored because you're not challenging yourself.
- We need to raise the bar for you now.
- You're ready for something more difficult.
- What skill would you like to work on next?
- What topic would you like to learn more about next?
- Could you find two other ways to solve that problem? Solving problems in different ways helps us deepen our understanding and be able to apply it.
- Can you help Billy learn what you've learned? By helping others, we not only contribute to their success, but we also deepen our own understanding.

When they don't put in much effort and then don't succeed

- I understand that it may seem daunting at first. How can we break this down into smaller tasks so it's not so overwhelming?
- What are your goals for this assignment/class/year? How can you make a plan to achieve those goals? What effort will be required?
- It looks like you're not putting forth much effort. Is this the way you see it? If not, what is it that you are doing, and how can I help you with some new strategies?
- What are the barriers to your success? How can I help you overcome them?
- Remember when you worked really hard for ____ and were successful? Maybe you could try those strategies again.
- If improvement is your goal, it's going to take effort and practice to get there. Our brains won't grow if we don't try hard things.
- What choices are you making that contribute to this outcome? If you want a different outcome, maybe you need to make different choices.

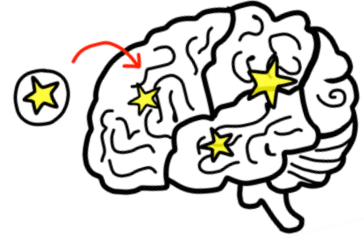
How Can I Bring Growth Mindset Learning To My School?



Introduce and share the growth mindset:

Articles:

- Mindsets and Equitable Education, by Carol Dweck: <http://www.principals.org/Content.aspx?topic=61219>
- Mindsets and Student Agency, by Eduardo Briceño: http://www.hightechhigh.org/unboxed/issue10/mindsets_and_student_agency_contributors/
- The Power of Mistakes: Creating a Risk-Tolerant Culture at Home and School, by Lisa Blackwell: <http://community.mindsetworks.com/blog-page/home-blogs/entry/the-power-of-mistakes-creating-a-risk-tolerant-culture-at-home-and-school>



Videos:

- Carol Dweck's TED talk: https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve
- Eduardo Briceño's TEDx talk: <http://www.youtube.com/watch?v=pN34FNbOKXc>
- 4 min. overview of Mindset Works products: <https://www.youtube.com/watch?v=c4vwgLPNMxs>
- 3-minute video with teacher reflections on growth mindset work: <https://www.youtube.com/watch?v=7sQIEBWbJyg>
- 10 minute video introducing motivation issues. This is the introductory module in the Mindset Works EducatorKit, and it can be used to introduce what this work is about in familiar language: <https://vimeo.com/user12641056/review/47054764/e02a3fce25>

Assessments & Rubrics:

- Sample assessments: <http://www.mindsetworks.com/assess/>
- Effective effort rubric: see at <http://www.mindsetworks.com/free-resources/>



Bring growth mindset understanding & practice to your school:

- Sign up for the Mindset Works newsletter: <http://community.mindsetworks.com/newsletter>
- Show your colleagues this video showing how you can train your staff and students: <https://www.youtube.com/watch?v=c4vwgLPNMxs>
- When ready, have your school sign up for the Mindset Works® EducatorKit and Brainology® at: <http://www.mindsetworks.com/offerings/>



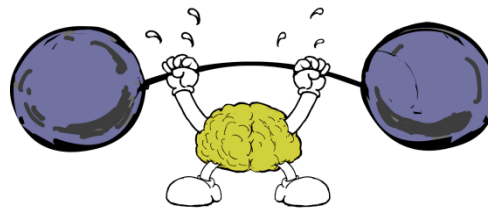
The Recipe to **GROW** your brain



www.mindsetworks.com

About Mindset Works

Mindset Works was co-founded by one of the world's leading researchers in the field of motivation, Stanford University professor Carol S. Dweck, Ph.D. and K-12 mindset expert Lisa S. Blackwell, Ph.D. The team translates psychological research into practical programs and services to help students and educators increase their motivation and achievement.



Visit www.mindsetworks.com/free-resources for more growth mindset resources, tools, articles, and lessons.

Contact us at info@mindsetworks.com for information about our programs and services.

