The Importance of a Growth Mindset
Paul M. Fanuele
Mindset
Objectives: Leaders will

- gain an understanding of the concepts of growth and fixed mindsets.
- gain an understanding of the importance of a growth mindset.
- develop strategies to help foster a growth mindset in students and staff.
- be provided a list of resources on the topic.
Mindset

- Is this the mindset you want on your team?
Fixed Mindset

- You Cannot Be Serious
Fixed Mindset

- **Entity**
  - Fixed amount that cannot increase
  - Demonstrate
    - Height
    - Performance Goals
  - Have you met this student?
Growth Mindset

- Incremental
  - May vary slightly from person to person but can increase with effort
- Develop
  - Strength
  - Learning Goals
Fixed vs. Growth

Fixed or Growth Mindset?

- What is your mindset?
- Mindset Survey
Adolescent Brain Development

**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
Survey

- Take survey from a student’s point of view
- Find total score
- Discuss findings with small group/partner
- Does mindset matter?
- Group share
Student Mindsets

- Carol Dweck – “Am I Smart?”

- "The Power of Yet"

- “And vs. Or”
Staff/Student Mindsets

- Can we change mindsets?

- Discussion – List 5 statements you have heard from staff/students with a fixed mindset.

- Discuss appropriate responses to those statements.
Example Responses

- These kids are not on grade level.
- They might struggle right now with many things because they have not learned the skills yet. With your perseverance and engaging lessons, I know we can turn that around.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can’t do math.</td>
<td>You can’t do math yet. You might have to work at it. If you keep trying and practicing, you can learn it.</td>
</tr>
<tr>
<td>Statement</td>
<td>Response</td>
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<tr>
<td>Why can’t we do it the way we have always done it? Integrating technology into my class is too hard.</td>
<td>We need to prepare our students for the current reality. Technology is here to stay. We have lots to resources to help you learn how to use technology in your classroom.</td>
</tr>
<tr>
<td>Instead of:</td>
<td>Try thinking:</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>I’m not that good at this.</td>
<td>What am I missing?</td>
</tr>
<tr>
<td>I’m awesome at this.</td>
<td>I’m on the right track.</td>
</tr>
<tr>
<td>I give up.</td>
<td>I’ll use some of the strategies we’ve learned</td>
</tr>
<tr>
<td>This is too hard.</td>
<td>This may take some time and effort.</td>
</tr>
<tr>
<td>I can’t make this any better.</td>
<td>I can always improve, so I’ll keep on trying.</td>
</tr>
<tr>
<td>I just can’t do math</td>
<td>I’m going to train my brain in math</td>
</tr>
<tr>
<td>I made a mistake.</td>
<td>Mistakes help me learn better.</td>
</tr>
<tr>
<td>She’s so smart. I’ll never be</td>
<td>I’m going to figure out how she does it so I can try it.</td>
</tr>
<tr>
<td>that smart.</td>
<td></td>
</tr>
<tr>
<td>Plan A didn’t work.</td>
<td>Good thing the alphabet has 25 more letters</td>
</tr>
<tr>
<td>It’s good enough.</td>
<td>Is it really my best work?</td>
</tr>
</tbody>
</table>
Student Mindsets

- Journey vs. Destination
- Where are students on the journey to genius?

“A Journey Of A Thousand Miles Begins With A Single Step.”

Lao-Tzu
Student Mindsets

- Formative Assessments/Use of Data
- Fixed vs. Growth
  - Fixed – see data as “who they are”
  - Growth – see data as “where they are”
School Practices

- Grading Smarter Not Harder – Myron Dueck
- Do your building practices promote a growth mindset?
  - Grading
  - Homework
  - Unit Plans
  - Retesting
  - Creativity
School Practices (Group Discussion)

- What current practices does your building use to promote a growth mindset?

- What changes can you make in your building’s practices?
Growth Mindset in Action at AHS
Growth Mindset in Action at AHS

- “The Importance of a Growth Mindset” – SAANYS Practices, Fall 2014
- One Word – Jon Gordon
- Drive – Daniel Pink
- Grit – Angela Duckworth
- Multipliers – Liz Wiseman
Growth Mindset in Action at AHS

- “The Importance of a Growth Mindset” - SAANYS Practices, Fall 2014
  - Administrative Book Talk – Mindset
  - Opening Day Conference – 2013
  - Staff Book Talk – Mindset

- Embed concept throughout the year
  - Faculty, Coordinator, Building Leadership Team, School Climate Team, Administrative Cabinet, PTA, School Board meetings; T/A, Safety Team trainings

- Ninth Grade focus – 2014
  - Arlington High School Growth Mindset
Growth Mindset in Action at AHS

**One Word** – Jon Gordon

- Reviewed concept with administrators and coordinators
- Each administrator and coordinator chose word
- Reviewed concept with staff
- Each staff member chose a word, wrote it on an index card, and the composite is displayed as Wordle in each House/Admin office
Growth Mindset in Action at AHS

- *Drive* – Daniel Pink
  - Great follow-up to *Mindset*
  - Administrative Book Talk
  - Staff Book Talk this year
  - Key components of *Drive*
    - Autonomy
    - Mastery
    - Purpose
Growth Mindset in Action at AHS

- Resilience and Learning – *(Educational Leadership September 2013)*
- Grit-Angela Duckworth
- Grit Score - [Grit Survey](#)
Growth Mindset in Action: Next Steps

Diminisher vs. Multiplier

**Diminisher**
- “people who don’t ‘get it’ now, never will; therefore, I’ll need to keep doing the thinking for everyone”

**Multiplier**
- “people are smart and will figure it out;”
- “the organization or school is full of talented people who are capable of contributing at much higher levels”

What type of mindset is this? **Multipliers**
Growth Mindset in Action: Next Steps

- Multipliers are the key to everyone else's intelligence.

- Multipliers are the key to unlocking capability.

- Be Multipliers.

- Make your school the BEST it can be!
What are you going to do in the next five days, five weeks, five months to help promote the growth mindset?

- Write a goal for yourself on the index card.
  - 5 days-
  - 5 weeks-
  - 5 months-
A growth mindset means that you believe intelligence can be developed. And you have a passion to learn, which means you keep going when things get tough.

Embrace challenge. Learn from criticism. See effort as the path to mastery.

Are inspired by the greatness in others and...
Additional Resources

- *Grading Smarter Not Harder* – Myron Dueck (2014)
- *Mind-sets and Equitable Education* – *Principal Leadership* – Carol Dweck (2010)
- *David and Goliath* – Malcolm Gladwell (2013)
- *Drive* – Daniel Pink (2009)
- *Mindsets in the Classroom* – Mary Cay Ricci (2013)
Questions?

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Special Thank You

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  Gregory S. Brown
  Lynn LeFevre
  Hilary Roberto
GRACIAS

THANK YOU

BIYAN SHUKRIA

BOLZIN MERC

TINGK

Mehrbani, Mehboob, Unalcheesh

Grazie, Grazie

Suksa, Suksam, ekhmet

Maake, Maake

Tashakkur Atu, Yushaghbatam

Arigato, Gozaimashita

Juspaxar, Banka

Dankscheen

Thank you in various languages.