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Understanding Teacher Estimates of Achievement

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1. What makes you believe you have a long-lasting impact on the lives of your students?

2. Five, ten, twenty years from now, will your students remember you or experiences from your class?

3. What do you hope they will remember?

Adapted from Brooks, R., (1993) The Impact of Teachers: A Story of Indelible Memories and Self-Esteem. (retrieved from http://Idonline.org/article/6155/)

It is valuable for personnel in the school to use this checklist at the start, and during your journey towards *Visible Learning Inside* to plot your own progress. Be sure all understand the meaning of each checklist, and then independently rate each and review the results as a school.

Appendix x: Checklist for Visible Learning Inside.*

Impact questions:

Strongly Disagree	Generally Disagree	Partly Disagree	Partly Agree	Generally Agree	Strongly Agree

Mindframe 1. Teachers/leaders believe that their fundamental task is to evaluate the effect of their teaching on students' learning and achievement

1	Believe that their fundamental task is to evaluate the effect of their teaching on students' learning and achievement	**SD**	**GD**	**PD**	**PA**	**GA**	**SA**
2	Believe that success and failure in student learning is about what they, as teachers or leaders, did or did not do. We are change agents!						
3	Want to talk more about the learning than the teaching						
4	See assessment as feedback about their impact						
5	Engage in dialogue not monologue						
6	Enjoy the challenge and never retreat to "doing my best"						
7	Develop positive relationships in classrooms and in the staffroom						
8	Inform all about the language of learning						

Among the most powerful of all interventions is feedback or formative evaluation — providing information to the teacher as to where he or she is going, how he or she is going there, and where he or she needs to go next. The key factor is for teachers to have mind frames in which they seek such feedback about their influences on students and thus change, enhance, or continue their teaching methods. Such a mind frame —that is, seeking evidence relating to the three feedback questions ('Where am I going?'; 'How am I going there?'; 'Where to next?') — is among the most powerful influences on student achievement that we know.

Knowing what is optimal does not always mean deciding on a teaching method, resources, sequence, and so on, and then implementing these to the best of our abilities. It does not mean a prescription of the 'seven best strategies to use', 'what works', and so on. Instead, what is optimal means altering the instruction 'on the fly' during the class, with the many students at differing stages of knowing and understanding on the basis of feedback to the teacher about the value and magnitude of their teaching decisions. Hence, the importance of seeking feedback about our effects both in a formative and summative manner.

The interactions between what we do as educators and what students are doing as learners is the key: it is the interaction — and being tuned into the nature and impact of these interactions— that is critical. This means evaluating what we are doing and what the student is doing, and seeing learning through the eyes of students, as well as evaluating the effect of our actions on what the student does and the effect of what the student does on what we then need to do —and, together, this is the essence of excellent teaching.

The operative notion is that of 'evaluating'. Teachers need to enhance their evaluation skills about the effects that they are having on students. Only then are teachers best equipped to know what to do next to enhance students' improvement. Over a series of lessons, if the typical impact is not high (that is, at least d = >0.40), then change in the teaching methods is likely to be necessary. Offering 'more' is probably the worst solution; what is needed is more likely to be 'different' methods. This is a 'win—stay, lose—shift' strategy.

Key questions underlining this mind frame are as follows:

- 'How do I know that this is working?'

- ‘How can I compare “this” with “that”?’
- What is the merit and worth of this influence on learning?’
- ‘What is the magnitude of the effect?’
- ‘What evidence would convince me that I was wrong in using these methods and resources?’
- Where is the evidence that shows that this is superior to other programs?’
- ‘Where have I seen this practice installed where it has produced effective results (which would convince me and my colleagues on the basis of the magnitude of the effects)?’
- ‘Do I share a common conception of progress with other teachers?’

Source: Hattie, J., (2012). Visible Learning for Teachers: maximizing the impact on learning. London and New York: Routledge (p.160)

Mindframe 2. Teachers/leaders believe that success and failure in student learning is about what they, as teachers or leaders, did or did not do… We are change agents!

This proposition is not making the claim that students are not involved in the learning equation, or that all success or failure is indeed the responsibility of the teacher; rather, it is claiming that the greatest impact relates the teacher's mindset. Some of the positive beliefs that need to be fostered include the following:

- 'All students can be challenged.'
- 'It's all about strategies, never styles.'
- 'It is important to develop high expectations for all students relative to their starting point.'
- 'It is important to encourage help-seeking behaviors.'
- 'It is important to teach multiple learning strategies to all students.'
- 'It is important to develop assessment—capable students.'
- 'Developing peer interactions is powerful for improving learning.'
- 'Critique, error, and feedback are powerful opportunities for improving learning.'
- 'Developing student self-regulation and developing "students as teachers" are powerful mechanisms for improving learning.'
- 'Don't blame the kids.'
- 'Handicaps of social class and home resources are surmountable:
- 'There is no place for deficit thinking — that is, there is no labeling of students, nor are there low expectations of students.'

Source: Hattie, J., (2012). Visible Learning for Teachers: maximizing the impact on learning. London and New York: Routledge (p. 161).

Mindframe 3. Teachers/leaders want to talk more about the learning than the teaching

I have almost reached the point at which I lose interest in discussion about teaching-not because it is not important, but because it often prevents important discussion about learning. So many professional development sessions are about best practice, new methods of teaching, interrogation of assessment far too late to make a different today or tomorrow- and we seem to like these safe and non-threatening topics. Where is the debate about how we learn, evidence of students' learning in multiple ways, how to learn differently? Can you name three competing theories of learning? To have these collegial debates of about learning and about our impact on this learning requires school leaders that are supportive of teacher being learners and evaluators. Teachers need to be adaptive learning experts., to know multiple ways of teaching and learning to be able to coach and model different ways of learning, and to be the best error detectors in the business.

Source: Hattie, J., (2012). Visible Learning for Teachers: maximizing the impact on learning. London and New York: Routledge. (p. 162).

Mindframe 4. Teachers/leaders see assessment as feedback about their impact

Of all of the influences on student learning, feedback is among the top-ranked — and this is also the case for teacher learning. Teachers need feedback about their effects on each student; hence the notions of assessment as teacher feedback, teachers as evaluators, and teacher colleagues and students as peers in the feedback equation. Teachers, like students, need to debate and agree about where they are going, how they are going, and where they are going next.

Of course, the assessment is about the student, but the power of interpretation and the consequences of assessment are more in the hands of teachers. We need to move from the prepositional divide of assessment as 'assessment of' and 'assessment for' to assessment as feedback for teachers. The critical questions are as follows.

- 'Who did you teach well and who not so well?'
- 'What did you teach well and what not so well?'
- 'Where are the gaps, where are the strengths, what was achieved, and what has still to be achieved?'
- 'How do we develop a common conception of progress with the students and with all of the teachers in our school?'

Source: Hattie, J., (2012). Visible Learning for Teachers: maximizing the impact on learning. London and New York: Routledge. (p. 163).

Mindframe 5. Teachers/leaders engage in dialogue not monologue

While there is a need for teachers to impart information, while the lecture format is indeed efficient, and while teachers do and should know more than students, there is a major need for teachers also to listen to the students' learning. This listening can come from listening to their questions, their ideas, their struggles, their strategies of learning, their successes, their interaction with peers, their outputs, and their views about the teaching. The current dominance of monologue may cause less damage for the brighter students, who can engage in learning with their typically greater access to learning strategies and self-talk about the learning. Monologue is less satisfactory for the struggling, the disengaged, and the confused, and is powerful for the brighter students.

There is a need for more research about the optimal proportions of dialogue and monologue — particularly when one is preferred more than the other — and which is best for surface and deep learning. There is also a great need to find out more about the effects of the nature of the dialogue. One form of dialogue can enhance the language of a subject such that students begin to talk the language of the subject, or the language of the 'correct procedures' to use when studying the subject, or the language of more lucid explanations or justification when interacting with the subject. Clarke (2010) videoed mathematics classes in many countries and noted marked differences in the language used in the classrooms. He concluded that:

"it is clearly the case that some mathematics teachers value the development of a spoken mathematical vocabulary and some do not. If the goal of classroom mathematical activity was fluency and accuracy in the use of written mathematics, then the teacher may give little priority to students developing any fluency in spoken mathematics. On the other hand, if the teacher subscribes to the view that student understanding resides in the capacity to justify and explain the use of mathematical procedures, in addition to technical proficiency in carrying out these procedures in solving mathematical problems then the nurturing of student proficiency in the spoken language of mathematics will be prioritized, both for its own sake as valued skill and also because of the key role that language plays in the process whereby knowledge is constructed.

(Clarke, 2010: 35)

A recent newspaper heading about my presentation on this topic read 'Researcher claims teachers should shut up' (although I liked the letter to the editor the next day headed 'Teacher claims researcher should shut up'). While the heading may have captured the spirit, the major message is more about the balance of talking and listening. What is not suggested is that teachers 'shut up' and then students engage in busy work, complete endless trials of similar tasks, fill in worksheets, or talk among themselves, There is not a lot of evidence that reducing teacher talk and increasing student talk necessarily leads to greater achievement gains (Murphy, Wilkinson, Soter, Hennessey, & Alexander, 2009). It may be that a particular type of talk is needed to promote surface and deeper comprehension; it may that a particular type of listening is needed to better understand how and whether students are learning; and it may be that a particular type of reaction to this listening (for example, using rapid formative feedback) is the essence of the power of 'shutting up'. As Carl Rogers, the famed psychotherapist, demonstrated, active listening means that we demonstrate to the other that we not only have listened, but also that we have aimed to understand and show that we have listened. Providing formative feedback helping the student to know what to do next is among the most powerful ways in which to demonstrate to that student that we have listened.

Source: Hattie, J., (2012). Visible Learning for Teachers: maximizing the impact on learning. London and New York: Routledge (pp. 163-164).

Mindframe 6. Teachers/leaders enjoy the challenge and never retreat to 'doing their best'

Every day in most class's life is a challenge — and we need to embrace this challenge and make it the challenge that we want it to be. The art of teaching is that what is challenging to one student may not be to another; hence the constant attention to the individual differences and seeking the commonality so that peers can work together with the teacher to make the difference. The teachers' role is not to decide on the challenge and then 'break it down' into manageable bits so that it is easier for students; instead, his or her role is to decide on how to engage students in the challenge of the learning. This is why learning intentions and success criteria have been emphasized so strongly, because when students understand these, they can see the purposes of the challenges that are so critical to success in learning.

Source: Hattie, J., (2012). Visible Learning for Teachers: maximizing the impact on learning. London and New York: Routledge. (pp. 164-165).

Mindframe 7. Teachers/leaders believe that it is their role to develop positive relationships in classroom/staffrooms

So often, we are concerned about the classroom climate, but forget the purpose of warm, trustworthy, empathetic climates. The primary purpose is to allow students to feel okay about making mistakes and not knowing, and to establish a climate in which we welcome error as opportunities. Learning thrives on error: a fundamental role for teachers is to seek out misconceptions, misunderstandings, and lack of knowledge. While teachers may have warm interpersonal interactions, this is not the point. The point is: do the students believe that the climate of the class is fair, empathetic, and trustworthy? Can students readily indicate that they do not know, do not understand — without getting snide comments, looks, and sneers from peers? The power of peers is pervasive, and much about creating the right classroom climate is about creating a safe harbor for welcoming error and thence learning; in the same way, it is critical for school leaders to create a safe staffroom climate, so that all teachers can talk about teaching and their impact on student learning.

Source: Hattie, J., (2012). Visible Learning for Teachers: maximizing the impact on learning. London and New York: Routledge. (pp. 164-165).

Mindframe 8. Teachers/leaders inform all about the language of learning.

In many aspects of daily interactions, we take on many roles that are formally undertaken by professional. We are travel agents, bank tellers, store assistants, bloggers of news, and so on. Such co-production is becoming more common, but it has dented schools. We still see parent as those who receive biannual reports, supervise homework (or not), provide accommodation and feed and look after students the other eight hours of their waking lives.

While parents what to find ways in which to help to co-ordinate their children, not all parent know how to do this. A major barrier for these latter parents is that they are often not familiar with the language of learning and schools. For many of them, school was not always the most pleasant experience. In our multi-year evaluation of five of the schools in the lowest socio-economic area in New Zealand, we found many positive consequences when teaching parents the language of schooling (Clinton, Hattie & Dixon, 2007). The Flaxmere Project involved a series of innovations related to improving home-school relations and included giving a sample of families computers and employing former teachers as 'home-school liaison persons' to help he families to learn how to use the computers. The evaluation demonstrated that it was these former teachers who were information the parents about the language of schooling that made big differences-that is, the parents learned the language about the nature of learning and learned how to speak with teachers and school personnel. Parents how co-understand the importance of deliberate practice, concentration, the difference between surface and deep knowing, and the nature of the learning intentions and success criteria are more able to have dialogue with their children. Teaching parents he language of learning led to enhanced engagement by students in their schooling experiences, improvements in reading achievement, greater skills and jobs for parents, and higher expectations, higher satisfaction, and higher endorsement of local schools and the Flaxmere community.

Source: Hattie, J., (2012). Visible Learning for Teachers: maximizing the impact on learning. London and New York: Routledge. (pp. 164-165).

When this co-learning occurs, then more evidence about the impact on learning can be understood and potentially acted upon by all. The involvement in homework, in esteeming and promoting schools based on evidence of impact on progress of their children, and in providing support and opportunities to engage in worthwhile challenges in the home can all assist in progressing students to become critical evaluators and learned citizens.

Since his initial writing Hattie has added two more Mindframes:

9. I see learning as hard work

10. I collaborate

Mindframes for Literacy Leaders

1. Evaluate the effect of the teaching

Formative evaluation (i.e. when teachers receive feedback on where they are going, how they are going and where to next, in terms of their impact on student learning) is one the most powerful influences on student achievement. As the leader it is important that you fully believe that your fundamental task is to support your teachers to evaluate the effects of their teaching on their students' achievement. Once teachers become evaluators of the effects of their own teaching, then they are better placed to know what to do next to enhance student learning. These decisions will always be evidence-based. You will be setting up systems and processes to support teachers to mine their student data regularly to evaluate what has been learnt and what needs to be learnt next.

In your leadership role, the teachers are like your own class and your role is to constantly monitor and evaluate the effects of your leadership, the professional development opportunities you give and adjust your support accordingly. You may need to differentiate the learning opportunities for teachers, as they will have a wide range of strengths and needs, just as students do. There will be teachers who have strengths that they can model and share with other teachers, and as the literacy leader you will be identifying these teachers and setting up opportunities for them to share best practice.

'It is a way of thinking that makes the difference' (Hattie, 2012)

2. We are change agents:

'Leaders and teachers believe success and failure in student learning is about what they, as teachers or leaders did and did not do… we are change agents!' (Hattie 2012)

As the literacy leader your role is to challenge and support your teachers to believe that they need to be activators, not facilitators, and they are primarily responsible for enhancing student learning. As a change agent yourself, it is important to foster positive beliefs such as:

- All students can be challenged
- Limitations of social class and home resources are surmountable – 'don't blame the kids'
- We need to develop high expectations for all students (relative to their starting points)
- Not accepting deficit thinking, no labelling and no low expectations!

Changing the deepset beliefs of some teachers may be your biggest challenge as a literacy leader. You will need to be the change agent yourself to inspire and model this mindframe.

'It is a way of thinking that makes the difference' (Hattie, 2012)

'It is a way of thinking that makes the difference' (Hattie, 2012)

3. See assessment as feedback about our impact

Once the data is gathered in Phase One of the inquiry cycle, as a literacy leader you will lead and support discussions with your teachers to interpret assessment results. Key questions to ask teachers are:

Who did you teach well?

Who did you teach not so well?

What are the gaps?

Where are the strengths?

What is achieved?

What are the next learning steps?

'It is a way of thinking that makes the difference' (Hattie, 2012)

4. Engage in dialogue not monologue

Just as teachers need to know when to talk and when to actively listen to students, a literacy leader also needs to remember this when leading a practice analysis conversation, following a teacher observation. It is not about telling a teacher what they should/need to do, but together describing, explaining and evaluating the lesson. From this, some recommendations for next steps may be co-constructed as part of a teacher's authentic inquiry into improving their own practice. As the literacy leader you do not need to know all the answers, but can lead a conversation with teachers to support their own inquiry.

'It is a way of thinking that makes the difference' (Hattie, 2012)

5. Enjoy the challenge!

Improving student achievement is a primary outcome of successful literacy leadership, but this can be challenging. Leaders and teachers need to enjoy the challenge of learning and never retreat to just 'doing their best'. All teachers will believe that they are 'doing their best' in their classrooms, but to achieve improved outcomes, teachers need to have a positive mindframe that will accept this challenge. This mindframe requires leaders to exhort and support teachers to do something differently and therefore make changes to their practice. A t times, the challenge may seem daunting. What may be challenging for one teacher may be business as usual for another. Just as we differentiate learning for our students, literacy leaders need to differentiate learning for teachers, maintaining a level of challenge for all teachers.

'It is a way of thinking that makes the difference' (Hattie, 2012)

7. Develop positive relationships

'Learning thrives on error' (Hattie, p 165). It is vital to create a warm, empathetic and trustworthy climate where errors are welcomed as opportunities for learning. This is critical for students but it is just as important for leaders to establish such a climate for teachers. Your role is to support the establishment and maintenance of a true professional learning community. This entails establishing the parameters and protocols which will enable teachers to feel safe to evaluate the effects of their teaching, especially when a student's progress is slow. Teachers need encouragement to uncover deep-seated beliefs about teaching and learning, to discard incorrect knowledge and seek new understandings through genuine inquiry. One way to ensure this is to have a relentless focus on evidence based reflection about their impact on students' learning. Teachers may feel anxious about being observed, and so an effective literacy leader will set up an observation process that is clear, well planned and well understood in terms of purpose, criteria and process.

8. Inform all about the language of learning

As the literacy leader you will play an important role in fostering effective home-school partnerships. Current research highlights the benefits of ensuring that parents and whanau are familiar with the language of learning in schools. The Flaxmere Project - http://www.educationcounts.govt.nz/publications/schooling/10001 showed that parents who understood the importance of deliberate practice opportunities, the differences between surface and deep knowing, the meaning of learning intentions and success criteria were better able to talk to their children and support them in their learning. Encourage your teachers to share assessment data with their students, to use correct terminology in the classrooms and to talk to their parents using this language of learning, especially when discussing progress and how this is being achieved.

'It is a way of thinking that makes the difference' (Hattie, 2012)

Mind Frame	Success Criteria and Principal & Teacher Actions
1. Evaluate the effect of their teaching on student learning	• Observe and assess classroom teaching and learning for feedback on evidence of impact of learning leader. • Adopt Hattie's three feedback questions to inform decisions: *Where am I going? How am I going? Where to next?*
2. Believe success or failure in student learning is about what they did/did not do	• Learn *VL* strategies with peers then lead professional development with staff *and set high expectations to apply.* • Model a "*learn and help learn framework"* (Dweck, 2006). • Observe for transfer and use of *VL* strategies in classrooms. • Increase collective capacity and collaboration and decrease isolation.
3. Talk more about learning than teaching	• Expect direct instruction but talk more about the learning than the teaching. • Participate in collaborative walk-throughs that focus on learning to build shared knowledge of learning language, inter-rater reliability, and evidence of learning. • Engage teachers, parents and community in language of learning.
4. See assessment as feedback about their impact	• Use feedback from SURN Principal Academy Teacher Survey in reflection and strategic planning. • Act upon feedback from mentors and the SURN Impact Coach. • Develop a culture that emphasizes assessment *for* learning.
5. Engage in dialogue not monologue	• Facilitate post-observation conferences using guided questions to encourage teachers to reflect and assess. • Contribute to round table "practice exchange" discussions and learn

	strategies from other principals in the Academy.
6. Enjoy the challenge and never retreat to "doing their best"	• Design action research based on school's observation data. • Model grit and persistence during change: *the Learning Pit.* • Provide resources to support teachers in trying new strategies.
7. Believe their role is develop positive relationships in classrooms and staffrooms	• Engage in team-building activities with peers then implement strategies in schools and classrooms. • Build motivation; celebrate teacher, student, and school successes. • Build positive relations with parents and community.
8. Inform all about the language of learning	• Lead book studies on *VL* strategies and provide resources for implementation. • Lead professional development on *VL* strategies and model strategies. • Engage in teacher led instructional focus groups.
9. Change is hard work	• Focus on keeping learning the main thing and minimize distractions.

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Mind Frame	Current State	Desired State	Actions to Take

Assessment Self-Reflection Activity

Directions: Evaluate your classroom practice, or the practice of educators in your building or district, using the scale below. For each statement in the chart, record your score in the blank column.

1 = This doesn't happen in my classroom/building/school.

2 = This happens infrequently in my classroom/building/school.

3 = This happens sometimes in my classroom/building/school.

4 = This happens frequently in my classroom/building/school.

5 = This happens all the time in my classroom/building/school.

Survey Statement	Score
1. I understand the relationship between assessment and student motivation and use assessment to instil a sense of confidence rather than failure and defeat.	
2. Before teaching begins, I can articulate the learning targets and success criteria my students will hit.	
3. I keep my students informed of those learning targets in terms they can understand, in part by studying samples of high-quality work and the criteria by which student work will be evaluated.	
4. My students can describe the targets they will hit and what will come next in their learning.	
5. I can transform these learning targets into dependable assessments that yield accurate information.	
6. I consistently use classroom assessment information to revise and guide both teaching and learning.	
7. My feedback to students is frequent, descriptive, constructive, and immediate, helping students to plan and improve their work.	
8. My Students are actively, consistently, and effectively involved in assessment, including learning to manage their own learning through the skills of self-assessment.	
9. My student actively, consistently, and effectively communicates with others about their achievement status and improvement.	

Mindset: New Research Lessons

For School, Parenting, Work, and Life

Professionals Learning Together

Please take the following survey. Your first reactions will be the most accurate. There are no right or wrong answers—just respond with your level of agreement or disagreement in the most immediate and authentic way possible. Please indicate your level of agreement (10 = strongly agree) or disagreement (1 = strongly disagree) with each of these statements:

	DISAGREE									AGREE
1. Most of what makes somebody really good at something, like math or writing, is natural talent. Some people have it, and some don't.	1	2	3	4	5	6	7	8	9	10
2. My self-esteem is really boosted when colleagues or leaders tell me that I'm naturally gifted, talented, or smart.	1	2	3	4	5	6	7	8	9	10
3. Let's face it—some people just don't have what it takes — no matter how hard they work in school, work, or other activities; they just can't get any better.	1	2	3	4	5	6	7	8	9	10
4. When I think of amazing people in history, like Einstein, Mozart, or Martin Luther King, Jr., I think they must have had unique gifts, and we won't ever see people like them again.	1	2	3	4	5	6	7	8	9	10
5. When I face a really difficult problem—whether it's about data analysis or interpersonal relationships, sometimes the answer just comes to me and sometimes it doesn't—it's a bit of a mystery to me.	1	2	3	4	5	6	7	8	9	10
6. In most areas of my professional life, I pretty much know the subject or I don't — it's not much use to study new material.	1	2	3	4	5	6	7	8	9	10
7. When I think back to pre-school and kindergarten days, it's amazing how much I am similar today to the way I was then.	1	2	3	4	5	6	7	8	9	10
8. When I think of my friends I knew in elementary school, they are pretty much the same today as they were then.	1	2	3	4	5	6	7	8	9	10
9. The things I don't do well today are the same things that were hard for me all of my life.	1	2	3	4	5	6	7	8	9	10
10. The things I do well today are the same things that came naturally to me early in life.	1	2	3	4	5	6	7	8	9	10

Your total score: _____

Now, please take a moment to think about your responses.

- What trends do you notice in the way you think about how people learn and develop?
- What is the role of genetic inheritance?

- What is the role of parental influence?
- What is the role of individual decisions?

Analyzing Your Results

The HIGHER your score, the more likely you are to have a "Fixed Ability" Mindset—this is by far the most common mindset for parents, teachers, and many leaders in business.

The LOWER your score, the more likely you are to have a "Growth Mindset"—this is rare, because it is counterintuitive. We have been raised to believe in the mystery of talent—that things are just easier for some people and harder for others. That is also our personal experience.

1. Research vs. Belief—Most Parents and Teachers Disbelieve Research

Your child has been taking gymnastics lessons and just competed in a tournament. Your child performed very well and expected to win a medal. But in the opinion of the judges, several other children were better, and your child left the tournament emotionally devastated. What should the parent say?

a) "I thought you were the best."

b) "You were robbed—the judges were blind!"

c) "Don't worry. Gymnastics aren't really that important anyway."

d) "You didn't deserve to win—the other kids worked harder than you did."

- More than 75% of educational professionals think that musical talent is a mysterious gift, not the result of work. (Colvin, 2008)
- More than 80% of parents believe that children should be praised for innate intelligence. (Dweck, 2006)
- These beliefs are contrary to research and harmful to children and adults.

What this means in work and school: Please add your personal reflections below.

Condition	Fixed Mindset	Growth Mindset	Personal Reflections
Bad Performance—missed goals, blown deadlines, failure to meet expectations	"People are just incapable—they either can't do it or just don't want to do it. We need different people around here: teachers, students, colleagues, managers."	"We're not stupid or lazy—things went wrong, because we didn't have clear expectations and sufficient information about what to do. We want to be successful and we will be with better information and feedback."	
Great Performance—meeting goals, hitting deadlines, meeting and exceeding expectations	"They are just AMAZING—really talented people—they just have "the gift" for management, teaching, music, math, writing, sales, and administration.	"They worked really hard at this—and what is really amazing is how they have grown over time, learning more and improving their results and effectiveness."	

Challenges—clients, colleagues, children, supervisors, neighbors	**"If I were smarter, better prepared, or better educated, then I'd know what to do. But if I ask anyone for help—especially my colleagues—they will think I'm stupid, so I'd better stay silent and hope no one notices."**	**"Of course there are challenges—that's why I'm here. When I think about the challenges I've overcome in the past, it was always because I asked for help, learned new things, made some mistakes, got feedback, and eventually improved my performance. That's what I'll do now."**	

Learning Activity: The Power of Mind-Sets

Based on the work by Carol Dweck, *Mind-Sets and Equitable Education*, 2010

Fixed Mind-Set	Growth Mind-Set
• Intelligence is a static trait • Some students are smart, and some are not • Students believe that needing to put forth a lot of effort means that their intelligence is deficient • Students are easily discouraged • Students are prone to cheating because they believe they are not smart • Teachers believe they do not have much impact on student intelligence • Teachers believe they can identify high and/or low intelligence very quickly • Teachers praise high achievers and excellence • Teachers assign grades on the end product and not on the process	• Intelligence can be developed • Effort and instruction impact student intelligence • Everyone's intellectual ability can grow • Students believe in effort and bounce back in the face of set backs • Teachers believe they make a difference in student intelligence and they find a way to move all students forward • Teachers encourage students to tackle complex subjects and skills and support them through their struggles • Teachers employ a variety of strategies and skills to help students through a challenge • Teachers praise hard work and persistence • Teachers accept mistakes as part of the learning process

The majority of the ***staff*** at my school have a:	The majority of ***students*** at my school have a:
A. Fixed Mind-Set B. Growth Mind- Set	A. Fixed Mind-Set B. Growth Mind-Set

Messages That Promote a Growth Mind-Set

- We believe in your potential and are committed to helping everyone get smarter.
- We value and praise taking on challenges, exerting effort, and surmounting obstacles more than we value and praise "natural" talent and easy success.
- Working hard to learn new things makes you smarter and it makes your brain grow new connections.
- School is not a place that judges you. It is a place where people help your brain grow new connections.

What action steps can you take to help ***staff*** members develop a growth mind-set?	What action steps can you take to help ***students*** develop a growth- mind-set?

Mindset: Learn and Help Learn*

Every day presents you with ways to grow and to help the people you care about grow. How can you remember to look for these chances? Each morning, as you contemplate the day in front of you, try to ask yourself these questions.

1. What are the learning opportunities for learning and growth today? For myself? For the people around me?

_____
_____
_____
_____

As you think of opportunities, form a plan, and ask:

2. When, and where, and how will I embark on my plan?

_____
_____
_____
_____

When, where, and how make the plan concrete. How asks you to think of all the way to bring your plan to life and make it work. As you encounter the inevitable obstacles and setbacks, for a new plan and ask yourself the question again:

3. When, where, and how will I act on my new plan?

_____
_____
_____
_____

Regardless of how bad you may feel, do it! (Put that on your mirror, too.) And when you succeed, don't forget to ask yourself:

4. What do I have to do to maintain and continue the growth?

_____
_____
_____
_____

***Source: Deweck, C., (2006). Mindset: The new psychology of success. New York: Random Hous**