GROWTH MINDSET

Directions: View the video lesson and answer the questions below.

1. Who is the author of the book “Growth Mindset”? ________________________________

2. What are the 2 characteristics of growth mindset?

3. What do people with fixed mindset believe? ________________________________
   _______________________________________________________________________

4. What do people with growth mindset believe? ________________________________
   _______________________________________________________________________

5. What are the 4 key ingredients to growth in people with growth mindset that are mentioned in the video?
   • _______________________________________________________________________
   • _______________________________________________________________________
   • _______________________________________________________________________
   • _______________________________________________________________________

6. Do people always have a fixed or growth mindset all the time? Explain your answer
   _______________________________________________________________________

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Introduction to Growth Mindset

Students with a **fixed mindset** believe that their own intelligence and talent are innate traits that don’t change (“I just can’t learn math.”). These students typically worry about not looking smart, get upset by mistakes, and give up sooner on tough tasks. Students with a **growth mindset** believe that ability can change as a result of effort, perseverance, and practice (“Math is hard, but if I keep trying, I can get better at it.”). Students with a growth mindset see mistakes as ways to learn, embrace challenges, and persist in the face of setbacks. High-performing students and low-performing students may have either mindset. Whether or not students are aware of their mindset, a broad body of research has shown that what they believe about their own intelligence can affect their effort, engagement, motivation, and achievement as measured by test scores, school grades, passing rate in post-secondary education, and other metrics.

**Why This Matters:** A growth mindset may contribute to better outcomes in school and beyond.

**Lower Failure Rates:** Low-achieving students at 13 California high schools failed 7% fewer courses and improved their GPAs by .18 grade points after a one-period class designed to boost growth mindset.

**Improved Scores:** When a group of struggling 7th grade students in New York City learned to 1) think of their brains as muscles that grow with exercise and 2) visualize new connections developing within their brains, their motivation and math scores improved at a time when math achievement typically declines.

**Increased Effort:** Seventh-grade students receiving growth-mindset feedback (“I’m giving you these comments because I have high standards and know that you can meet them.”) were twice as likely to revise and resubmit an assignment.

**More Problems Solved:** Students who saw a growth mindset-related message (e.g., “When you learn a new kind of math problem, you grow your math brain!”) correctly solved 3% to 5% more online math problems compared to those who didn’t see growth mindset-related messages. The change carried over to the next math topic the students tackled.


Ibid.

Transforming Education is a nonprofit supporting educators and education systems in equipping students with mindsets, skills, and habits they need to succeed in school, career, and life. We believe these mindsets, skills, and habits should be taught in school alongside academics.

Transforming Education is redefining success for one million students as the lead advisor on social-emotional learning to a collaborative of seven districts across California, including Fresno, Los Angeles, Long Beach, Oakland, San Francisco, Sanger, and Santa Ana. In partnership with these districts, we are refining measures of students’ social-emotional skills and implementing them at scale to help schools foster student growth.

We also work with other schools and districts around the country.

For more information, please visit [www.transformingeducation.org](http://www.transformingeducation.org).