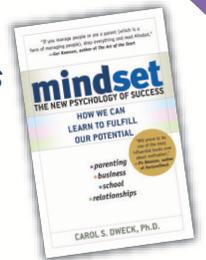




# Mindset Works® EducatorKit

the understanding that we are in charge of our own growth, from **Carol Dweck's**

**Provide teachers with knowledge and tools to embrace a growth mindset and support it in the classroom!**



- Based on the research of Stanford professor Carol Dweck, Ph.D.
- Can be customized for every educational organization
- Flexible – can be accessed anytime and anywhere!
- Cost-effective
- Easy to use
- Self-paced



## From Theory to Practice!

**Increase teachers' self-efficacy in the classroom and help students develop a growth mindset and earn better grades!**

- Mindset Modules – Five online modules introduce educators to key research in education, psychology, and neuroscience
- Community Platform to foster discussions among educators
- Tools to use in your classroom
- Assessments with feedback and real-time data reporting

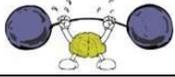
*“Providing our teachers training has helped to undo the negative beliefs and practices around intelligence that existed in our school and allowed us to develop a common set of practices that are aligned with developing the growth mindset.” - LaNolia Omowanile, Principal of Brooklyn Prospect Charter School*

Register at [www.mindsetworks.com](http://www.mindsetworks.com)  
for free preview and classroom resources!

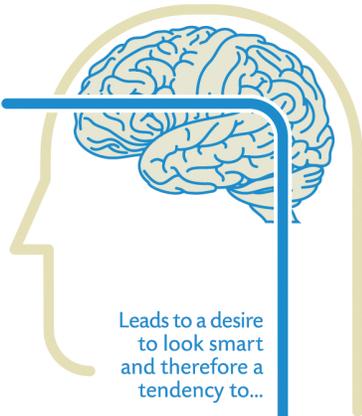


## Effective Effort Rubric

*This rubric assesses the learning process—the effective effort that a learner applies.*

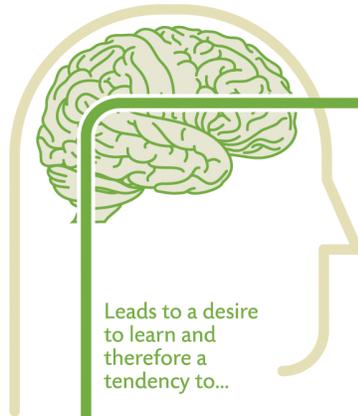
	<b>Fixed</b>	<b>Mixed</b>	<b>Growth</b>
<b>Taking on Challenges</b>	You don't really take on challenges on your own. You feel that challenges are to be avoided.	You might take on challenges when you have some previous experience with success in a related challenge.	You look forward to the next challenge and have long range plans for new challenges.
<b>Learning from Mistakes</b>	You see mistakes as failures, as proof that the task is beyond your reach. You may hide mistakes or lie about them.	You may accept mistakes as temporary setbacks, but lack strategies to apply what you learned from the mistakes in order to succeed.	You see mistakes as temporary setbacks, something to be overcome. You reflect about what you learned and apply that learning when revisiting the task.
<b>Accepting Feedback and criticism</b>	You feel threatened by feedback and may avoid it all together. Criticism and constructive feedback are seen as a reason to quit.	You may be motivated by feedback if it is not overly critical or threatening. Who is giving the feedback, the level of difficulty of the task, or their personal feelings might all be factors in your motivation.	You invite and are motivated by feedback and criticism. You apply new strategies as a result of feedback. You think of feedback as being a supportive element in the learning process
<b>Practice and Applying Strategies</b>	You do not practice and avoid practicing when you can.  You do not have any strategies for accomplishing the learning goals or tasks, or you apply ineffective strategies.	You practice, but a big setback can make you want to quit. You are more willing to practice things you are already considered "good at." You are open to being given a strategy to meet a challenge, but you rarely apply your own strategies unless it is something you are already "good at."	You enjoy the process of practicing and see it as part of the process of getting good at something. You may create your own practice or study plans. You fluidly use many strategies, think of some of your own strategies, and ask others about their strategies.
<b>Perseverance (focus on task)</b>	You have little persistence on learning goals and tasks. You give up at the first sign of struggle.	You may persevere with prompting and support. Unless you are provided strategies for overcoming obstacles, you will stop or give up.	You "stick to it" and have stamina for the task(s). You keep working confidently until the task is complete.
<b>Asking Questions</b>	You do not ask questions or do not know which questions to ask, but you can usually say you don't "get it" if asked.	You might ask questions about a portion of the task that you feel you can do. If you perceive it to be out of your ability, you probably won't ask questions.	You ask specific questions, ask questions about your own thinking, and challenge the text, the task, and the teacher.
<b>Taking Risks</b>	You do not take risks, and if something is too hard you turn in blank work or copied work, if anything at all. You are not engaged in the process/task.	You will take risks if the task is already fairly familiar to you. If not, you will resort to copying or turning in partially completed work.	You begin tasks confidently, risk making errors, and openly share the work you produce.

**Fixed Mind-set**  
Intelligence is static



Leads to a desire to look smart and therefore a tendency to...

**Growth Mind-set**  
Intelligence can be developed



Leads to a desire to learn and therefore a tendency to...

**CHALLENGES**

...avoid challenges



...embrace challenges



**OBSTACLES**

...give up easily



...persist in the face of setbacks



**EFFORT**

...see effort as fruitless or worse



...see effort as the path to mastery



**CRITICISM**

...ignore useful negative feedback



...learn from criticism



**SUCCESS OF OTHERS**

...feel threatened by the success of others



...find lessons and inspiration in the success of others



As a result, they may plateau early and achieve less than their full potential.

All this confirms a **deterministic view of the world.**

As a result, they reach ever-higher levels of achievement.

All this gives them a **greater sense of free will.**

GRAPHIC BY NIGEL HOLMES