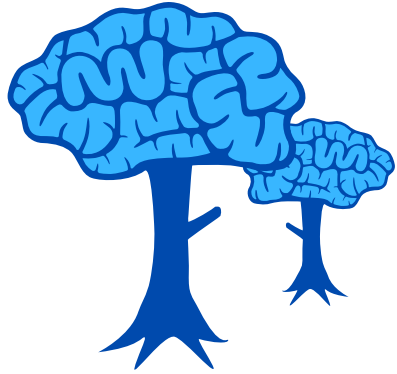


Growth Mindset

The belief that intelligence and skills can be developed.

Mindset GPS
Summary Sheets
Motivate Lab

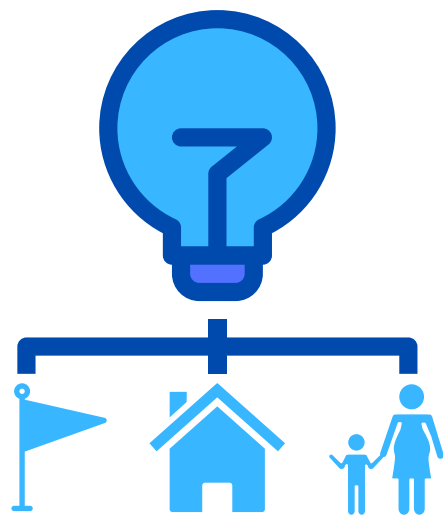


Students with a growth mindset understand they can improve through effort and persistence, learning from mistakes, trying hard things, and using effective strategies.

It is contrasted with a fixed mindset: the belief that intelligence is an unchangeable trait that is innate. Students with a fixed mindset avoid challenge, see effort as an indicator of low ability, and are reluctant to persist in the face of difficulty.

Purpose & Relevance

The belief that one's schoolwork is valuable because it is connected to a larger purpose and/or relevant to one's life.

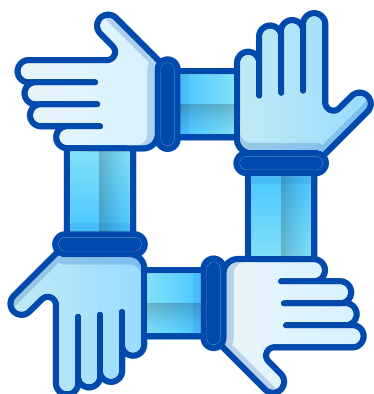


Students who see purpose in their schoolwork make connections to a purpose that is bigger than themselves. Students who see relevance in their schoolwork make connections to their current and/or future lives. These connections are most powerful when they are specific, connect to what students are currently learning in school, and students are actively engaged in the process of making connections.

It is contrasted with students who do not see a larger purpose in their schoolwork, do not find a connection to their daily and/or future lives, and only find value in their schoolwork for extrinsic reasons, like earning a grade or meeting a requirement.

Sense of Belonging

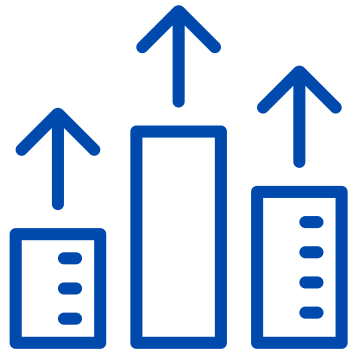
The belief that one is academically and socially connected, supported, and respected.



Students with a sense of belonging in school trust their teachers and peers, and they feel they fit-in at school. They are confident that they will be seen as a person of value whose perspective will be a positive contribution to the course.

It is contrasted with students who experience greater worries than their peers about whether or not they will fit into a social or academic setting. They may fear being judged based upon a negative stereotype about their social group, or are concerned they will not be supported by teachers or peers.

Growth Mindset supportive instructors foster the development of these **behaviors** in students:



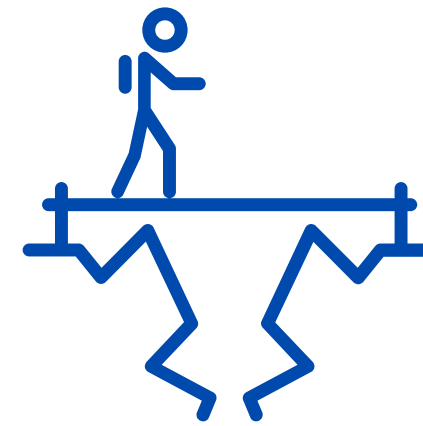
Effort that leads to improvement



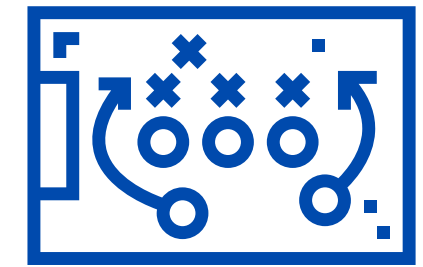
Persisting through difficulty



Learning from mistakes



Trying hard things



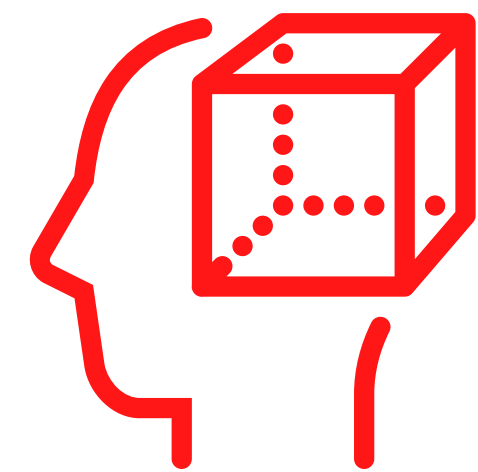
Using appropriate strategies and seeking new strategies and support when needed

Growth Mindset supportive instructors foster the development of this **belief** in students:



Intelligence and skills can be developed

Rather than...



Intelligence is an innate, fixed trait

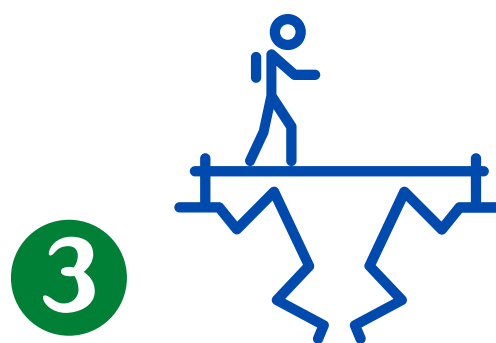
Growth Mindset supportive instructors **consider these questions** as they make curricular decisions:



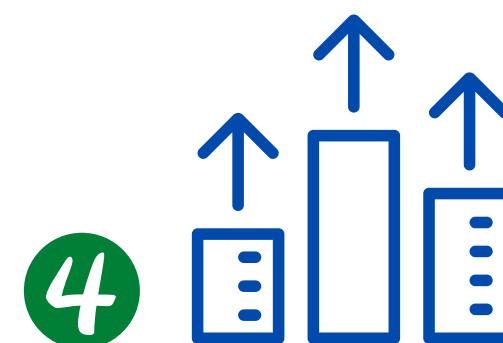
1 How will students know their effort matters?



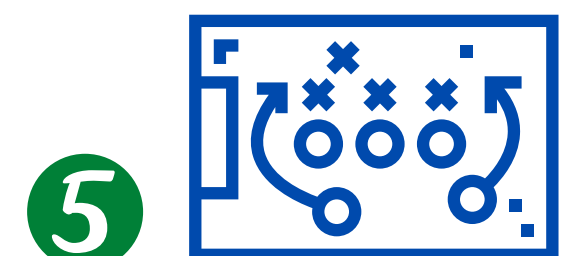
2 How will students know they will get to learn from their mistakes?



3 Will students know how and when to challenge themselves?

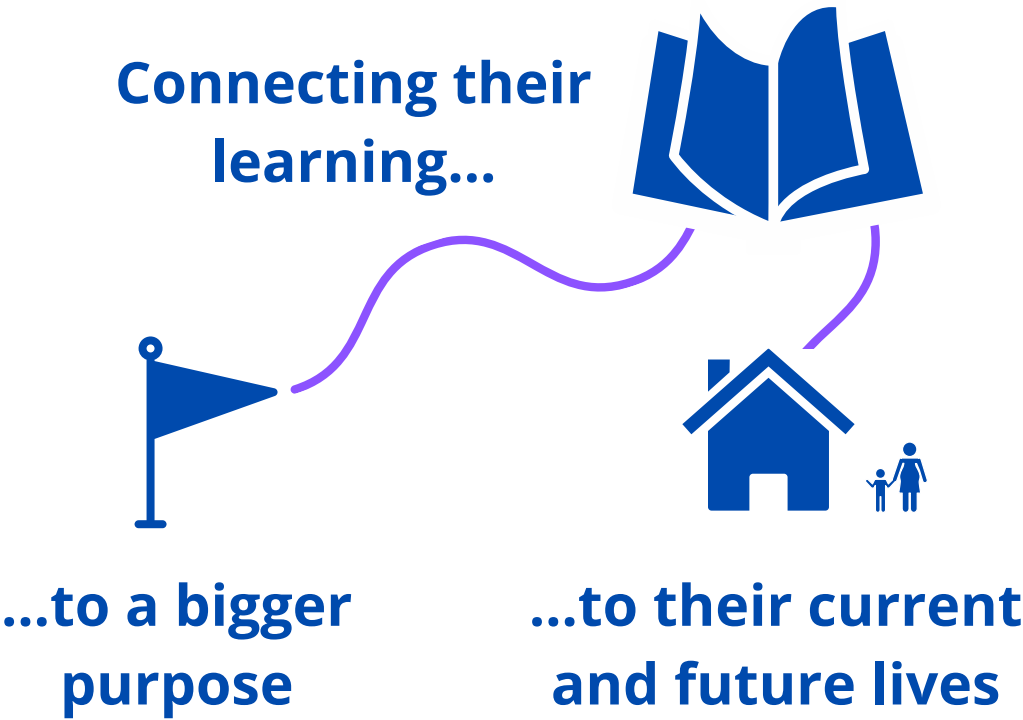


4 How will students know they improved through hard work?

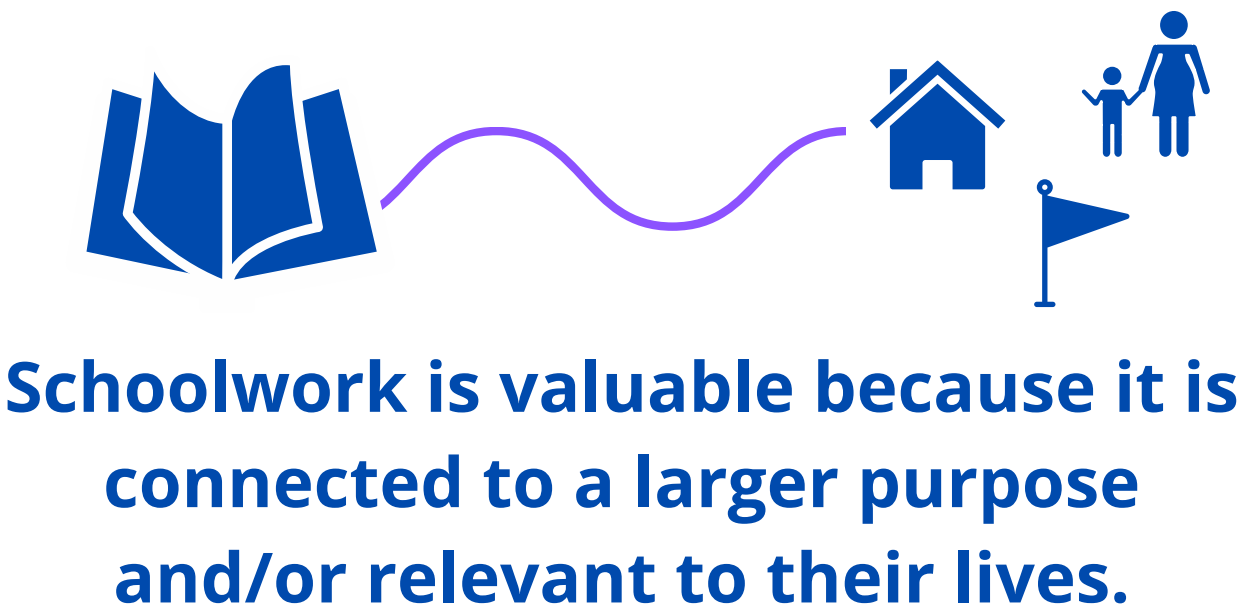


5 How will students learn new strategies and obtain support?

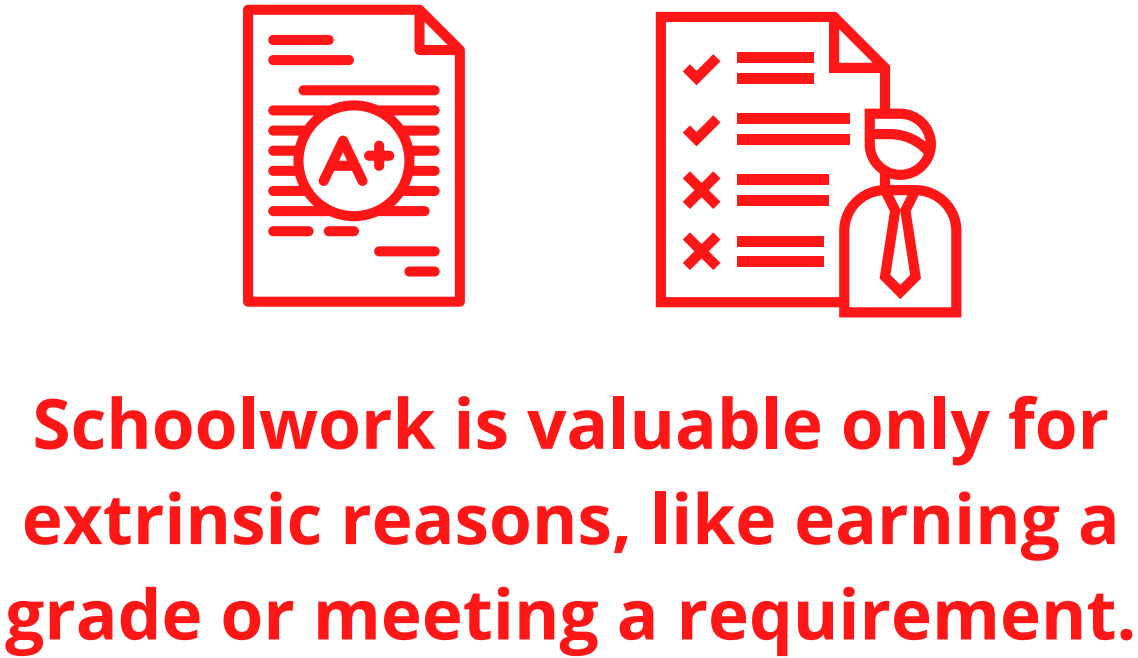
Purpose & Relevance supportive instructors foster the development of these **behaviors** in students:



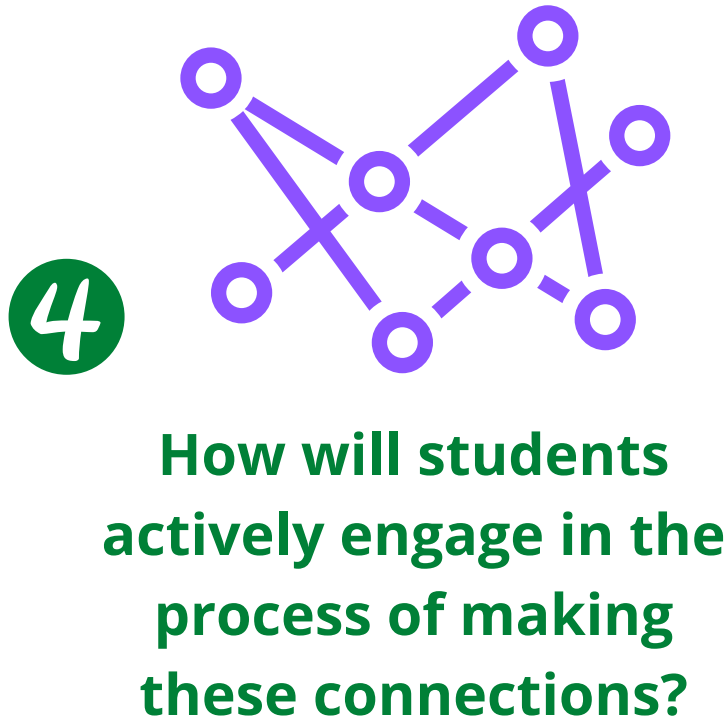
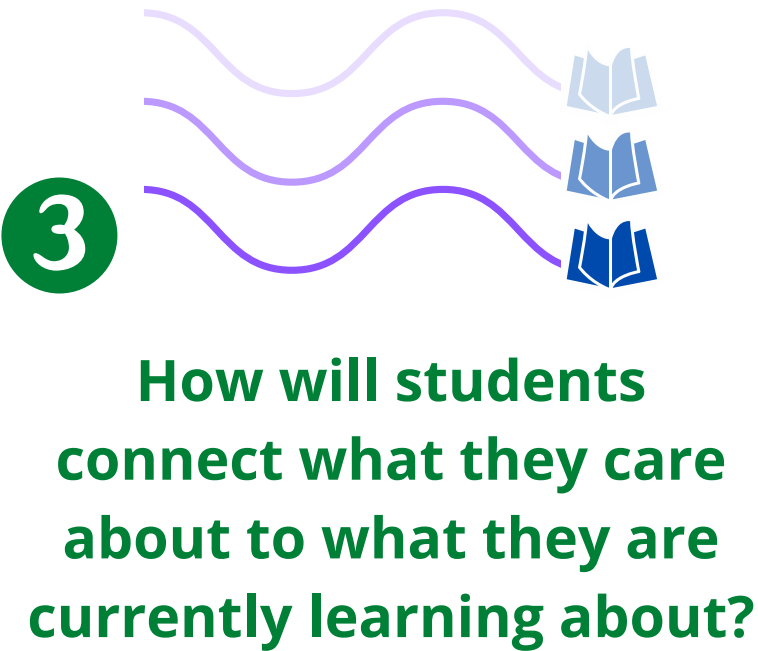
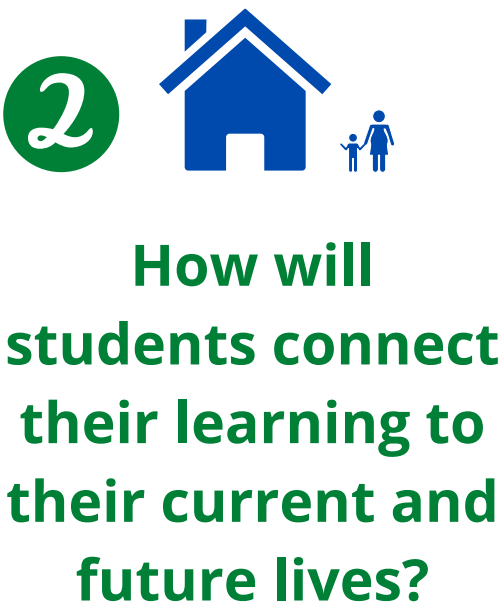
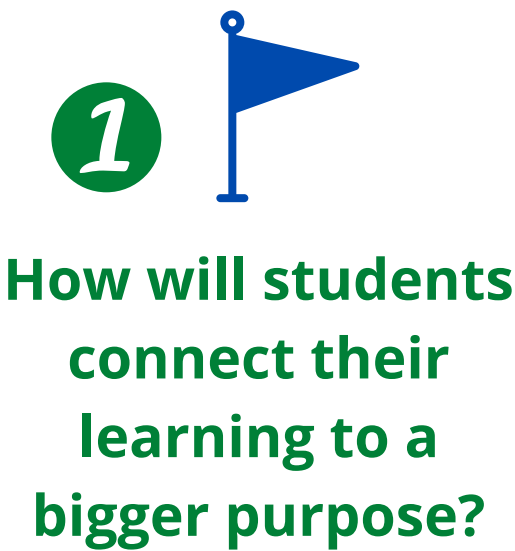
Purpose & Relevance supportive instructors foster the development of these **beliefs** in students:



Rather than...



Purpose & Relevance supportive instructors **consider these questions** as they make curricular decisions:



Sense of Belonging supportive instructors foster the development of these **behaviors** in students:



Having meaningful academic interactions with peers that deepen learning



Asking for help when needed from teachers and other students



Sharing things about themselves, their background, or their ideas

Sense of Belonging supportive instructors foster the development of these **beliefs** in students:



They are connected to, supported by, and respected by others socially and academically.

Uncertainty they belong because they:

They can trust their teachers and peers.



Rather than...



Feel unlike others
Do not experience a cultural fit

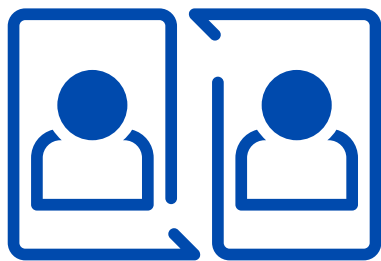


They are seen as a person of value, i.e., their background is a strength

Worry about being treated negatively based upon a stereotype

Sense of Belonging supportive instructors **consider these questions** as they make curricular decisions:

1



How will students connect with peers academically and socially?

2



How will students have meaningful academic interactions with peers that deepen learning?

3



How will students become known and cared for by their teachers and mentors?

4



How will students make positive contributions to a course through their unique perspectives and backgrounds?