

# GATE MIDDLE SCHOOL COUNSELING RESOURCE NEWSLETTER



*January 2019 Edition: Growth Mindset*  
*Julia Molodoi, School Counselor*

As the GATE middle school counselor, I am sending a monthly newsletter with tips, resources, strategies, and interventions to support GT students. This month's newsletter provides tools to parents and educators for helping students increase motivation and be successful by adopting a growth mindset.

People with a growth mindset "believe their abilities can be developed", while people with a fixed mindset "believe their abilities are fixed". Carol Dweck's research demonstrates that the way we think about our talents and abilities can dramatically influence success in almost any area of endeavor (school, sports, arts, work). Lisa King mentions in her book "Mindset Matters" that kids who learn about growth mindset actually DO better. Therefore, teaching this concept in schools and at home is a worthwhile endeavor. The resources provided below include strategies to teach growth mindset at home and school.

## **Featured Resources (attached):**

1. [\*\*Effective Effort Rubric\*\*](#) – educators may use this rubric to help students learn how mindset connects to effort.
2. [\*\*Ten Strategies for Developing a Growth Mindset in Gifted Students\*\*](#) – handout for teachers, parents and counselors to help students learn and apply a growth mindset.
3. [\*\*Growth Mindset, What Can I say to Myself\*\*](#) – great tool for students to develop self-talk that encourages a growth mindset.


## **Featured Books and Websites:**

1. [\*\*Mindset: The New Psychology of Success\*\*](#) – Carol S. Dweck, Ph.D. The original book that introduced the now famous concept of mindset.

2. **Growth Mindset Parenting: <https://www.mindsetworks.com/parents/growth-mindset-parenting>** - article with specific examples for parents of what to say versus what not to say in order to foster a growth mindset in their children. This website, [www.mindsetworks.com](http://www.mindsetworks.com) contains a wealth of mindset resources for educators and parents.
3. **Mindset Matters: A Counseling Curriculum to Help Students Understand how to Help Themselves Succeed with a Growth Mindset** by Lisa King, Ed.S, LPC – this book contains fun, ready-made lessons on growth mindset both counselors and educators can use.
4. **Ready-To-Use Resources for Mindsets in the Classroom: Everything Educators Need for School Success** by Mary Cay Ricci – an excellent mindset resource for educators.

## Effective Effort Rubric

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

	Fixed	Mixed	Growth
<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.

## © Ten Strategies for Developing a Growth Mindset in Gifted Students

How exactly do you help students switch mindsets? Here are some strategies that have proven effective for helping them make this transition..

1. Help students recognize their strengths and their weaknesses. Show them how to use their strengths to develop their weak areas or find learning partners who are strong in areas where they may be weak.
2. Provide descriptive, accurate, and constructive feedback that focuses on how students can develop themselves in specific tasks or skill areas.
3. Focus praise on the effort students put forth toward a goal.
4. Offer authentic challenges on issues they or others care about that will take time, effort, and persistence to solve.
5. Teach specific skills of studying, organization, metacognition, time management, goal setting, and monitoring.
6. Use preassessments to help students recognize what they already know/understand and are able to do, and what they don't know/understand and are not yet able to do. Be mindful that students may perceive preassessments as shameful (especially if they are in the fixed mindset). Reassure students that preassessments are meant to focus teaching and learning.
7. When teaching discrete strategies, show students how using the strategy will help them develop certain skills. Some gifted students are whole to part learners and may avoid practicing discrete strategies (part) if they don't understand how it leads to greater skill development (whole).
8. Structure time throughout the day when students can reflect on their learning process, talk with others about tasks that were easy or difficult, or take note of their personal feelings on the topic.
9. Create learning activities where students will need to rely on others to complete the tasks. In these "unlike" groups, students learn to appreciate other people's skills and realize they have skills unique to themselves.
10. Continually support students by showing them how their efforts lead to success.

Name \_\_\_\_\_

## GROWTH MINDSET

### What Can I Say to Myself?

Instead of...	Try thinking...
I'm an awful writer.	Writing is challenging, but I can improve through perseverance.
I give up.	I'll try another strategy I've learned.
I'm no good at this.	How can I approach this differently?
I'm a slow runner.	I'm not currently as fast as my peers, but I'm improving on my personal speed through practice.
This is too hard.	
I can't make this any better.	
I just can't do math.	
Man, I made another mistake!	
I would be able to do this if I was smart.	
It's good enough.	
Plan A didn't work, what's the point?	
This looks too difficult for me.	
I don't care about her feedback.	
I'll never be good at drawing.	
Organization is not my thing.	
What if I fail? I'll be a failure.	