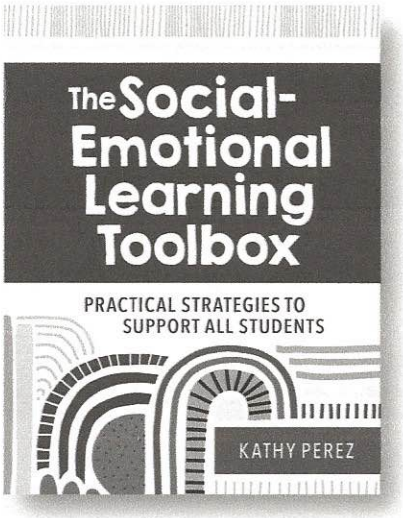
How to Motivate Reluctant Learners:

Fostering a Growth Mindset

Dr. Kathy Perez
kperez@stmarys-ca.edu

A practical guide that shows K-5 teachers how to infuse their existing curriculum and routines with high-quality, evidence-based SEL instruction



The Social-Emotional Learning Toolbox

Practical Strategies to Support All Students

By Kathy Perez, Ed.D.

Strong social-emotional skills help students succeed in the classroom and beyond—but many teachers report that they lack the tools and time to effectively support social-emotional learning (SEL). Help is here with The Social-Emotional Learning Toolbox, an introductory guide that shows K-5 teachers how to infuse their existing curriculum and routines with high-quality, evidence-based SEL instruction.

Created by a seasoned educator with three decades of experience, this engaging, research-supported guidebook is filled with classroom-tested tips and techniques for teachers who want to begin integrating SEL practices into each part of their school day. You'll learn the fundamentals of designing effective classroom environments and lessons with easy-to-implement, inclusive SEL supports for every student, whether they have ongoing behavior and learning challenges or just need a little extra help. With engaging and unique strategies and numerous online printable tools and worksheets, you'll help your students reduce acting-out behaviors, strengthen relationships, and develop critical skills like self-discipline and empathy.

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- Help students develop emotional intelligence so they can understand and express their feelings
- Create a warm, caring, and inclusive classroom atmosphere
- Strengthen executive functioning skills to boost both social and academic competence
- Develop positive, trusting relationships with students
- Explicitly teach and model empathy in your classroom
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Fostering a Growth Mindset

I think it is...

It's important because...

A symbol for it might be...

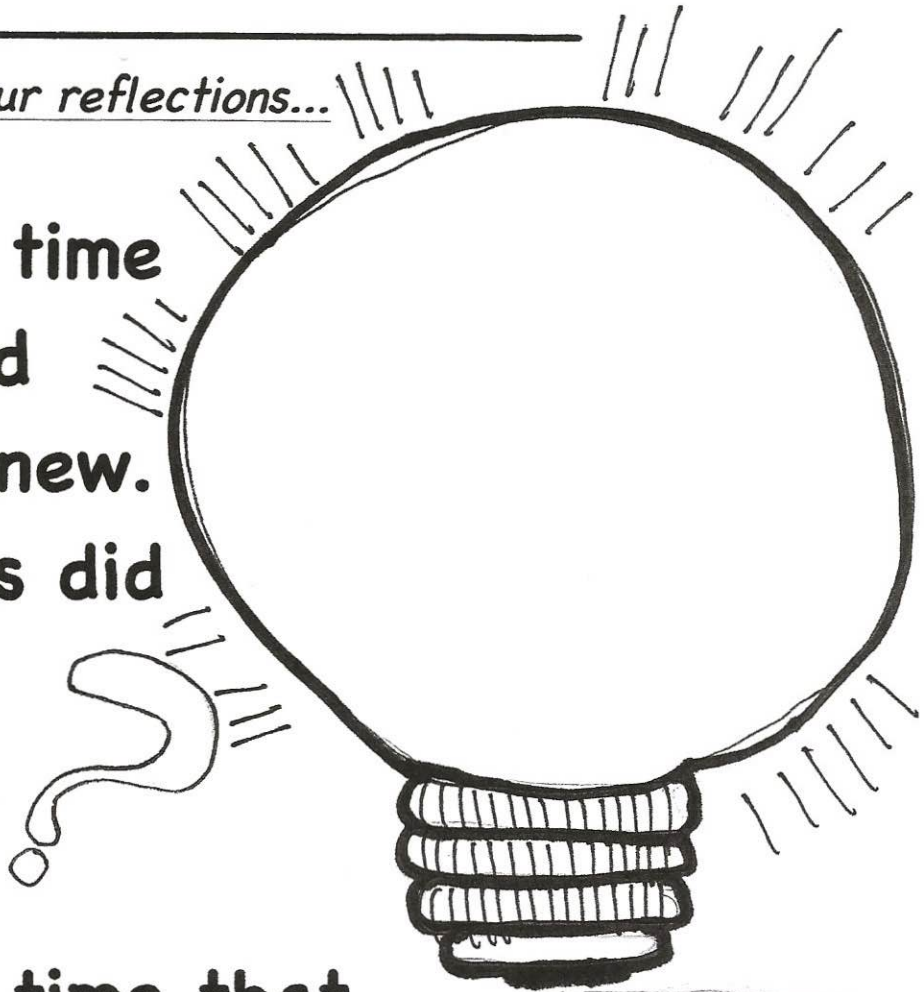
I reach the needs of my students...

I need to know...

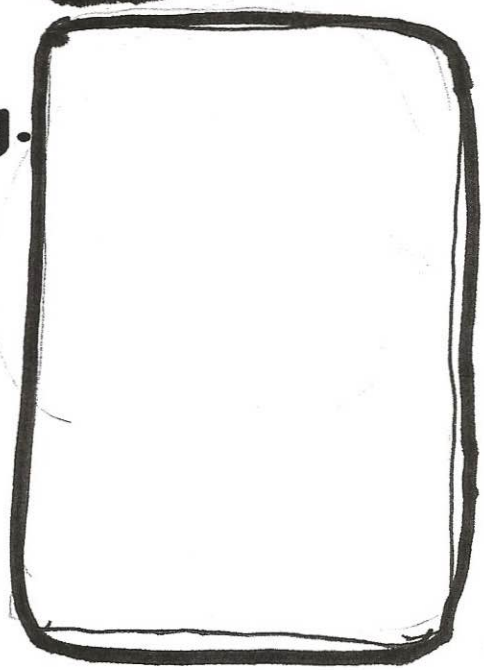
Name:_____

Draw or write your reflections...

Think of a time you learned something new. What steps did you take?



Think of a time that You failed at something. How did you feel? What happened?

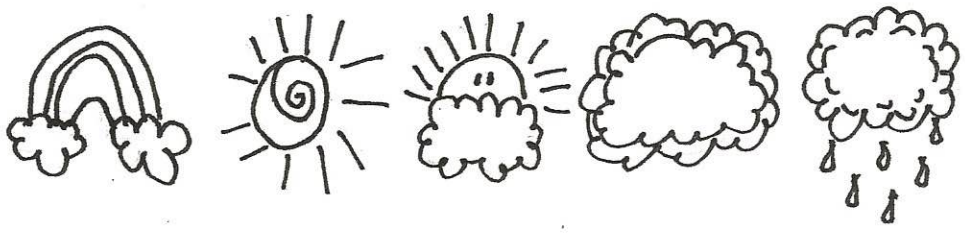


Name:_____

My Personal Weather Report

Sit down and close your eyes. What is the weather like inside you right now? Do you feel relaxed and sunny or cloudy and sad?

What does the weather inside you feel like?



10 best phrases to teach resilience to your kids

1
Goal
Humour
Phrase
"Come on, laugh it off"

2
Goal
Contain thinking, perfectionism and anxiety
Phrase
"Don't let this spoil everything"

3
Goal
Distraction
Phrase
"Let's take a break"

4
Goal
Handling worry and asking for help
Phrase
"Who have you spoken to about this?"

5
Goal
Offering hope
Phrase
"I know it looks bad now but you will get through this"

6
Goal
Postive reframing
Phrase
"What can you learn from this so it doesn't happen next time?"

7
Goal
Acceptance
Phrase
"Don't worry – relax and see what happens!"

8
Goal
Perspective
Phrase
"This isn't the end of the world"

9
Goal
Flexible thinking
Phrase
"You could be right. But have you thought about ... "

10
Goal
Taking action
Phrase
"What can we do about this?"

kidspot

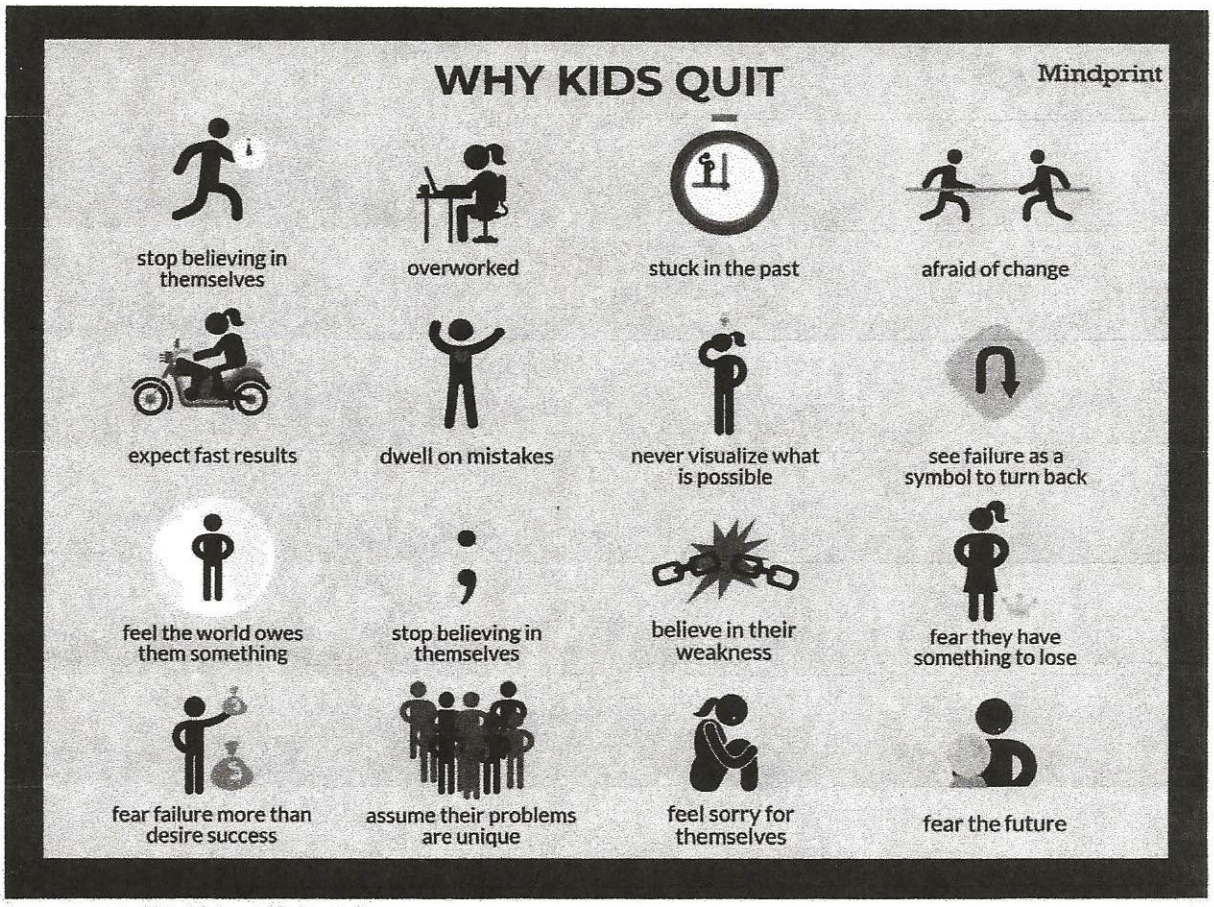
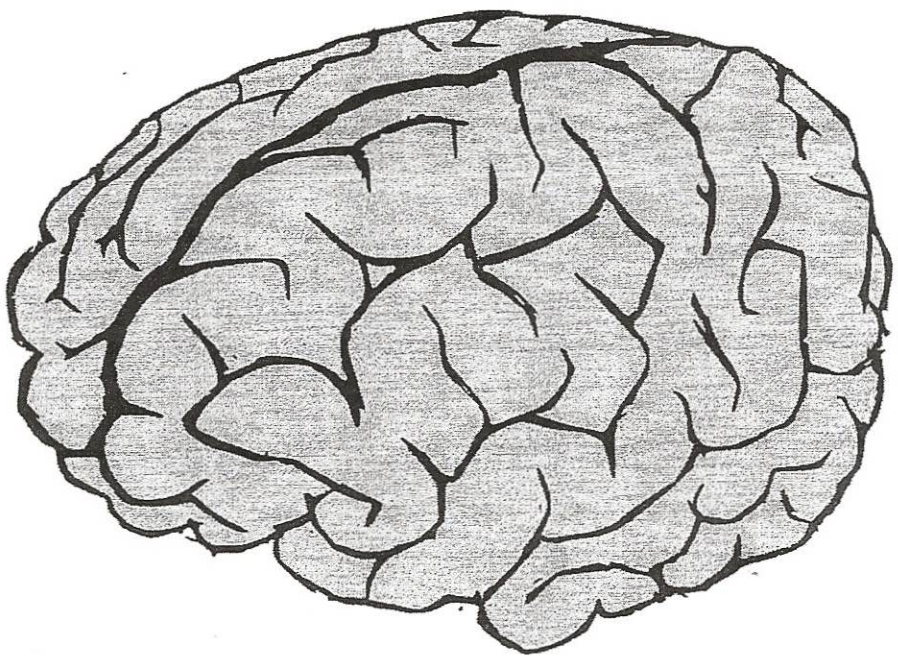


image credit: Abby Weinstein

Fixed vs Growth Mindset Statements

Instead of...	Try saying...
I'm not good at this.	I can't do this yet!
I give up.	I'll use some of the strategies that I have been taught.
This is good enough.	Is this my best ever work?
I made a mistake, there's no point now.	This was the first attempt - I will get there eventually. Mistakes help me learn!
This is too hard.	If something is difficult, it means I am learning.
I'm really good at this subject.	I understand this because I have been practising.
I will never be as clever as them.	I will find out how to do it.
I can't do this.	This will take time to master - practising will help!
I can't make this any better.	Improvements can ALWAYS be made.
They can't do this.	How can I help them to understand this?

Try using some of these statements when you are learning; they will make a huge difference to your attitude and your effort with your work!



	Fixed Mindset	Growth Mindset
Belief	Capabilities are primarily seen as inborn talents which are hardly changeable	Capabilities are seen as mutable by effort and effective learning strategies
Tendency	To try to appear as capable as much as possible	To try to learn and improve as much as possible
Challenges	Are avoided because, in the case of failure, they can give an impression of lack of talent	Are embraced because you can learn from them and they can lead to growth
View on effort	Is seen as an indication of a lack of talent	Is seen as a normal and necessary step to growth
Response to adversity or failure	Is seen as an indication of a lack of talent, often leads to giving up early	Is seen as an indication that more effort and/or better strategies are needed
Response to criticism	Self-defeating defensiveness: own mistakes are not recognized and admitted	Inquisitive and interested, eager to learn and open to feedback and suggestions
View on success of others	Is seen as a threat because these other people might be viewed as more talented	Is seen as inspirational because lessons can be drawn from it for further learning
Impact on own development	Potential is under-utilized which is seen as a confirmation of one's own fixed mindset	Potential is developed which is a confirmation of one's own growth mindset
Effect on other people	Can impede cooperation, feedback and growth	Can invite cooperation and feedback and stimulate growth

Table 1 Differences between the fixed mindset and the growth mindset -- *Shared by: Coert Visser*

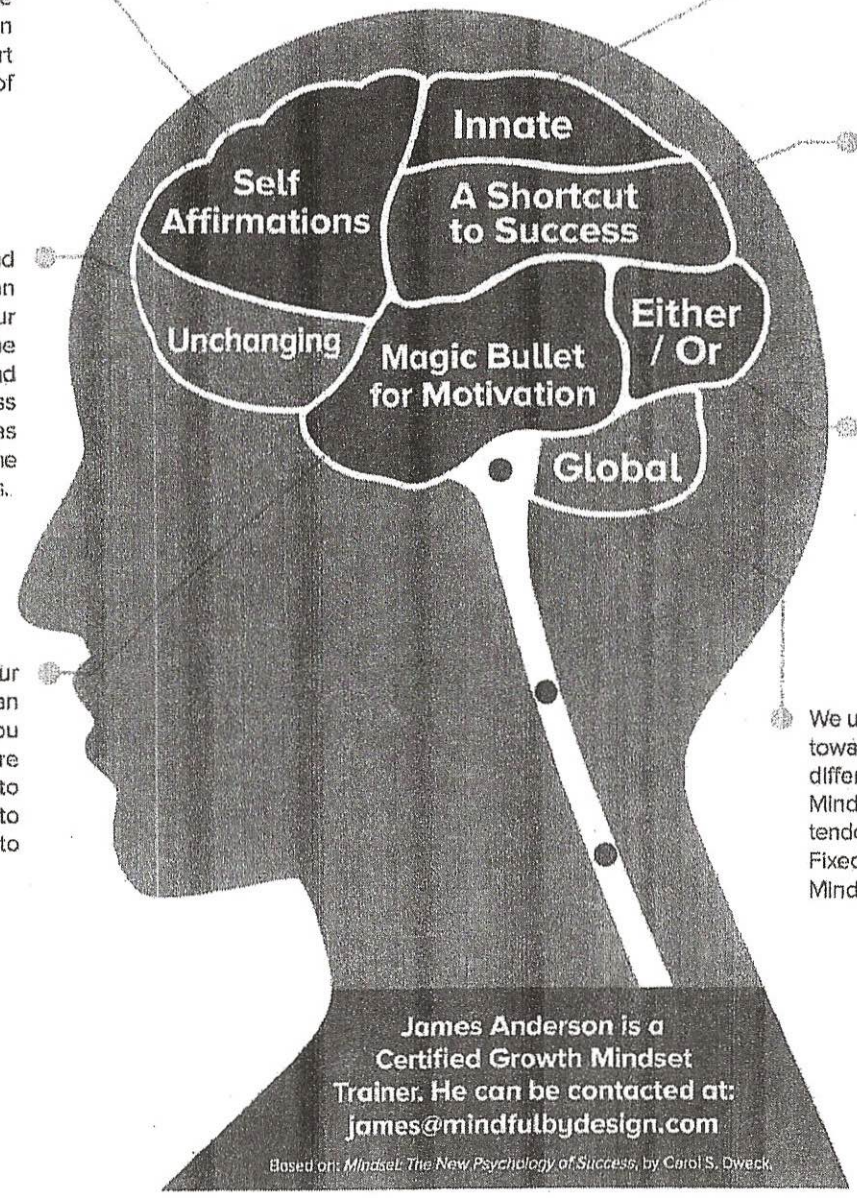
MISUNDERSTANDINGS ABOUT MINDSETS

BY JAMES ANDERSON

A Growth Mindset is not the same as self-esteem or positive affirmations. It is about an understanding that the right sort of effort leads to real growth of our most basic abilities.

Whatever Mindset we find ourselves with today , we can change it. Ways we change our Mindset include studying the nature of abilities, learning and experiencing the real process that leads to success, as well as listening for, and re-framing, the Fixed Mindset messages around us.

Knowing you can extend your abilities - a Growth Mindset - can be motivating, especially if you previously thought they were fixed. However, you also need to see those abilities as relevant to your goals in order to want to develop them.



Our Mindset is not an innate part of who we are. We are not born with a certain Mindset. We develop our Mindset through our experiences, including the messages we receive from others.

Developing a Growth Mindset is just the first step. You will still have to do the actual hard work of engaging in effective practice, to see the growth and development. Just having a Growth Mindset doesn't make you smarter - it just opens the door to getting smarter!

No one has a completely Fixed or Growth Mindset. It is probably more accurate to talk about the degree to which a person holds a Fixed or growth Mindset about abilities. When it comes down to it, we all have a Mixed Mindset to varying degrees.

We usually don't have the same Mindset towards all abilities. We often approach different types of abilities with different Mindsets. Although we may have a tendency to be predominantly more Fixed or Growth-oriented, your actual Mindset is likely to vary by domain.

James Anderson is a Certified Growth Mindset Trainer. He can be contacted at: james@mindfulbydesign.com

Based on: *Mindset: The New Psychology of Success*, by Carol S. Dweck

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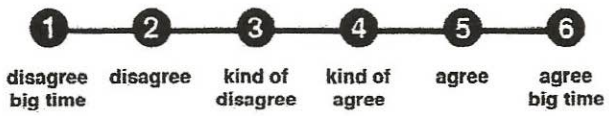
MINDSET CHECK UP

Take a minute or two to answer these questions. There are no right or wrong answers here. Just circle the button that you think works best for you!

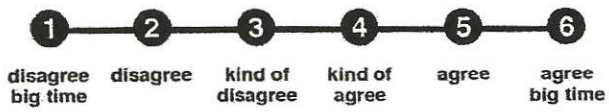
PART #1

CIRCLE THE BUTTON THAT YOU THINK BEST FITS!

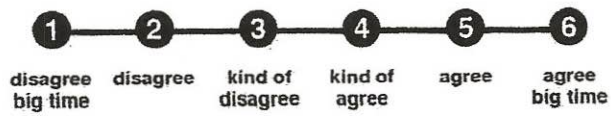
1. You can always change your talent a good amount, no matter how much you have.



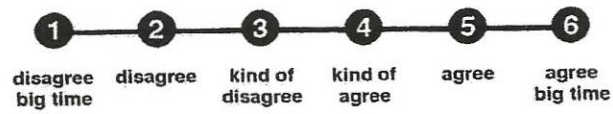
2. I like work the best when it makes me think hard.



3. I like doing things that I'll learn from even if I make a lot of errors.



4. When something is hard, it makes me want to spend more time on it, not less.



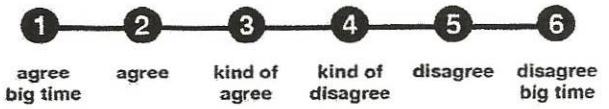
PART #1 TOTAL _____

PART #2

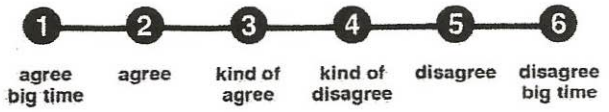
NOTICE WE CHANGED THE SCORING FOR THIS PART. READ CAREFULLY :)

5. You can always learn things, but you can't really change how smart you are.

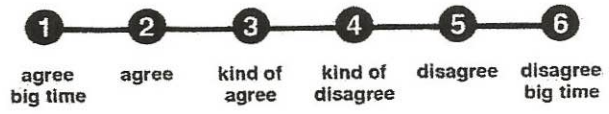
6. I like work the best when I can do well without putting a lot of effort in.



7. I like doing work that I can do perfectly almost all of the time.



8. When I have to put extra work in it makes me feel like I'm not as good as my peers.



PART #2 TOTAL _____

(NOW ADD THE TWO PARTS TOGETHER!)

GRAND TOTAL

MINDSET CHECK UP

YOUR SCORE _____

WHAT IT MEANS

8-16
You firmly believe that your talents, skills, and abilities are set traits. These things can't be changed very much. If you can't perform really well and look good on a test or project you would rather just not do it. You think that smart and talented people don't have to work very hard to be good.

17-24
You think that your skills and intelligence probably don't change much. You like situations where you perform well, are less likely to make mistakes, and don't have to put in too much effort. You believe that learning and getting better at things should be relatively easy.

25-32
You're not too sure whether or not you can change your skills and intelligence. Your grades and performances are important to you and so is learning. You're not the biggest fan of putting in too much effort though.

33-40
You believe that you can develop your skills and intelligence. You really care about learning and don't mind having to put in some effort to make it happen. Performing well matters to you but you think that learning is actually more important than always scoring well and looking good.

41-48
You totally believe that you can grow and improve your skills and intelligence. You love challenges and know that the best way to learn is by working really hard. You don't mind making mistakes or looking bad in order to get better.

DID YOU KNOW...
That your mindset can change and develop. If you don't like where you're at right now, it's totally fine - you can change it!

9.

Name: _____ Date: _____ Period: _____

What is a "growth mindset"?

BEFORE we get started, please take a guess.... What do you think a growth mindset could mean?

People are BORN smart. Both Equally People BECOME smart.

O----------O----------O

I think _____ because _____

_____.

Growth

Definition:

Mindset

Definition:

GROWTH MINDSET	FIXED MINDSET

My effort and attitude determine everything.	When I am frustrated, I give up.
I don't like being challenged.	When I fail, I learn, and can do better next time.
I can learn anything I put my mind to learning.	When I fail, I tell myself it's because I am not smart.

Growth Mindset: What is it?

In your own words, please describe the "growth mindset" below:

In my opinion, the growth mindset is ____

____.

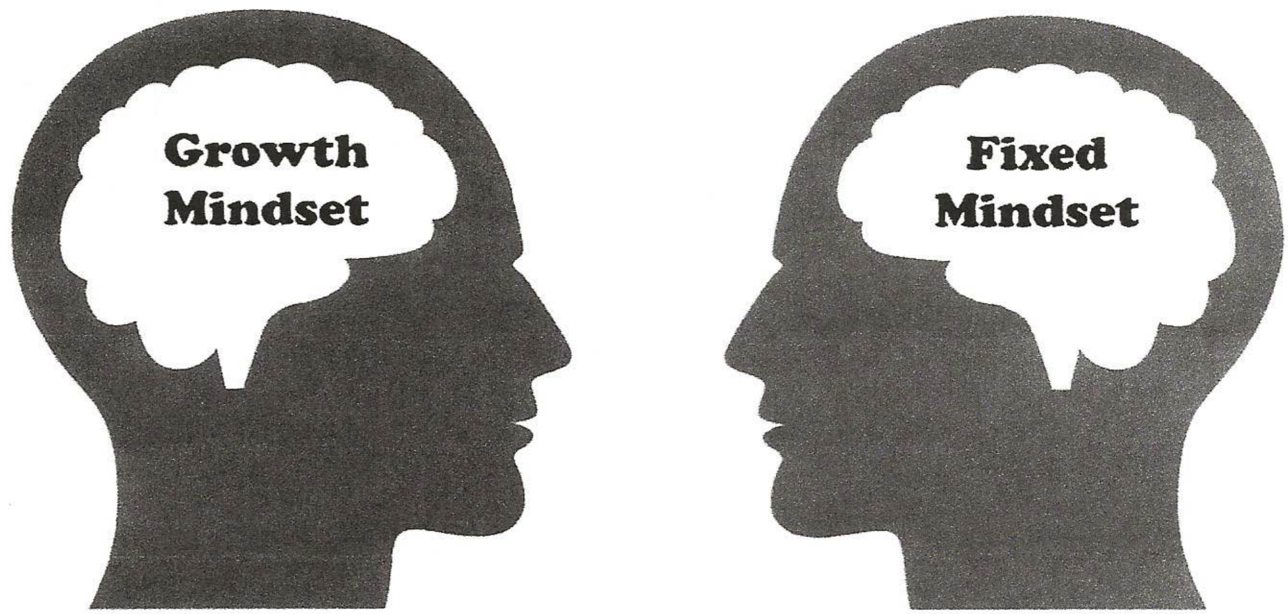
After the lesson, did your opinions change about this scale? What do you think now?

People are BORN smart.	Both Equally	People BECOME smart.
O-----------------	---------O---------	-----------------O

I think ____________________________ because ____________________________

____.

What Kind of Mindset Do You Have?



Growth Mindset

I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.

Fixed Mindset

I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

Mindset Activities for Students and Adults

There are many activities and exercises you can try to get yourself or your children or students into more of a growth mindset. Try one of the four activities listed below and see if any of them work for your child, your class, or even yourself!

Crumpled Reminder Activity

This activity from the Project for Education Research that Scales' (PERTS) official Mindset Kit will guide children through a lesson on the importance of failing and how we can use failure as an opportunity. It should only take about 15 to 20 minutes.

If you'd like to give this activity a try, follow these steps:

1. Ask students to write about a mistake they made this week and how it made them feel.
2. Give each student a fresh piece of paper, ask them to crumple it up and throw it at the board with the feelings they have when they make a mistake.
3. Ask them to retrieve the paper, un-crumple it, and color each line with different colors.
4. Ask students what they think those lines represent. Explain that the lines represent all the synaptic activity (or brain activity, for younger children) that happens when a mistake is made.
5. Ask students to keep the paper and stick it into a notebook or folder to look at when they make a mistake. This physical reminder prompts students to use mistakes to strengthen their brain every time they open their notebook.
6. OPTIONAL – Lead a discussion on mistakes using questions from the Classroom Discussion activity (below) to further students' understanding about the value of mistakes.

Classroom Discussion Activity

You can use this to complement the first activity or on its own—either way, it will teach kids a valuable lesson about failure.

Introduce the activity by saying you are going to talk about why mistakes are good, and how you can learn from them. Lead a discussion on mistakes, starting with the following questions:

1. How do you feel when you make a mistake? Why?
2. How do you think other people see you when you make a mistake?
3. Have you ever discovered something new from making a mistake?
4. Have you ever felt proud of making a mistake?
5. Has a mistake ever made you think more deeply about a problem? (With this question, you can start off with a non-academic situation, then apply the lesson to school.)

If you'd like to learn more about this activity, visit PERTS' website **here**.

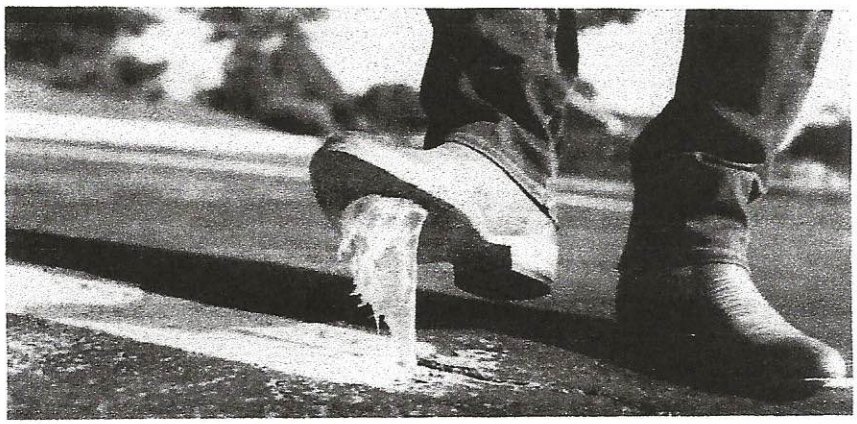
Mistake Game

This exercise from Barbara on the Mindset Kit website is a perfect way for students to get comfortable learning about, making, and keeping an eye out for mistakes.

Begin by assigning students a set of math problems. Each student must complete them individually.

Once each student has finished their set, put the students into small groups (four or five students per group) and assign each group one of the problems to present to the class. The group members should share their individual solutions with the group, then collectively they can choose a solution to share with the class on the whiteboard.

However, there's a catch—they must make at least one intentional mistake in their solution! The group can choose a mistake made by one of their own members or come up with a new mistake, but there must be at least one mistake present.



When each group has settled on a solution with at least one mistake, the groups will present their solution to the class one at a time. While they present, the class must listen to their process and keep their eyes peeled for the mistake(s). When they believe they've found a mistake, they have to phrase it in the form of a question (e.g., "Why did you do it that way?" or "Can you explain how you did that part?").

This process of sharing and openly discussing mistakes can help diminish the stigma on making errors. It also encourages students to ask thoughtful questions and to be comfortable talking about their own mistakes.

MindShift How we will learn.

KQED News

20 Strategies for Motivating Reluctant Learners

By Katrina Schwartz

Kathy Perez has decades of experience as a classroom educator, with training in special education and teaching English language learners. She also has a dynamic style. Sitting through her workshop presentation was like being a student in her classroom. She presents on how to make the classroom engaging and motivating to all students, even the most reluctant learners, while modeling for her audience exactly how she would do it. The experience is a bit jarring because it's so different from the lectures that dominate big education conferences, but it's also refreshing and way more fun.

Perez says when students are engaged, predicting answers, talking with one another and sharing with the class in ways that follow safe routines and practices, they not only achieve more but they also act out less. And everyone, including the teacher, has more fun.

"If we don't have their attention, what's the point?" Perez asked an audience at a ***Learning and the Brain conference*** on mindsets.

She's a big proponent of brain breaks and getting kids moving around frequently during the day. She reminded educators that most kids' attention spans are about as long in minutes as their age. So a third-grader can concentrate for about eight minutes before losing interest. It's a teacher's job to make sure there are lots of quick, effective brain breaks built into the lesson to give children a moment to recalibrate. Perez says teachers must be prepared for a diverse cross section of learners with a large toolkit of strategies for teaching in multiple modalities, with many entry points to participation and content.

PEREZ' BRAIN-BASED STRATEGIES

1. Don't Be Boring
"In our engaging classrooms, we have to have a set of procedures and routines," Perez said. But they don't have to be boring. She often has students come in and look at a list of adjectives on the board, many of which stretch her students' vocabularies. She asks them to greet two other students and use one of the adjectives to describe how they are feeling today. The activity gets them up, moving and ready to learn, plus they've used a new vocabulary word in relation to themselves, checking in with their community along the way.

2. Vote
Activate students' brains with a quick round of voting. Perez often puts three learning goals for the day up on the board and asks students to vote for the one they think is most important. All three goals are good ones and there's no wrong answer. "The reluctant learners get to look around the room and see who else thinks just like them," Perez said. This quick activity helps create curiosity among students about what each of them is thinking.

3. Set Goals
Perez is also a proponent of both teacher and students setting personal learning goals every day that are achievable, believable and measurable. "Part of reaching that goal is publicizing that goal," Perez said. Making goal-setting a regular and visible part of one's teaching practice models it for students. But it's very important to leave time for students to revisit the goal they set at the end of the day, Perez said. That opportunity to reflect will help them see and value what they did during the day, as well as where they may have fallen short of the goal.

4. Form Groups
Perez constantly asks her students (in this case a group of educators) to break off to share with one another, brainstorm or collaborate, and she always sets a time limit for the conversation, like 72 seconds. "In my classroom I use bizarre time limits and then they think I'm actually watching the clock and they get to it," Perez said. She finds this promotes more time on task than a generic five-minute time limit, which students know is just as likely to stretch into eight minutes.

5. Quick Writes
Often Perez will throw out a question and ask students to quickly brainstorm on paper as many answers as they can. Then she'll do a "popcorn share" where students stand up whenever they want and throw out an idea. This could be an alternative to something like "round-robin reading," which can put reluctant learners in the hot seat. In this case, Perez sets her students up for success by giving them time to brainstorm first — the answers are right in front of them. This strategy has the added value of forcing students to listen closely to their peers, since they don't know who will pop up next.

6. Focus on the ABCs: Acceptance, Belonging and Community
"Without this set of ABCs, traditional ABCs will not be as successful," Perez said. She's aware of the rush to cover content in many schools and classrooms, but says teaching is not about what is covered today, it's

about what is uncovered in students. "Don't be so standards-driven that you forget the needs of your students," she said.

7. Continually change the "state" of the classroom
These are changes in who is providing the information, who is doing the talking. Perez likes to say for every 10 minutes of content, teachers need to give students two minutes of "chew time."

8. Empathize
Keep in mind the students' perspective and listen when they explain what they need to learn. Take Ned's Great Eight to heart.

NED's GREAT EIGHT (**How Youth Learn: Ned's GR8 8**)

- I feel OK
- It matters
- It's active
- It stretches me
- I have a coach
- I have to use it
- I think back on it
- I plan my next steps

https://www.youtube.com/watch?v=p_BskcXTqpM

9. Do a BRAIN checklist

- Build a safe environment
- Recognize diversity in the classroom
- Assessment must be formative, authentic and ongoing
- Instructional strategies should be a palette of opportunities
- New models

"We've got to be growing and open to new ideas," Perez said. "That's why teaching is such an adventure. Each day you walk into the classroom, you never know what you're going to get."

10. Simplify
Perez suggests framing every lesson in a similar format, but executing it differently each time. First activate the learners by making them curious and developing a need-to-know. Then, let them dig into the content in an exploratory phase that takes them deeply into rich content. Last, help scaffold students' broader understanding by helping them integrate it with what they already know. Some metacognitive questions that can get them thinking this way include: What part of the lesson did you like the best? What part was the most difficult for you? Why do you think that was? What do you think you can do today to help yourself stay focused?

"If we don't give our kids time to reflect, to connect, to marinate on the information, they're going to regurgitate what's right there in front of them without even thinking," Perez said. Reflection and rehearsal of what was learned is crucial to move information from working memory into long-term memory.

11. Chunk Information
Make information more easily digestible for students. "We need to be more purposeful in our delivery of information," Perez said. Too often teachers deliver an entire lesson without letting students move or

discuss once. Kids will give up if they are overloaded with facts, and chunking provides a way to pause and let students think over what they've learned. Breaks to assimilate information are crucial for mastery.

"Lesson mastery means students have mastered the content when they do something substantive with the content beyond echoing it," Perez said.

12. Props
Perez keeps a box of props for when she's teaching. She often throws something to a child when it's his turn to talk so he has something to focus on. She says this works particularly well for kids with attention problems, as well as for the tactile learners.

13. Breaks
Short video clips can be a great brain break. A great clip can be interpreted in multiple ways. "You're fostering divergent thinking," Perez said.

14. Post-Its
Post-It note discussions are a good way to get all students involved without making anyone uncomfortable by putting them on the spot. Ask an open-ended question. It could be an activator at the beginning, a marinator in the middle, or even a summarizer to test for understanding at the end of a lesson. Students jot down their answers to the prompt on Post-Its. English Language learners or special needs students could write just one word or draw something. Then students share in pairs. "Even the most reticent learner is OK sharing one-on-one." Perez said. Post all the responses on a graffiti board and pull out some trends.

15. Make Snowballs
The Snowball brain break is one of Perez' favorite ways to summarize learning at the end of a lesson (and should be done when students are on their way to recess or at the end of the day). Students write answers to a prompt on a piece of paper. On the count of three, they throw their "snowball" randomly up and away (but not at anyone). Then everyone grabs a snowball that landed near them."It's a way you can purposefully pause, have them reflect and make connections," Perez said. She uses it in all subjects, sometimes asking students to write three new vocabulary words they learned, or three successes they had in that lesson, or three questions. "Students love it and it's inclusionary because it's anonymous," Perez said. Students also get to see one another's thinking in this activity.

16. Guessing Games
When slightly boring content must be covered, create a need-to-know in students by having them predict the answers. Students are more likely to be invested in the answers when they are revealed after students themselves have had a chance to debate and predict.*

This strategy among others is meant to get students to manipulate and think about the information themselves. "If the teacher does all the interacting with the material, the teacher's brain, not the students' brains, will grow," Perez said. That's why Perez advocates that teachers have a large toolkit of approaches to get students thinking, speaking, writing, touching, building, listening and, most importantly, doing something with the content.

17. Balanced Inquiry
Lectures do have a time and a place, but they are far more effective when they are interactive. Perez likes Harvey Silver's guide for an effective lecture: connect new knowledge to existing knowledge, organize the materials into chunks, dual code the information so it's stored in multiple places and exercise the brain.

"It's a matter of balance to keep the engagement alive," Perez said. She doesn't advocate that teachers always have students teach one another just because it has a high retention and transfer rate; doing all of one thing is never effective. Instead, she says, it's about a balanced use of all the inquiry approaches.

18. Mind-streaming
Mind-streaming is another fun brain break activity that also gives students a chance to recall what they've learned and teach one another. Have students randomly pair up and then each person teaches the other the most important things they've learned in that lesson. Each person will remember different things, and when there is overlap that will reinforce the concept. It's simple, effective and doesn't require any teacher preparation because students are teaching one another.

19. Be Interactive
Perez begs educators to always try to make tasks engaging and interactive by giving students enough knowledge, giving them the language to express it, giving them an authentic reason for the interaction they're engaged in, prime them with interesting questions, establish a community of learners that support each other, and give students a clear understanding of the task. If these elements are part of every class, she says, all students can be successful.

20. HOPE
The last tip Perez offered educators is to have HOPE, an acronym she uses for Have Only Positive Expectations.

Explore: Teaching Strategies, inquiry learning, student engagement, student motivation

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Comments:

Peg M -Thanks for the great tips! Before we can motivate students, we've got to motivate ourselves as educators, and this article was a much needed shot in the arm for me. As teachers, it's important to take a long, hard look in the mirror and scrutinize what we are doing in the classroom and how we are doing it. By this, but also, it's absolutely an act of self-preservation for me personally and professionally.

eLearning Hive - From start to finish a great list! Definitely inspired me to think about how I could incorporate some these ideas into my K-12 elearning projects and how I can use some of these with my kids right here at home.

Margaret - This is a great article and one that all educators can use to motivate their reluctant learners or motivate all learners. As adults we also need brain breaks as trying to listen for a long period of time can be perplexing yet we expect it from our students. Thank you for writing this article as i will be sharing it.

Sarah McD -As I learn more and more about children's education, the importance of motivation becomes more and more evident. Schwartz presentation of Kathy Perez' 'Brain-based strategies' highlights many of the motivational theories that have been shown to aid children. At its core, I think that focusing on intrinsic/self-determined motivation is the most important when thinking about children's learning. Students need to focus on autonomy and increase their interest in what they are learning. Many of the tips, that Perez provides, brings attention to the importance of intrinsically motivation such as the 'guessing game'. Making learning fun and engaging is so crucial when it comes to motivating children and grabbing their attention. It is also important to note that extrinsic motivation with external rewards and contingencies is not evident in any of Perez ideas. Ultimately, in the classroom, the goal is to understand what they are being taught. Learning requires making mistakes and learning from them. Lastly, and arguably most importantly, is the 20th strategy: **'HOPE: Have only positive expectations.'** Teachers can completely change the lives of students and have a huge impact on the rest of their education.

Ultimately, it is important to recognize the root of these strategies and what role the psychology behind motivation plays in teaching children. This simply adds validity to Perez' ideas**. Perez presents excellent strategies that utilize the basic theories and ideas behind motivation**. Teachers should be aware of the excellent article that Schwartz wrote. I will be interested to see how perceptions of motivation continue to change in the years to come

List of Resources

"I Can Do It!: Fostering a Growth Mindset"

Compiled by: Dr. Kathy Perez
kperez@stmarys-ca.edu

Understanding Growth Mindset

- Developing a Growth Mindset (You Tube) Watch Carol Dweck speak about the power of yet versus the tyranny of now and her research on growth mindset. (Stanford,2014)
- Recognizing and Overcoming False Growth Mindset: Clarify some common misconceptions about growth mindset. "Growth Mindset: Clearing Up Some Common Confusions" from KQED's MindShift is another good read. (Edutopia, 2016)
- Carol Dweck Talks Growth Mindset: Understand how having high expectations of students and providing effective support can be a winning combination. (Edutopia, 2014)
- 5-Minute Film Festival: 5 Videos to Explore Growth Mindset: Watch this carefully curated playlist for an introduction to growth mindset. (Edutopia, 2016)
- Academic Tenacity: Mindsets and Skills that Promote Long-Term Learning: Read a report summarizing the research on non-academic factors like growth mindset, grit, and self-efficacy that allow students to work harder and smarter over time. (Bill & Melinda Gates Foundation, 2014)

Strategies for Addressing Mindsets

- Harnessing the Power of Productive Struggle: Learn how to create opportunities for students to have productive experiences with struggle. (Edutopia, 2016)
- Encouraging Students to Persist Through Challenges: Watch a video and notice the targeted strategies used by the teacher to normalize struggle within the learning process and encourage students to reflect on their thinking processes. (Teaching Channel, 2015)
- Growth Mindset: A Driving Philosophy, Not Just a Tool: Explore five growth-mindset practices that can help educators and schools pursue a growth orientation. (Edutopia, 2014)
- Positive Brains are Smarter Brains: Discover how students can exert control over influences on their emotional outlook in order to take a more positive approach to learning. (Edutopia, 2015)
- The Mindset Kit: Take a free online course to learn more about learning mindsets and activities and strategies to help students develop them. (Stanford University's PERTS)
- Growing Your Mind: Share a video with students to help them understand how struggle can help grow the brain. (Khan Academy, 2014)

Giving Better Student Feedback

- Embracing Failure: Building a Growth Mindset Through the Arts: Learn how educators at New Mexico School for the Arts in Santa Fe, New Mexico teach students how to integrate critical feedback. (Edutopia, 2016)
- Nurturing Intrinsic Motivation and Growth Mindset in Writing: Review tips from a high school English instructor about how to conduct better conferences with students; take a look at specific examples of process praise and feedback that can encourage autonomy, purpose, and choice. (Edutopia, 2014)
- Praising the Process: Watch this video of a writing workshop from a first grade classroom to see how to use process praise to encourage a growth mindset. (Teaching Channel, 2015)
- Using Praise to Enhance Student Resilience and Learning Outcomes: Explore Do's and Don'ts, FAQs, and other information about how to use feedback to alter student mindsets. (American Psychological Association)

Additional Free Resources

"Grading for Growth" Issue from *ASCD Express*

Turn grades into meaningful measures of mastery by looking for ways to amplify formative feedback, treating failures as beneficial to learning, and giving students opportunities to revise their work.

Even Geniuses Work Hard by Carol Dweck for *Educational Leadership*

We can design and present learning tasks in a way that helps students develop a growth mindset, which leads to not just short-term achievement but also long-term success.

Closing the Attitude Gap: How to Fire Up Your Students to Strive for Success Webinar by Baruti Kafele

In this thought-provoking webinar based on his book Closing the Attitude Gap, Kafele offers practical strategies and illustrative anecdotes drawn from his 20-plus years as a teacher and principal in inner-city schools.

Going for the Growth by Julia Dermody for *Educational Leadership*

It's crucial that English language learners believe their effort makes a difference in how much they learn. Here's how to foster a growth mindset.

Feedback That Feeds Forward Empowers a Growth Mindset from *ASCD Express*

Learn ways to hone teacher-directed and peer-to-peer feedback so that it is formative and encourages students to persist toward a defined goal.

Dr. Kathy Perez

Dynamic presentations that are meaningful, memorable and motivational!

Dr. Kathy Perez, an international consultant, presenter, teacher, administrator and author has worked with students from preschoolers to university graduates. Dr. Kathy is Professor Emerita at Saint Mary's College of California. She has extensive teaching experience in higher education; post-secondary education and in the classroom as a general and special educator, literacy/ESL coach, and administrative experience as a principal and curriculum/staff development coordinator.

Teachers from all levels and subject areas rave about Kathy Perez's dynamic approach to teaching. Her innovative and interactive workshops are loaded with teacher-tested materials and activities you can use immediately and share with others. Kathy provides a lively and informative day of hands-on and minds-on learning. Participants learn from an experienced and informed educator who knows first-hand the daily instructional challenges of teachers. Her enthusiasm is infectious!

Dr. Kathy has worked extensively with teachers, graduate students, administrators and parents throughout the United States, Canada, Europe, China, Qatar, Brazil, Britain, Colombia, Caribbean, Africa, New Zealand, Australia, Thailand, Hong Kong and Singapore. Her best-selling books include: *More Than 100+ Brain Friendly Tools and Strategies for Literacy!* (Corwin Press), *Co-Teaching Book of Lists: A Practical Guide for Teachers* (Jossey-Bass); *The New Inclusion: Differentiated Strategies to Engage ALL Students!* (Teacher College Press, 2013), *200+ Proven Strategies for Teaching Reading* (Solution Tree, 2016) and her latest, *The Social-Emotional Learning Toolbox* (Brookes Publishers, 2021).