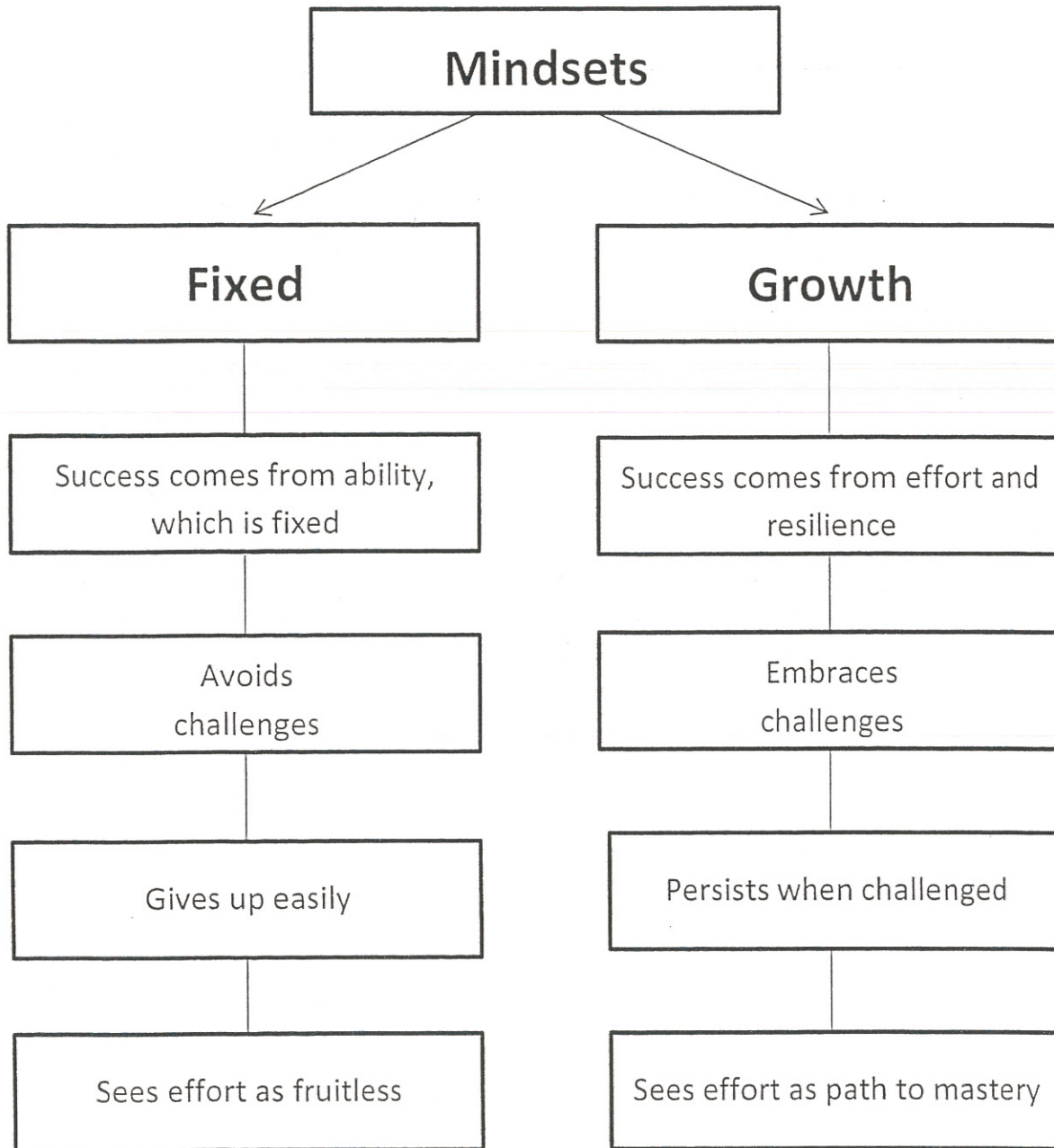


## Attributes of Fixed and Growth Mindsets



## Fixed vs. Growth Mindset

|         |                |  |   |
|---------|----------------|--|---|
| Student | Growth Mindset | Teacher may underestimate the student's capacity and willingness to work hard and may "teach down" because of the student's economic status, language, culture, and so on.   | Both teacher and student study student growth, set goals for additional progress, and look for ways to continue development. Students at all readiness levels have maximum opportunity for challenge, growth, and success.  |
|         | Fixed Mindset  | Both teacher and student accept the student's difficulties as a given, and neither exerts the effort necessary for high levels of student achievement. Both also accept good grades on grade-level material as adequate for advanced learners. | Teacher encourages and insists on student effort and growth. Over time, with evidence that effort leads to success, the student's mindset can change to a growth orientation. Students at all readiness levels have opportunity for challenge, growth, and success. |
|         |                | Fixed Mindset  | Growth Mindset  |
| Teacher |                |  |   |

- Student openness to the risk of learning begins when a teacher connects with each student and indicates a belief in that student's value and potential.
- The teacher builds community, beginning with modeling his or her respect for the possibilities of each member of the class.
- Each student must have consistent responsibilities for the successful operation of the class.
- Students learn to work with increasing independence and self-awareness as learners.
- Students need to be partners in the belief that every student in the class can and will succeed with the most essential content.
- Fairness is defined as making sure that all students get the support they need to succeed.
- Success is defined, at least in part, as student growth, which means that students compete against themselves rather than against one another.
- The teacher "teaches up"—that is, he or she establishes high expectations and differentiates to support all students in achieving high-level goals.
- The teacher uses flexible grouping practices to "audition" each student in various contexts so that students see themselves in different settings and have a wide range of opportunities to succeed.
- All students work with "respectful tasks"—that is, tasks are differentiated in response to individual students' needs, but all tasks are equally interesting, equally appealing, equally important, and equally dependent on high levels of reasoning.