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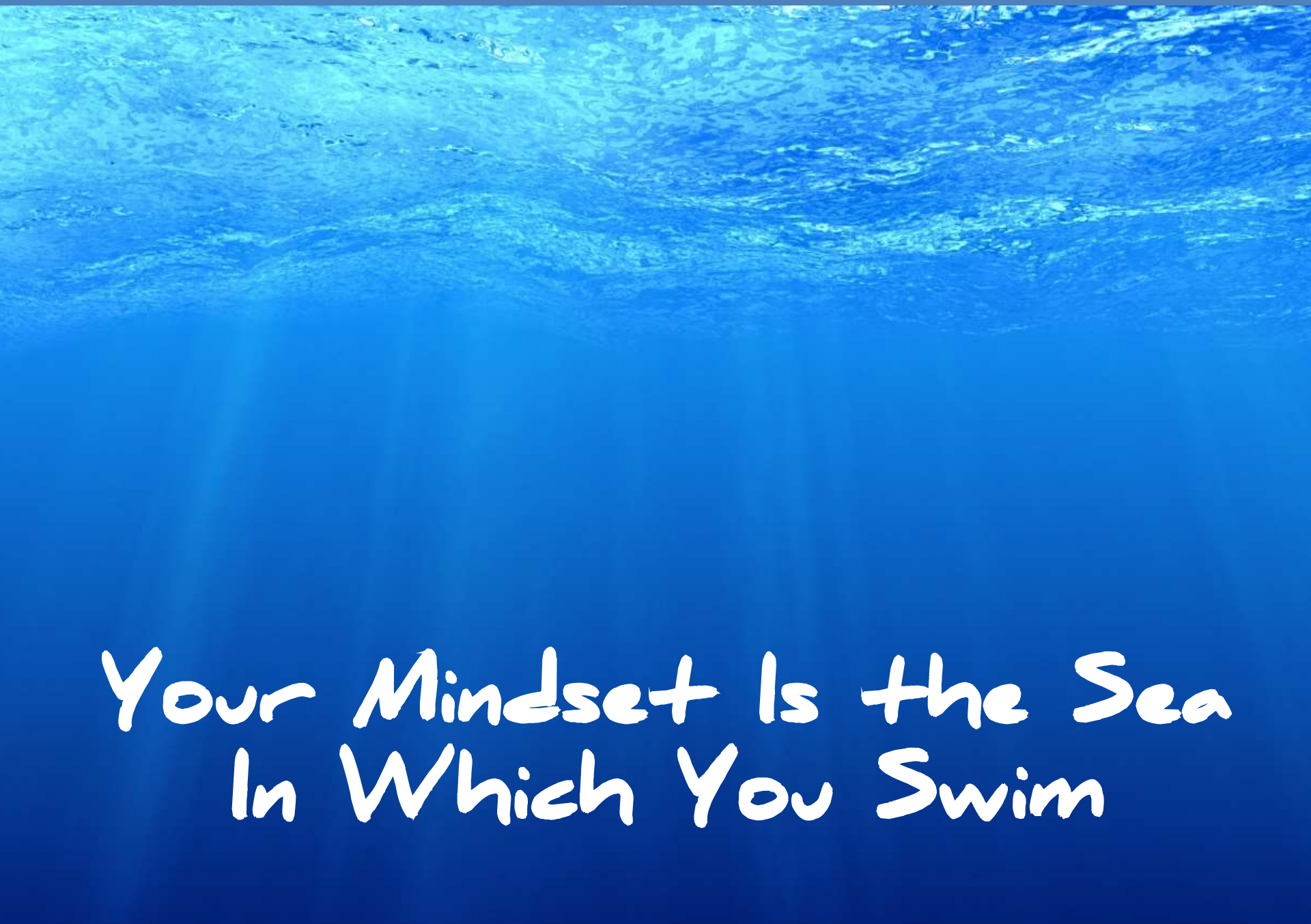
Transforming Motivation to Learn

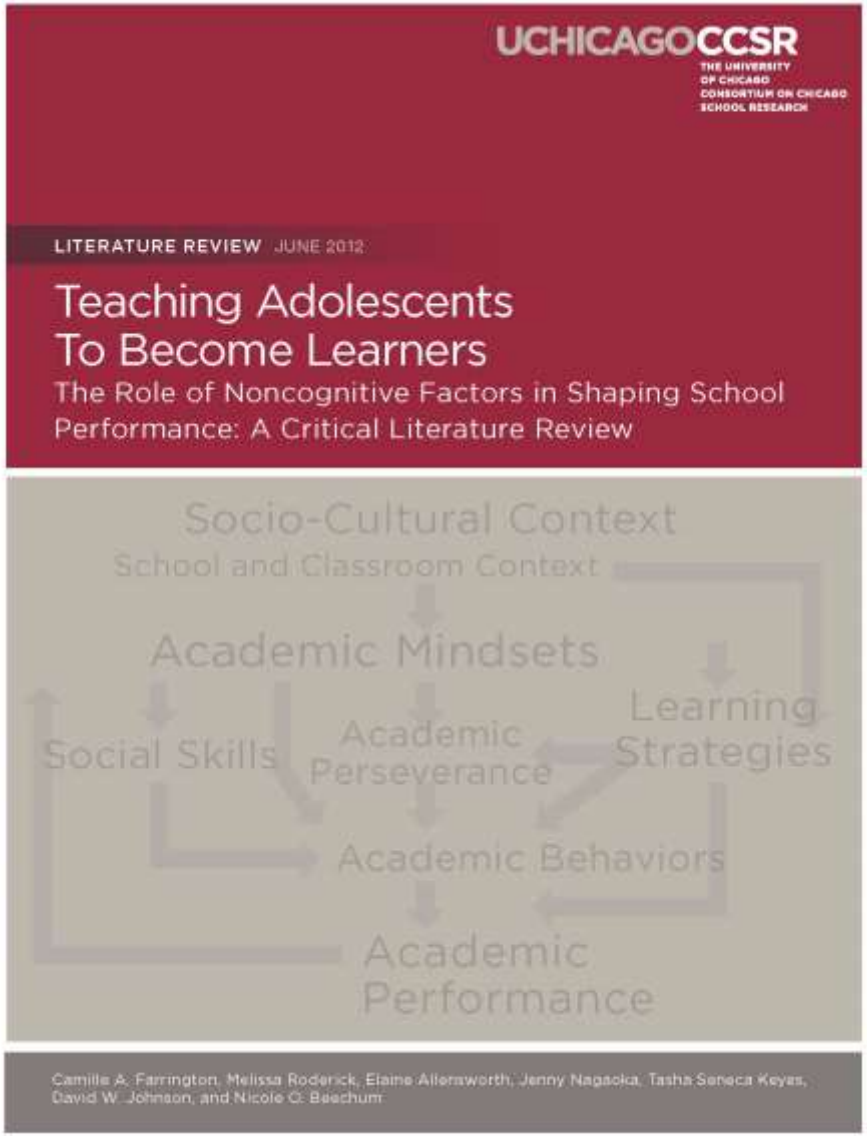
As Above, So Below

Emily Diehl


Your Mindset Is the Sea
In Which You Swim

"Children have never been very good at listening to their elders, but they have never failed to imitate them."

– James A. Baldwin



Successful people hold "academic mindsets"

Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N.O. (2012). *Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago: University of Chicago Consortium on Chicago School Research.*

Academic Mindsets

- I belong in this learning community.
- I can change my abilities through effort.
- I
- This work has value and purpose for me.

We can be more purposeful.

This is not (all) new!

"All students can learn."

Do we really believe it?

What about our . . .

Teachers?

Coaches?

Parents?

Students?

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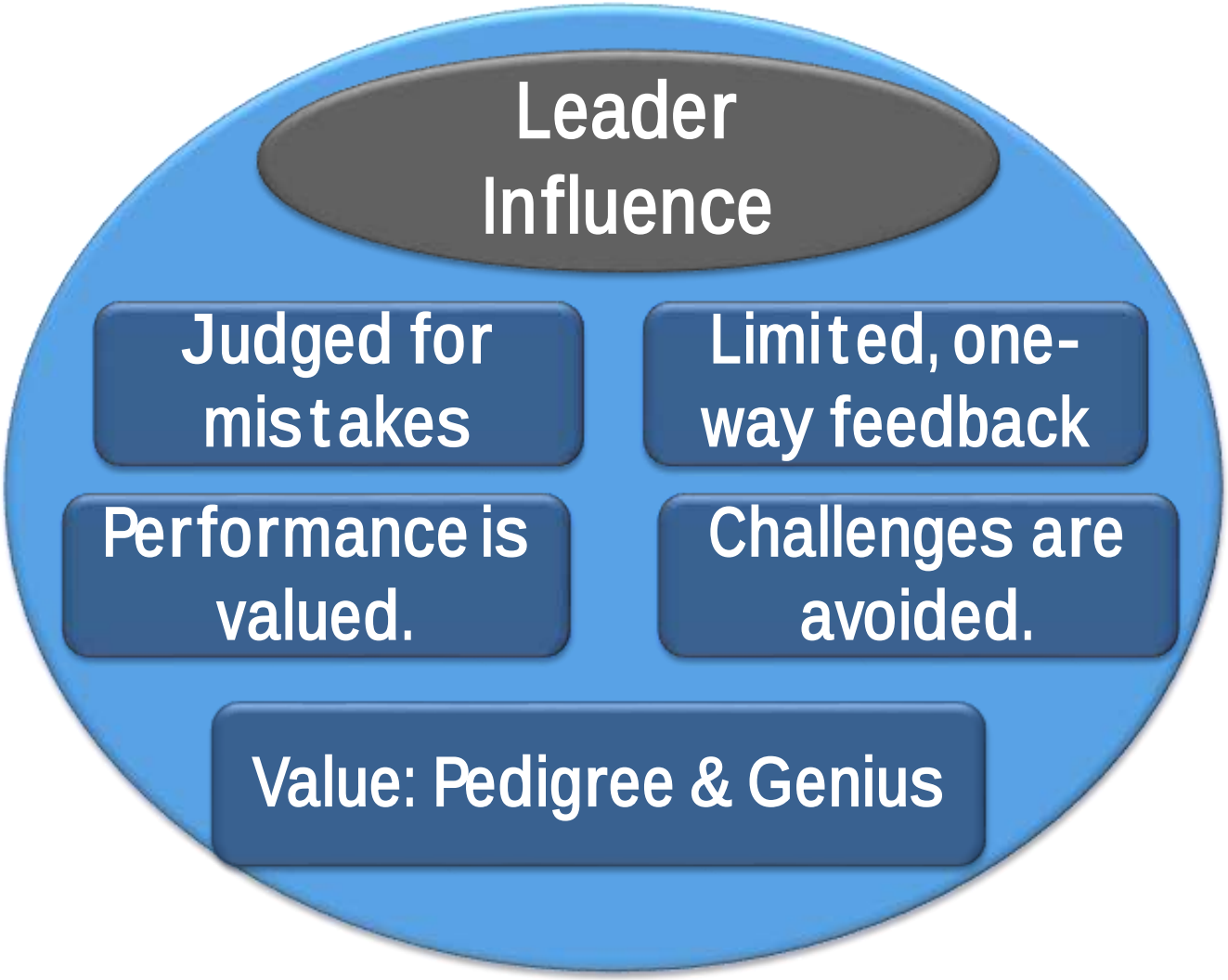
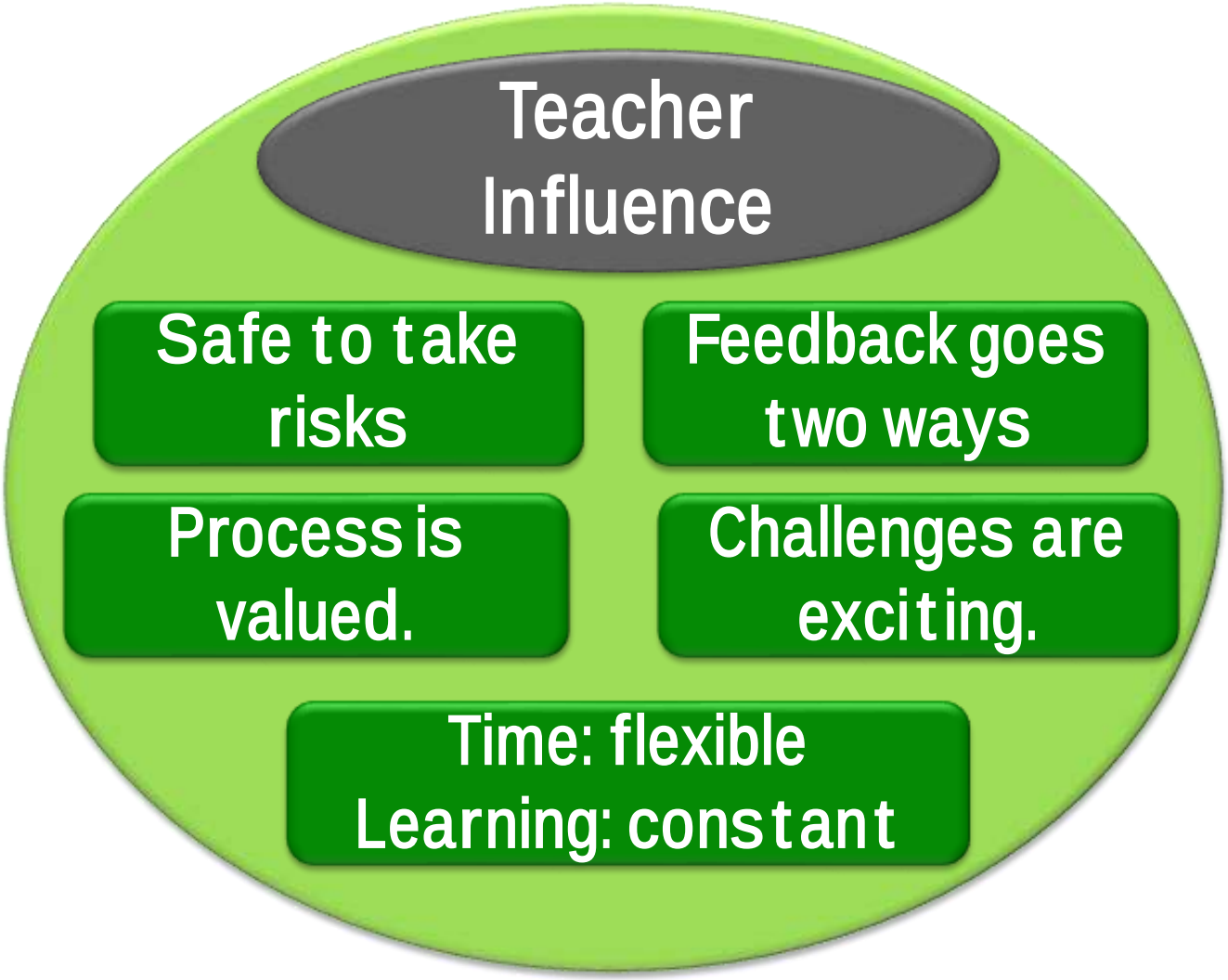
Cultivate a Growth Mindset Context

Fixed Mindset Context



Growth Mindset Context

Growth Mindset Context



The leader sets the tone

- How to handle a mistake…
- How to react to challenge…
- How to receive and ask for feedback…
- How to graciously learn from other people…
- How to ask for help…
- How to look for answers…

Aligning All Levels of the System

Many ideas grow better when transplanted into another mind than the one where they sprang up.

- Oliver Wendell Holmes

A Lollipop Moment

How many of you are completely comfortable with calling yourselves a leader? - Drew Dudley

"Real change is possible, but only by taking a truly systemic approach. There are no quick fixes."

- Fulton, 2010

Multi-tiered System of Supports (MTSS)

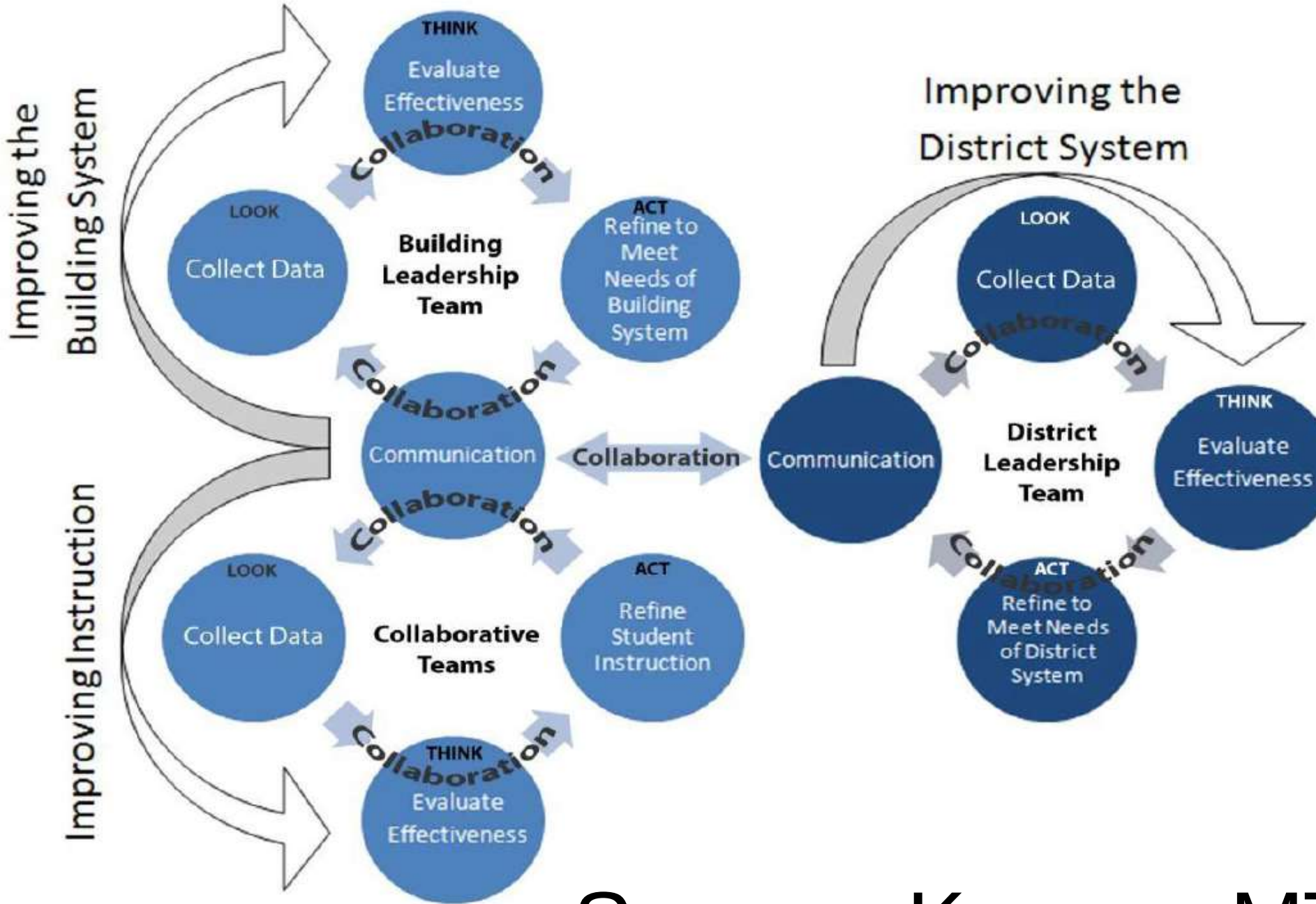
A coordinated system of supports and services is crucial for ensuring appropriate and timely attention to students' needs. The Multi-Tiered System of Supports (MTSS) model expands California's Response to Intervention and Instruction (RtI2) process by aligning all systems of high quality first instruction, support, and intervention and including structures for building, changing, and sustaining systems. In addition, assessments and progress monitoring are employed to allow for a data-based, problem-solving approach to instructional decision-making.

-CA ELA/ELD Framework, 2014 (Chapter 9, Pages 46-47)

MTSS

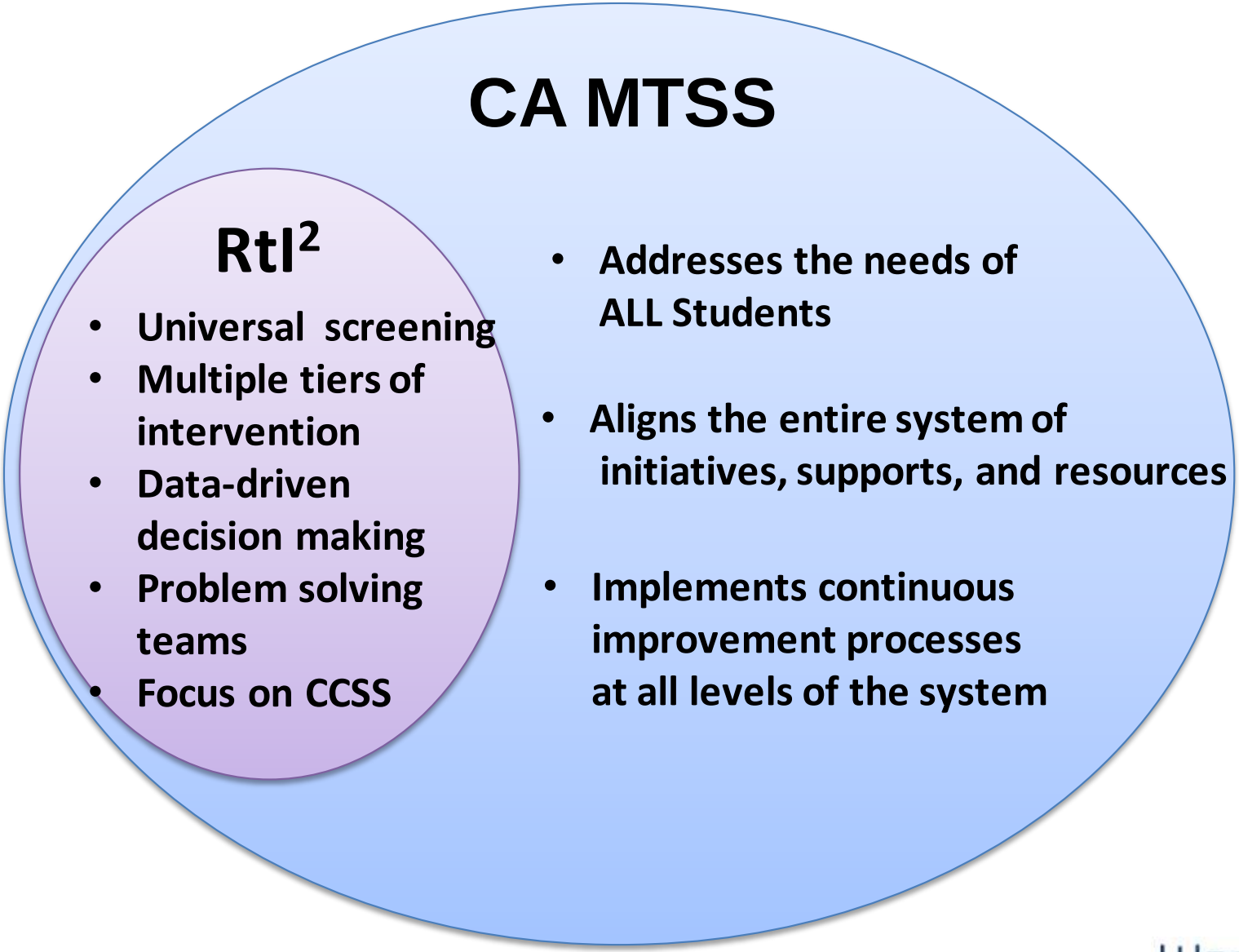

Professional Development
Curriculum
Assessment
Empowering Culture
Leadership
Instruction
FEW
SOME
ALL

Self-Correcting Feedback Loop

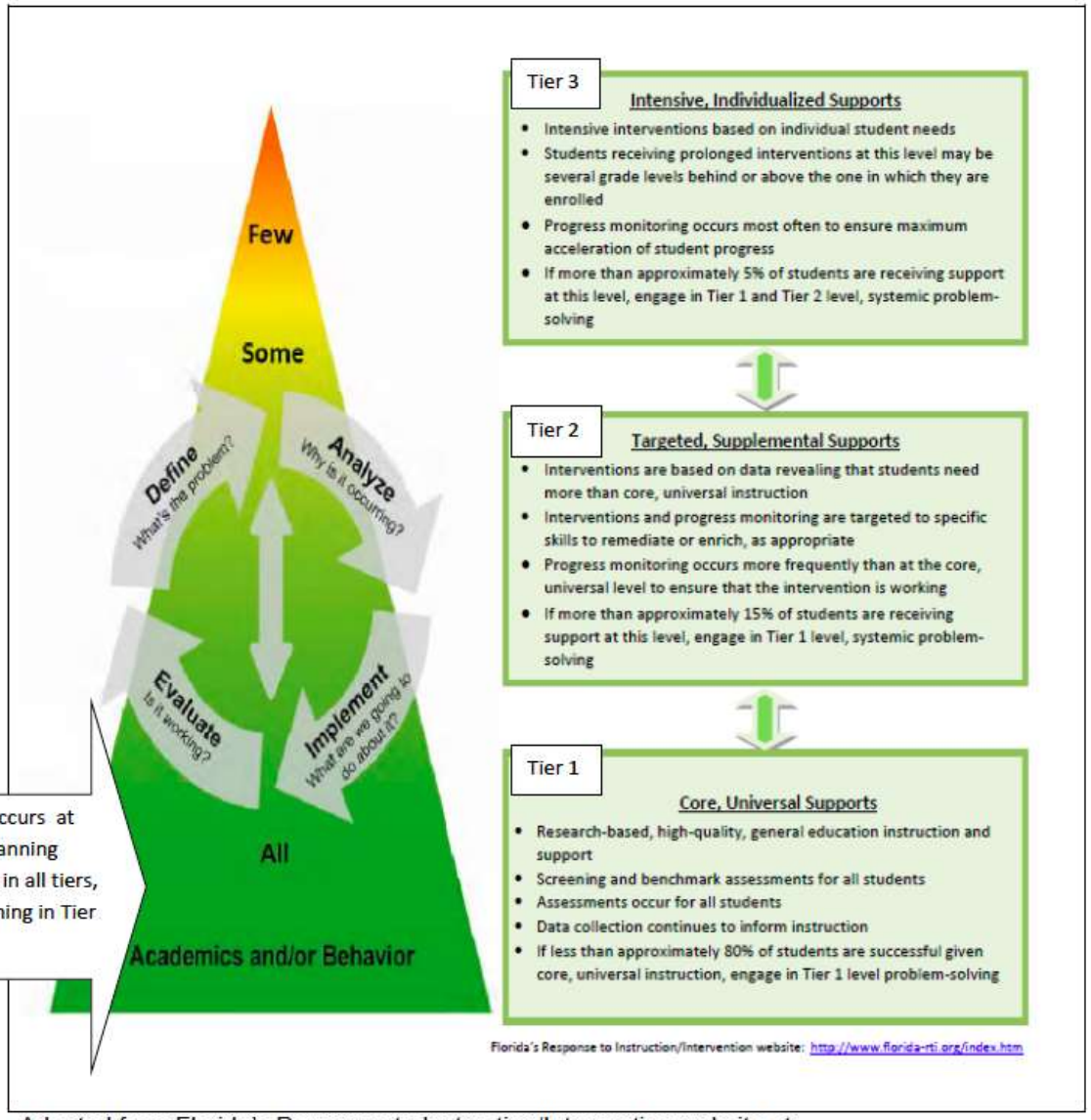


Source: Kansas MT

Essential Concepts



RTI2



Adapted from Florida's Response to Instruction/Intervention website at http://www.florida-rti.org/index.htm.

WestEd

Bringing MTSS to CA Schools

The implementation of MTSS will
"require all school staff
to change the way
in which they have
traditionally worked"
across all school settings

(Castillo et. al. 2010)

Implementing the Common Core State Standards

"The CCSS addresses the deep challenges of inequality of opportunity between different students exposed to radically unequal opportunities when it comes to the material they study and the quality of instruction they have received."

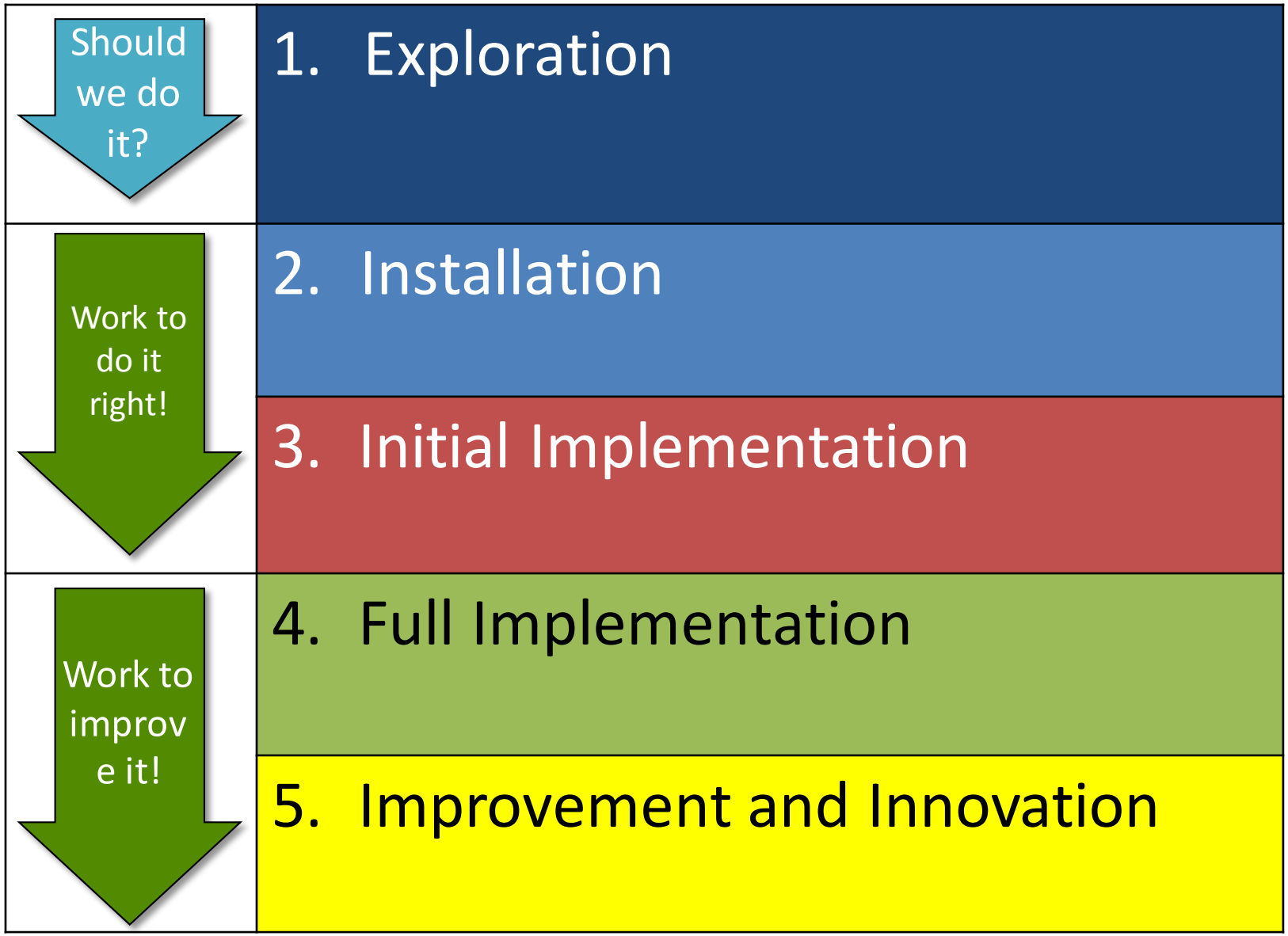
- D. Coleman, 2011

Implementing the CA CCSS Through MTSS

- Embrace and address the diverse needs of ALL students
- Develop and implement high-quality curricula aligned with initiatives, resources and supports
- Some students will need additional support and interventions

Stages of Implementation

https://www.mydigitalchalkboard.org/



Stages of Implementation

- Making decisions regarding commitment to adopting the program and practices
- Supporting successful implementation
- Selection of a representative implementation team to
  - Establish vision and goals
  - Identify the scale of needs
  - Anticipate allocation of resources
  - Create a professional development plan

Stages of Implementation

- Set up infrastructure
- Establish leadership teams and data systems
- Conduct an audit
- Develop a plan
- Implement professional development plan

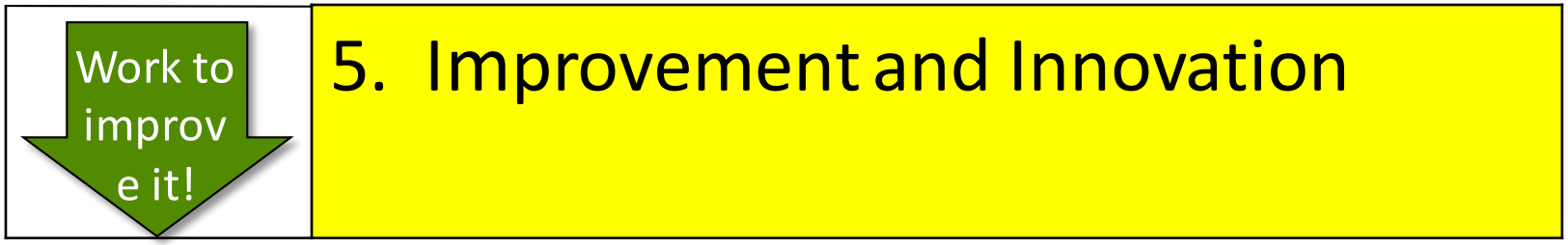
Stages of Implementation

- Try out the practices
- Work out details
- Learn and improve
- Ongoing collection and analysis of progress data to
  - Determine the benefits to students
  - Refine supports, systems, and policies
- Analyze performance evaluation data to provide ongoing coaching and teacher supports

Stages of Implementation

- All MTSS elements are in place
- Ongoing communication to staff members and the community
- Performance data is continuously analyzed
- Ongoing training and coaching is provided
- Expand the program and practices to other locations, individuals, and times

Stages of Implementation



- Increase the efficient use of resources
- Improve outcomes for students
- Success requires that staff members continually analyze data

What Will It Take?

How Will You Commit?

Leading MTSS with a growth mindset

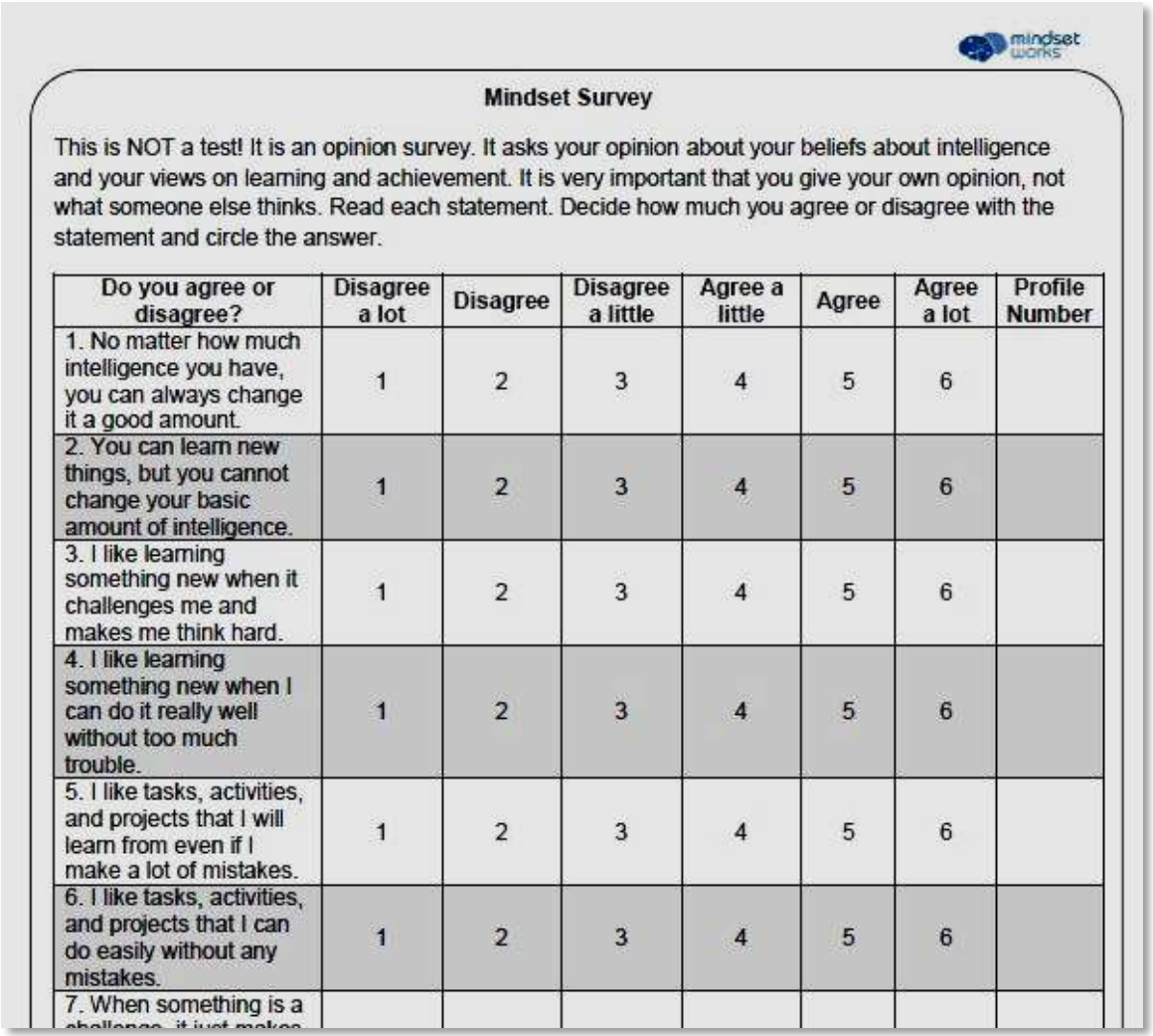
Moves for Leaders

1. Begin with Adults
2. Identify changes in school practices (fixed to growth)
3. Teach students the malleable mind
4. Include parents

Begin with the Adults

- Mindset Reflections
- Sharing of learning (book studies, articles, videos etc)
- Coaching and feedback
- Re-framing

What's My Mindset?



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Mindset Survey

This is NOT a test! It is an opinion survey. It asks your opinion about your beliefs about intelligence and your views on learning and achievement. It is very important that you give your own opinion, not what someone else thinks. Read each statement. Decide how much you agree or disagree with the statement and circle the answer.

Do you agree or disagree?	Disagree a lot	Disagree	Disagree a little	Agree a little	Agree	Agree a lot	Profile Number
1. No matter how much intelligence you have, you can always change it a good amount.	1	2	3	4	5	6	
2. You can learn new things, but you cannot change your basic amount of intelligence.	1	2	3	4	5	6	
3. I like learning something new when it challenges me and makes me think hard.	1	2	3	4	5	6	
4. I like learning something new when I can do it really well without too much trouble.	1	2	3	4	5	6	
5. I like tasks, activities, and projects that I will learn from even if I make a lot of mistakes.	1	2	3	4	5	6	
6. I like tasks, activities, and projects that I can do easily without any mistakes.	1	2	3	4	5	6	
7. When something is a							

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Scoring

Now add the column!

Items 1, 3, 5, 7: copy your "score" in the empty column. (r write)

Items 2, 4, 6, 8

<u>Reverse</u> your scc

1=6 **4= 3**

2=5 **5=2**

3=4 **6=1**

1. Determine your profile number for each question.

- For questions with odd numbers (1, 3, 5, 7), write the number of your answer in the right column.
- For questions with even numbers (2, 4, 6, 8), use the table below to fill in the gr right column.

If you chose this answer:	Then write this number in the gray box on the right number)
Disagree a lot (1)	6
Disagree (2)	5
Disagree a little (3)	4
Agree a little (4)	3
Agree (5)	2
Agree a lot (6)	1

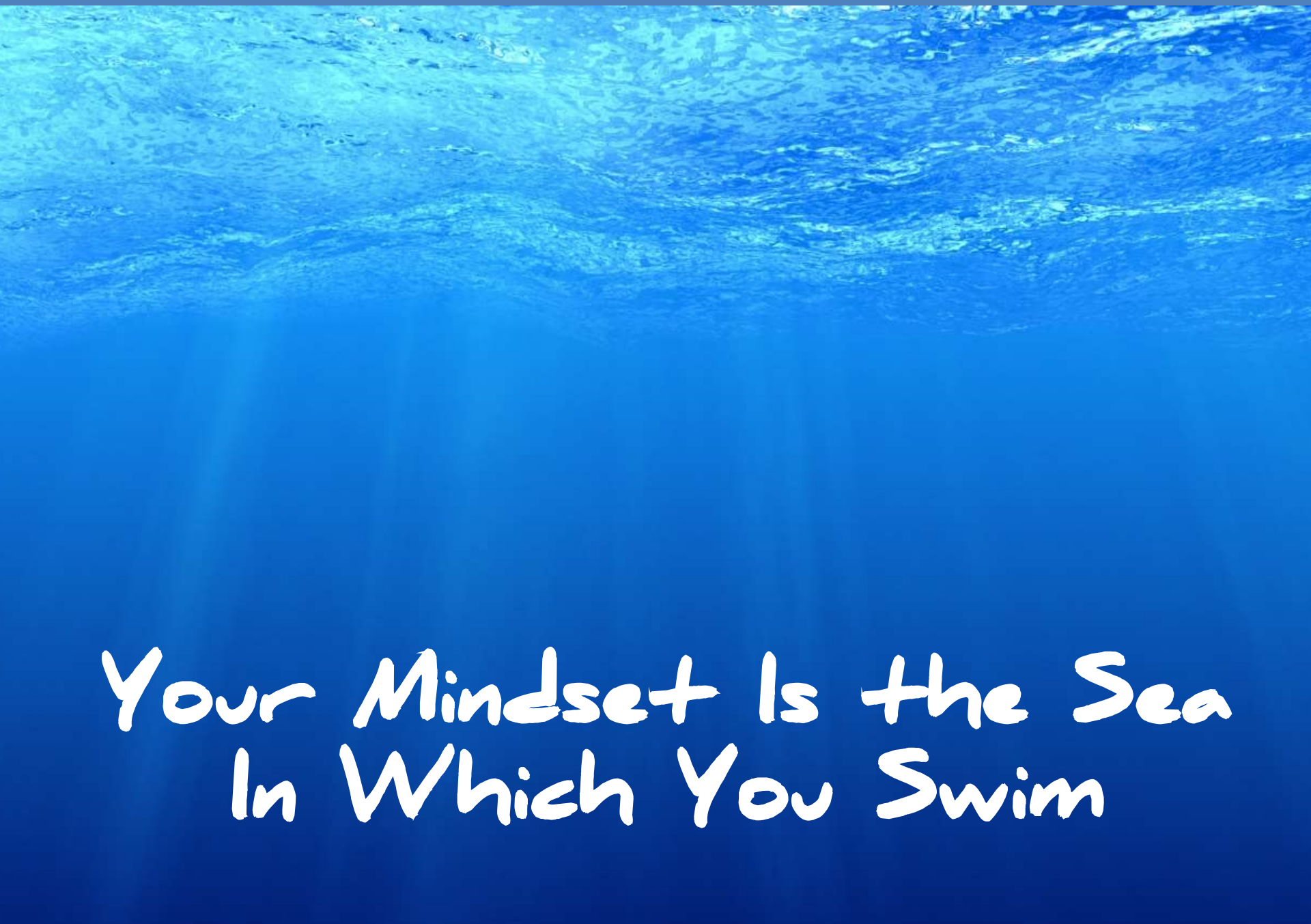
2. Add up all your Profile numbers.
Add up all the numbers in the Profile column on the right, and write the total in the last bottom right corner.

We hold both mindsets

Mindset Reflection:

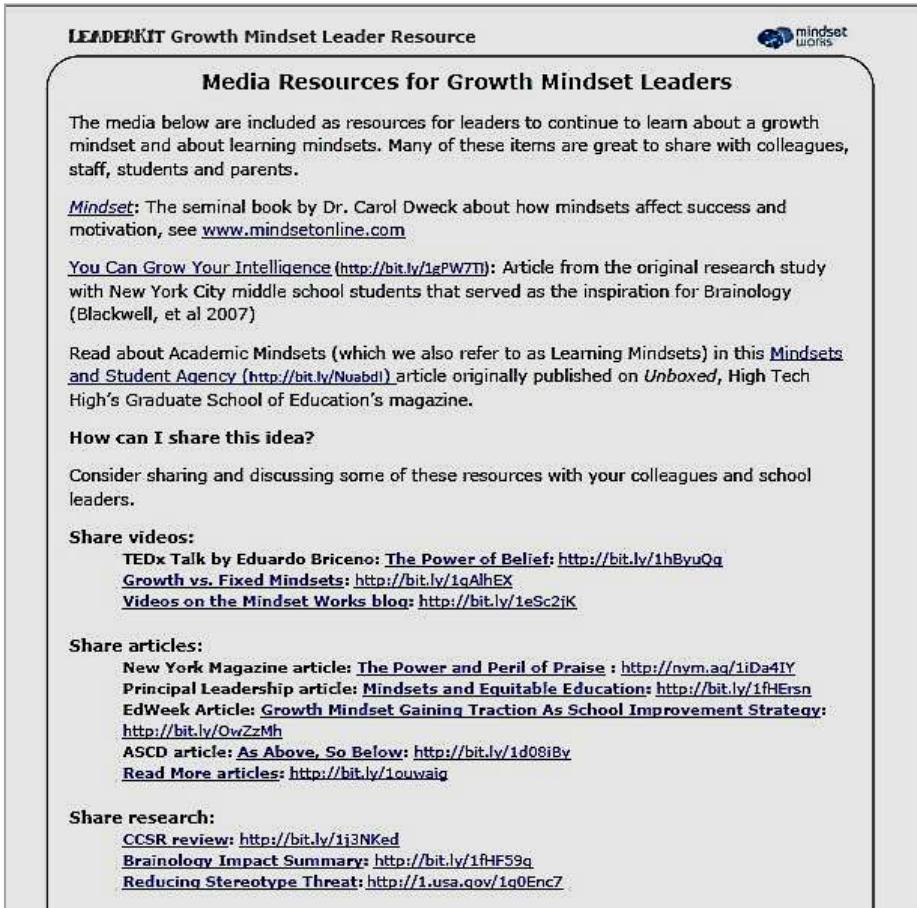
When has a fixed mindset (this is just who they are) about a colleague or a student affected your behavior toward that person?

What would a more growth minded choice (believing that the person could grow) have looked like?


Your Mindset Is the Sea
In Which You Swim

Testing the waters...

http://tiny.cc/gm4leaders



LEADERKIT Growth Mindset Leader Resource

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Media Resources for Growth Mindset Leaders

The media below are included as resources for leaders to continue to learn about a growth mindset and about learning mindsets. Many of these items are great to share with colleagues, staff, students and parents.

Mindset: The seminal book by Dr. Carol Dweck about how mindsets affect success and motivation, see www.mindsetonline.com

You Can Grow Your Intelligence (http://bit.ly/1gPW7TI): Article from the original research study with New York City middle school students that served as the inspiration for Brainology (Blackwell, et al 2007)

Read about Academic Mindsets (which we also refer to as Learning Mindsets) in this Mindsets and Student Agency (http://bit.ly/NuabdI) article originally published on *Unboxed*, High Tech High's Graduate School of Education's magazine.

How can I share this idea?

Consider sharing and discussing some of these resources with your colleagues and school leaders.

Share videos:

- **TEDx Talk by Eduardo Briceno: The Power of Belief:** http://bit.ly/1hByuQg
- **Growth vs. Fixed Mindsets:** http://bit.ly/1qAlhEX
- **Videos on the Mindset Works blog:** http://bit.ly/1eSc2jK

Share articles:

- **New York Magazine article: The Power and Peril of Praise :** http://nym.ag/1iDa4IY
- **Principal Leadership article: Mindsets and Equitable Education:** http://bit.ly/1fHErsn
- **EdWeek Article: Growth Mindset Gaining Traction As School Improvement Strategy:** http://bit.ly/OwZzMh
- **ASCD article: As Above, So Below:** http://bit.ly/1d08iBv
- **Read More articles:** http://bit.ly/1ouwaig

Share research:

- **CCSR review:** http://bit.ly/1j3NKed
- **Brainology Impact Summary:** http://bit.ly/1fHF59q
- **Reducing Stereotype Threat:** http://1.usa.gov/1q0Enc7

Coaching and Feedback


"Where is
your growth
mindset?"

"Yes, it's hard. I get it. But other people have done hard things like this and you can learn to as well. I have confidence that you will grow from this experience. I'm also excited to hear about what you learn so that I can learn from you too."

Culture of Efficacy

Am I safe?

Am I being judged?

Do people believe in me?

Do I belong?

Can I do this?

Do I want to?

Your attention is the most valuable thing in the room.

Growth mindset ways to challenge, praise, and encourage learners

When people succeed with little effort	When people succeed as a result of effort	When students face disappointment or failure
➢"It's great that you have that down. Now we need to find something a bit more challenging so you can grow."	➢"I am so proud of the effort you put forth in order to get this result...(have a successful event, teach a new course, complete a project, etc)."	➢"OK, so you didn't do as well as you wanted to. Let's look at this as an opportunity to learn.
➢"It looks like your skills weren't really challenged by this assignment. Sorry for wasting your time!"	➢"Congratulations--you really used great strategies for leading, managing your time, collaborating, etc."	➢"This failure does not define you, what you learn from this failure will say the most about you."
		➢"Even though you haven't gotten there yet, the effort you put in will really pay off the next time."

Growth Mindset Temperature Check

Pre-Conference

How can you integrate learning strategies into challenging content areas?

When you create a challenge, how do you present that challenge to students?

What does a growth mindset look like in your classroom?

How do you practice a growth mindset with your students?

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Feedback or Post-Conference

When you present challenging work, acknowledge that you are asking students to step out of their comfort zone and that mistakes are not only expected but useful (because we can learn from them).

Feedback or Post-Conference

Provide students with written feedback without a score attached to it so that they feel like they can make changes to improve. Try to make your feedback specific and targeted. (For example: “Your analysis sentence needs to be connected to your evidence.” vs. “This is not logical.”)

Feedback or Post-Conference

Remember to share specific strategies for learning, such as connecting new information to old, using multiple senses for learning something, engaging actively through questioning and quizzing yourself, and using mnemonics.

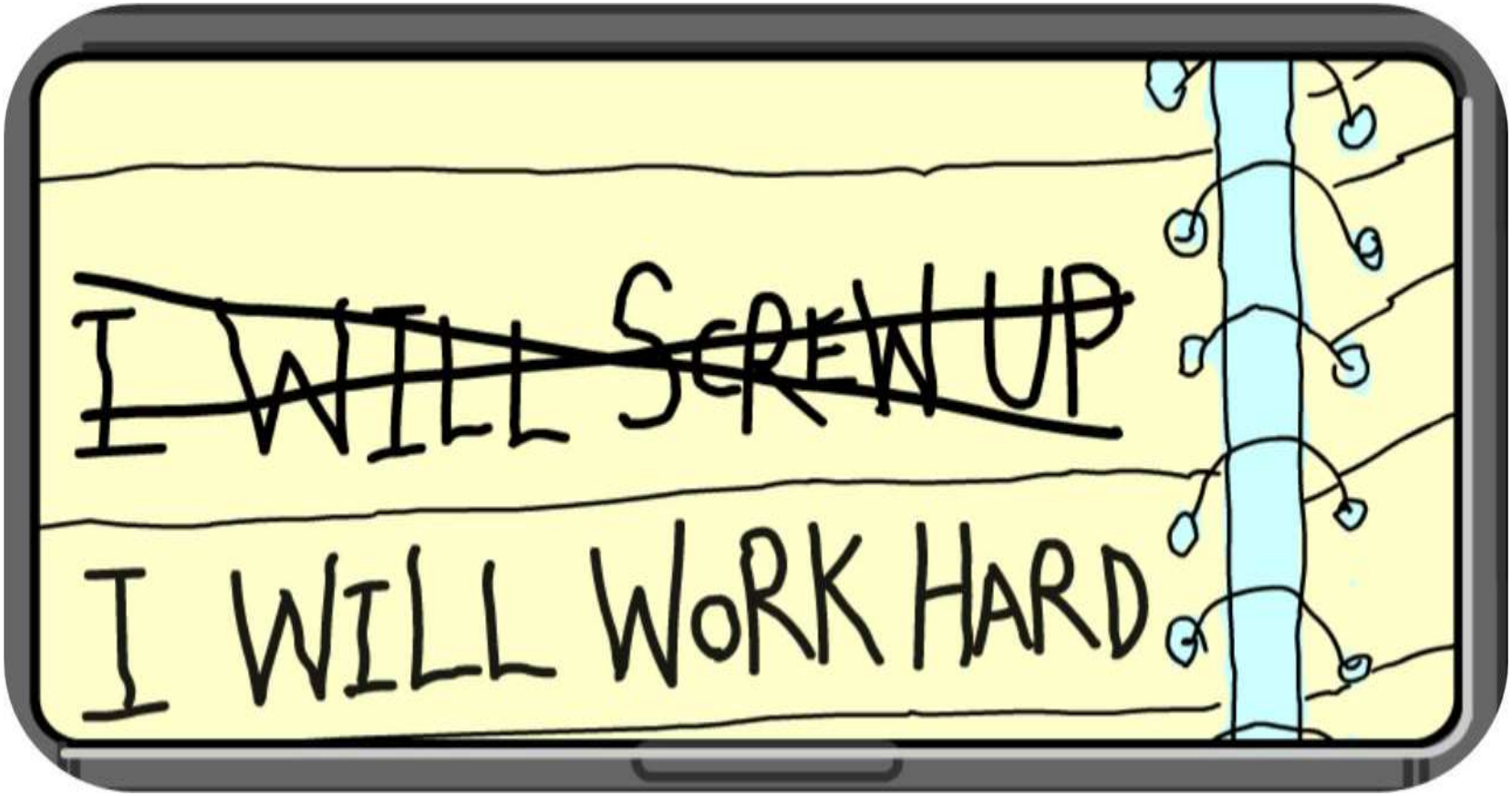
Feedback or Post-Conference

Design assessments to measure mastery of a standard or objective, not mere completion of a task or percentage correct on an arbitrary set of items.

Feedback or Post-Conference

Commend students for pro-social behavior—which can include accepting challenges, staying on task, persisting, improving, and being resourceful, as well as volunteering, helping others, and being kind.

Re-framing



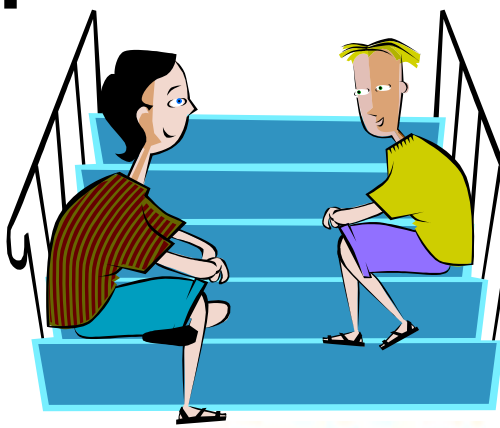
Cultivating Mindsets
Growth Minded Conversations

Student to Student

Teacher to Student

Educator to Educator

Educator to Family



What would you say?

"That is just not my teaching style."

"Those kids aren't going to college."

"We have seen the pendulum swing before…"

"Her brother is the same way – this is just how it is."

"It's not fair to the other kids."

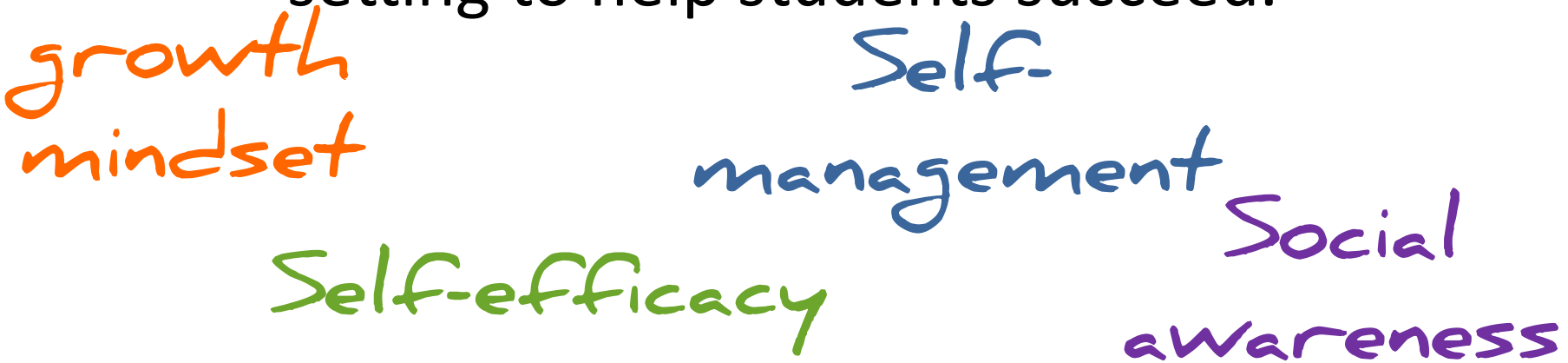
"That will never happen here."

MESH skills

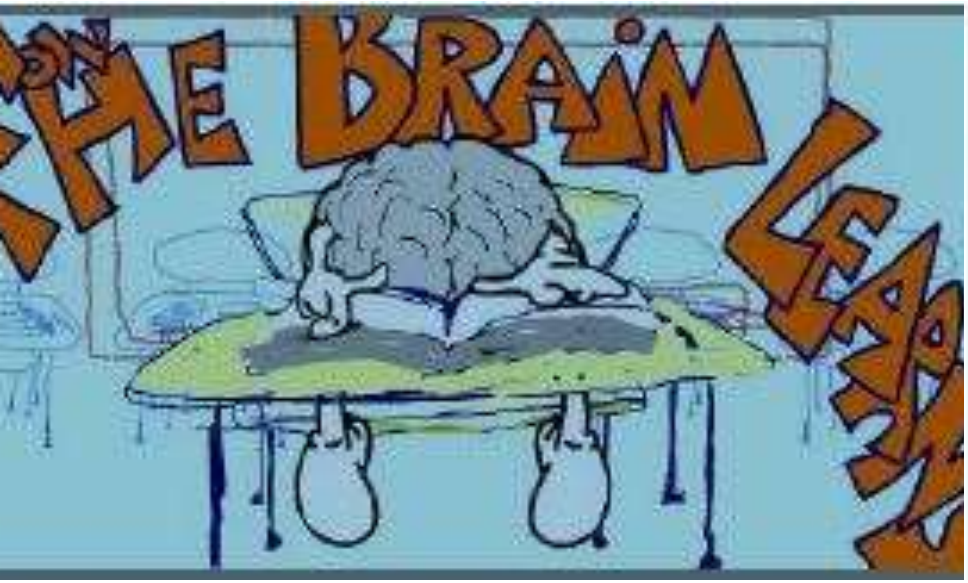
MESH skills

Mindsets, Essential Skills, and Habits

Key competencies that can be taught in a school setting to help students succeed.



Learning or Performing?



growth mindset

Self-efficacy

Self-management

Social awareness

Discussion

What is an example of how we can move more classroom time from performing to learning?

- http://www.youtube.com/watch?v=fTs0naklQJY

Growth Mindset
Math Task Framework

I. Open-ness
II. Different ways of “seeing”
III. Multiple entry points
IV. Multiple paths/strategies
V. Clear learning goals and opportunities for feedback

STANFORD
UNIVERSITY

Dr. Jo Boaler, math professor at Stanford University

Good Readers Are Made, Not Born

Literacy through the Lens of Mindsets

• Skills:	Short-term reading outcomes:	Fixed Mindset meaning:	Growth Mindset meaning:
• Limited vocabulary	• Frequent confusion; difficulty making meaning	• *I don't understand; it must be too hard for me.*	*There are lots of words I don't know; I can learn them and I'll get better.*
• Limited word recognition, fluency, and automaticity	• Reading is slow and effortful	• *I'm slow; I'm not good at this; I'm not smart; I don't want to do this.*	*This is challenging; I need to take my time so I can learn & understand it. If I keep at it, I can learn a lot*
• Limited comprehension	• Misunderstandings and errors	• *I'm messing up; I can't do this well; I look stupid; I don't want to do it!*	*I have a lot to learn; I want to get better at it.*
Coping Behaviors:		➢ Avoidance/giving up ➢ Withdrawal of effort ➢ "Faking it"	➢ Persistence ➢ Increasing effort/strategies ➢ Help-seeking
Long-term Outcomes:		➢ Stagnating skills ➢ Feeling of failure & helplessness ➢ Reinforcement of FM	➢ Increasing skills ➢ Feeling of success & mastery ➢ Reinforcement of GM

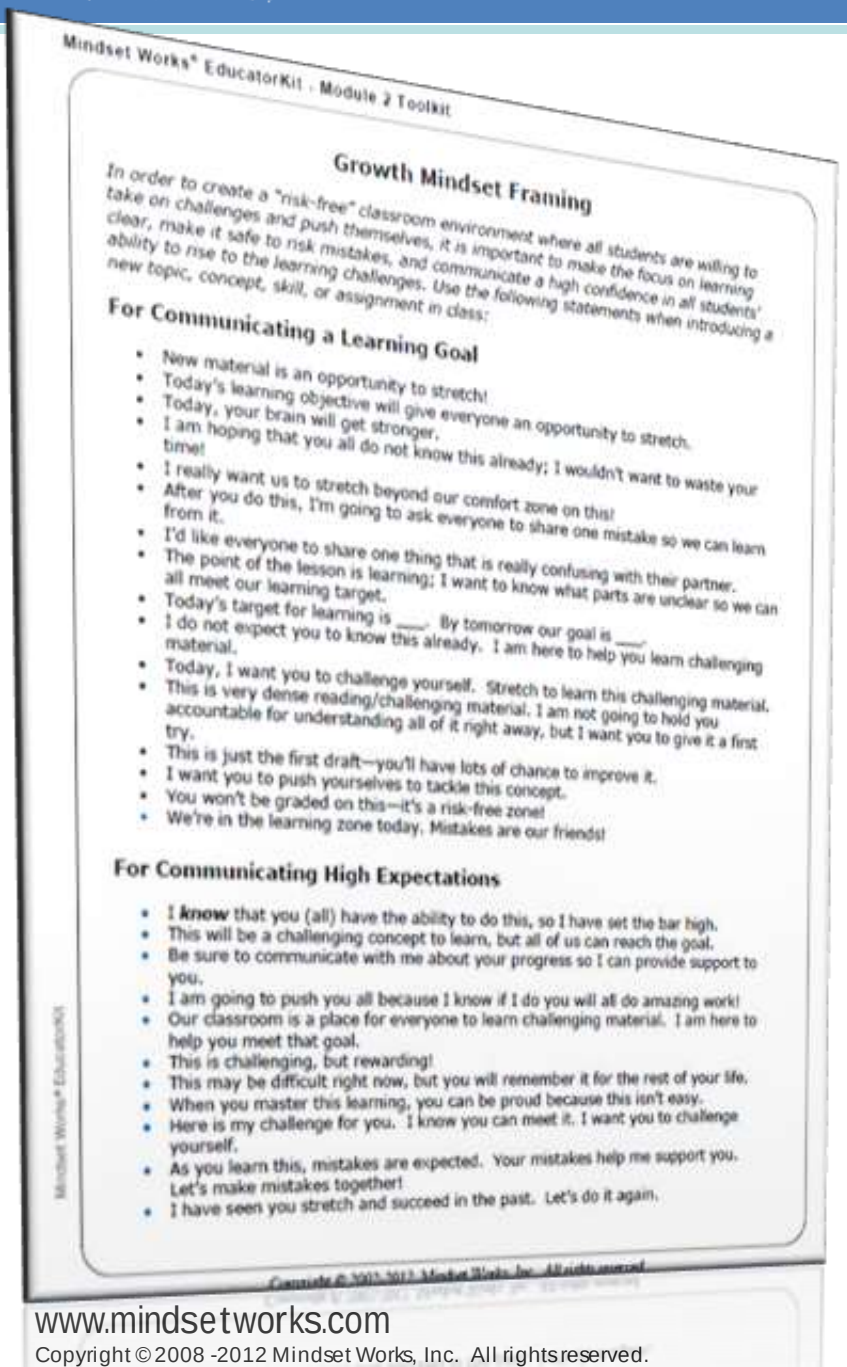
Growth Mindset Literacy Task Framework

I. Risk-free time period for thinking, discovery, and practice

II. Modeling of Metacognition

III. Clear learning goals and opportunities for feedback

IV. Explicit , Purposeful Language Support



Mindset Works® EducatorKit - Module 2 Toolkit

Growth Mindset Framing

In order to create a "risk-free" classroom environment where all students are willing to take on challenges and push themselves, it is important to make the focus on learning clear, make it safe to risk mistakes, and communicate a high confidence in all students' ability to rise to the learning challenges. Use the following statements when introducing a new topic, concept, skill, or assignment in class:

For Communicating a Learning Goal

- New material is an opportunity to stretch!
- Today's learning objective will give everyone an opportunity to stretch.
- Today, your brain will get stronger.
- I am hoping that you all do not know this already; I wouldn't want to waste your time!
- I really want us to stretch beyond our comfort zone on this!
- After you do this, I'm going to ask everyone to share one mistake so we can learn from it.
- I'd like everyone to share one thing that is really confusing with their partner.
- The point of the lesson is learning; I want to know what parts are unclear so we can all meet our learning target.
- Today's target for learning is ___. By tomorrow our goal is ___.
- I do not expect you to know this already. I am here to help you learn challenging material.
- Today, I want you to challenge yourself. Stretch to learn this challenging material.
- This is very dense reading/challenging material. I am not going to hold you accountable for understanding all of it right away, but I want you to give it a first try.
- This is just the first draft—you'll have lots of chance to improve it.
- I want you to push yourselves to tackle this concept.
- You won't be graded on this—it's a risk-free zone!
- We're in the learning zone today. Mistakes are our friends!

For Communicating High Expectations

- I **know** that you (all) have the ability to do this, so I have set the bar high.
- This will be a challenging concept to learn, but all of us can reach the goal.
- Be sure to communicate with me about your progress so I can provide support to you.
- I am going to push you all because I know if I do you will all do amazing work!
- Our classroom is a place for everyone to learn challenging material. I am here to help you meet that goal.
- This is challenging, but rewarding!
- This may be difficult right now, but you will remember it for the rest of your life.
- When you master this learning, you can be proud because this isn't easy.
- Here is my challenge for you. I know you can meet it. I want you to challenge yourself.
- As you learn this, mistakes are expected. Your mistakes help me support you. Let's make mistakes together!
- I have seen you stretch and succeed in the past. Let's do it again.

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Growth Mindset Framing Tool for communicating:

Learning Goals & High Expectations

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Self-efficacy
growth mindset
built to last
Self-management
Social awareness

Prepping for perseverance

What are some strategies for teaching students how to persevere?

Fractions: ☐ **Got it** ☐ **Not Yet**

Perseverance: *Fluid…Changing*

Outcome: Perseverance

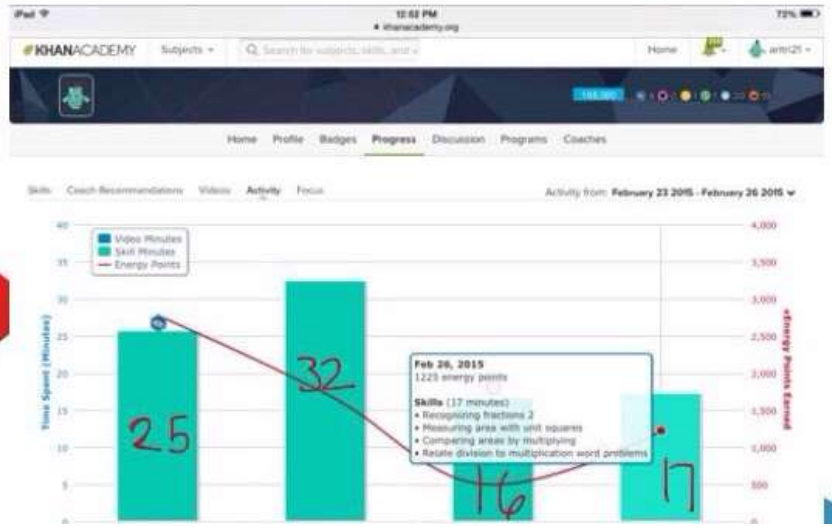
Name:

February 23 - February 27

EXPLAIN YOUR PLAN FOR COMPLETING 80 MINUTES THIS WEEK:

I don't care about the minutes anymore. I just do it for enjoyment and so it can help my neurons connect. And I did a many minutes as I could each day.

Screenshot of minutes completed for this week:



Dear Ms. Maichin,

Justin asked me to email you since I forgot to mention something in the parent-teacher conference. After not working on Khan Academy over February break, he said that he didn't want you to think he had a "fixed mindset." (I loved it when he used that term.) I explained to him today that you know he wants to learn but that you really want him to push himself to do more, as do I.

Thanks.

Jennifer

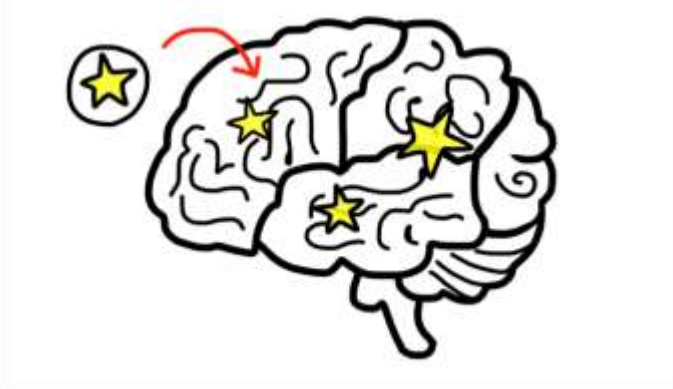
Perseverance: *Fluid...Changing*

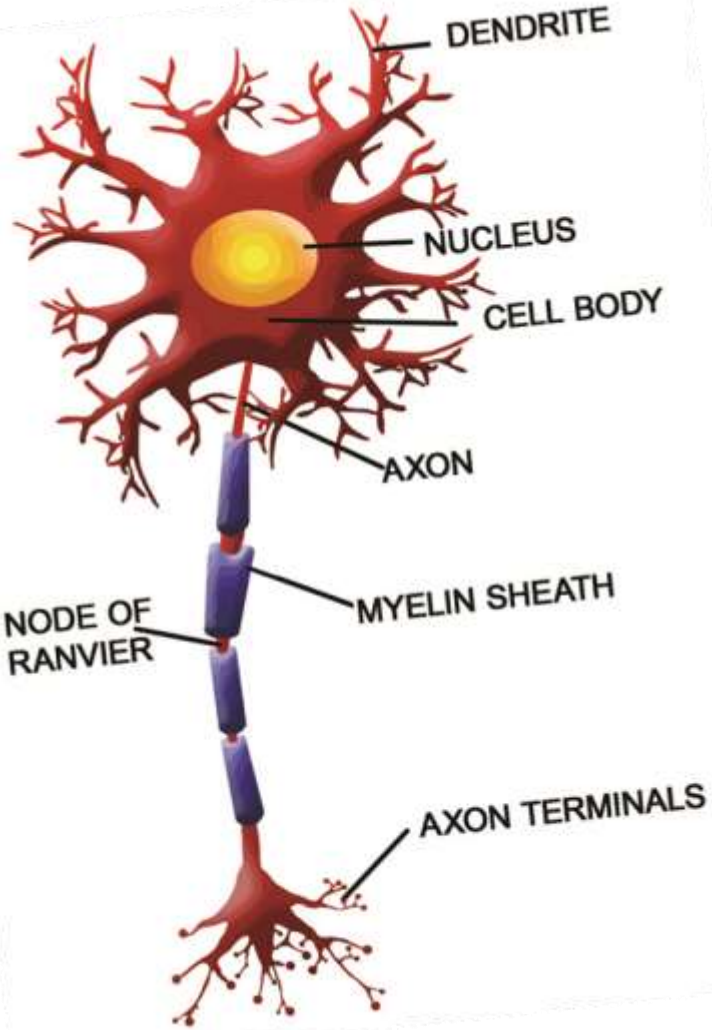
4 Things You Can Teach to Prepare Students to Persevere

1. Your Brain, Your Habits, Your Skills are Malleable
2. What is the purpose of tests (performance)?
3. How to Learn from Mistakes
4. Be Resourceful – Use Strategies

Learning about the Brain

When students learn that the brain gets stronger…literally changes with practice, it affects their motivation and ultimately, their

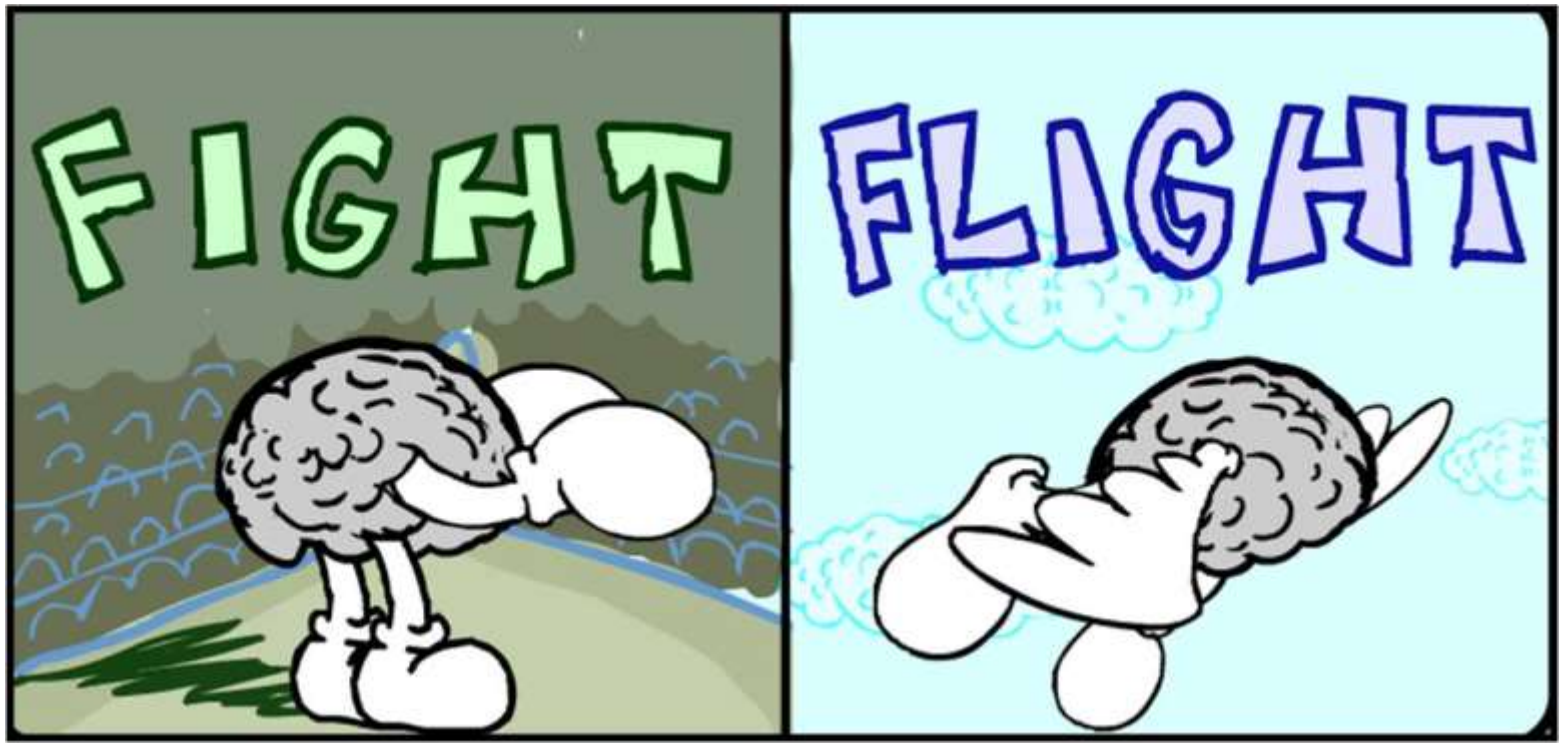




Critical Intervention: You Can Grow Your Intelligence

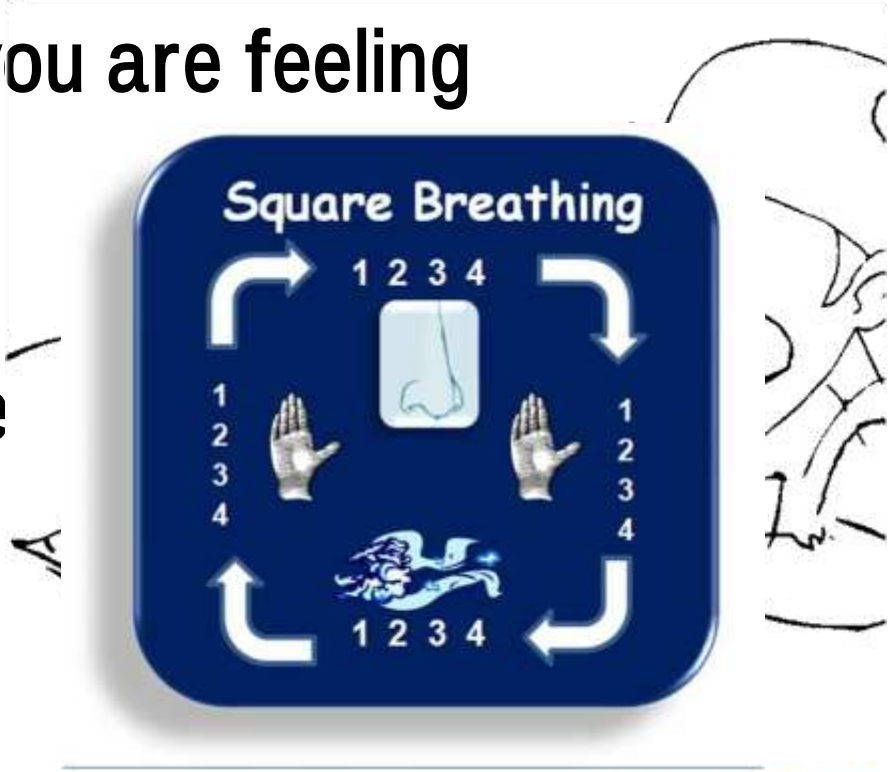
- Build Scientific Models: Pipe Cleaner Neurons
- Animations of neural networks and neuro-plasticity
- Art/drawing on a brain graphic when acquiring new knowledge or practice

Emotions and Learning



Identify Stress Symptoms

- What are your SYMPTOMS?
- Learn to NOTICE when you are feeling stressed.
- Take ACTION to manage



Talking about the test: Show what you know!

Test-taking tips and reminders about how to talk about testing.

Why do we take the test?

We take the test…

1. to show how much you are learning.
2. to show how much more growth you can make.
3. to show if you know the material that is on the test.

The test does NOT show…

- how smart you are.
- your potential.
- if you will *ever* know the material on the test.

IT IS A SNAPSHOT IN TIME!

Message: Relax , use your best effort, work hard, use your strategies, dig in!

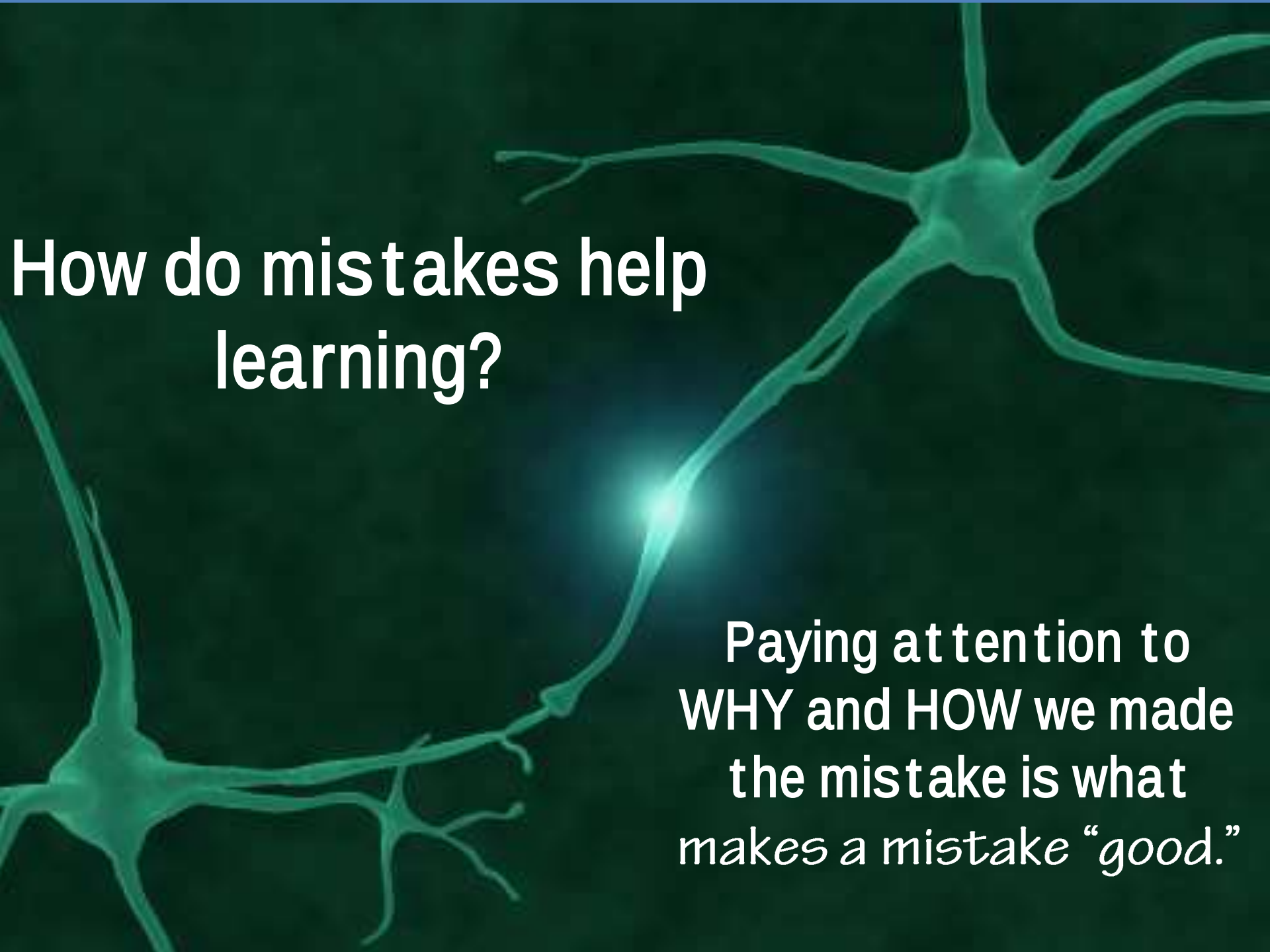
This is a great chance to dig in and find out what you know.

Then use the information when you get the results back to GROW!

Mistakes and Learning

Are you sure?

From Daniel Coyle's blog: http://thetalentcode.com/2013/12/31/how-to-make-better-mistakes/


How do mistakes help learning?
Paying attention to WHY and HOW we made the mistake is what makes a mistake "good."

Try some of these…

- **Boo Boo Party: I am so glad I made a** mistake because…
- **Pits and Cherries**
- **Failure Bows**
- "I had a learning today."

Let's Try It…

What is a mistake you recently made that you could learn something from?

Use this frame:

I made this mistake…, but I am so glad I did because now I know…

Be Resourceful – Use Strategies

What works for you?

- Open up the challenge math practice on the computer. Stare at it.
- Now stare at it harder.
- Close that window and open your email.
- Rummage through backpack and get a snack.
- Re-open the window and start over.
- Click through quickly to get it done.

- Open the challenge math practice and lay out your notes next to the mouse.
- Look for similarities between the class practice and the computer practice.
- Try a few out and see what happens.
- Look at what the guy next to you is doing. Ask a clarifying question.
- Try a few more and see if it *goes any better…*

Disengagement

"I don't know."

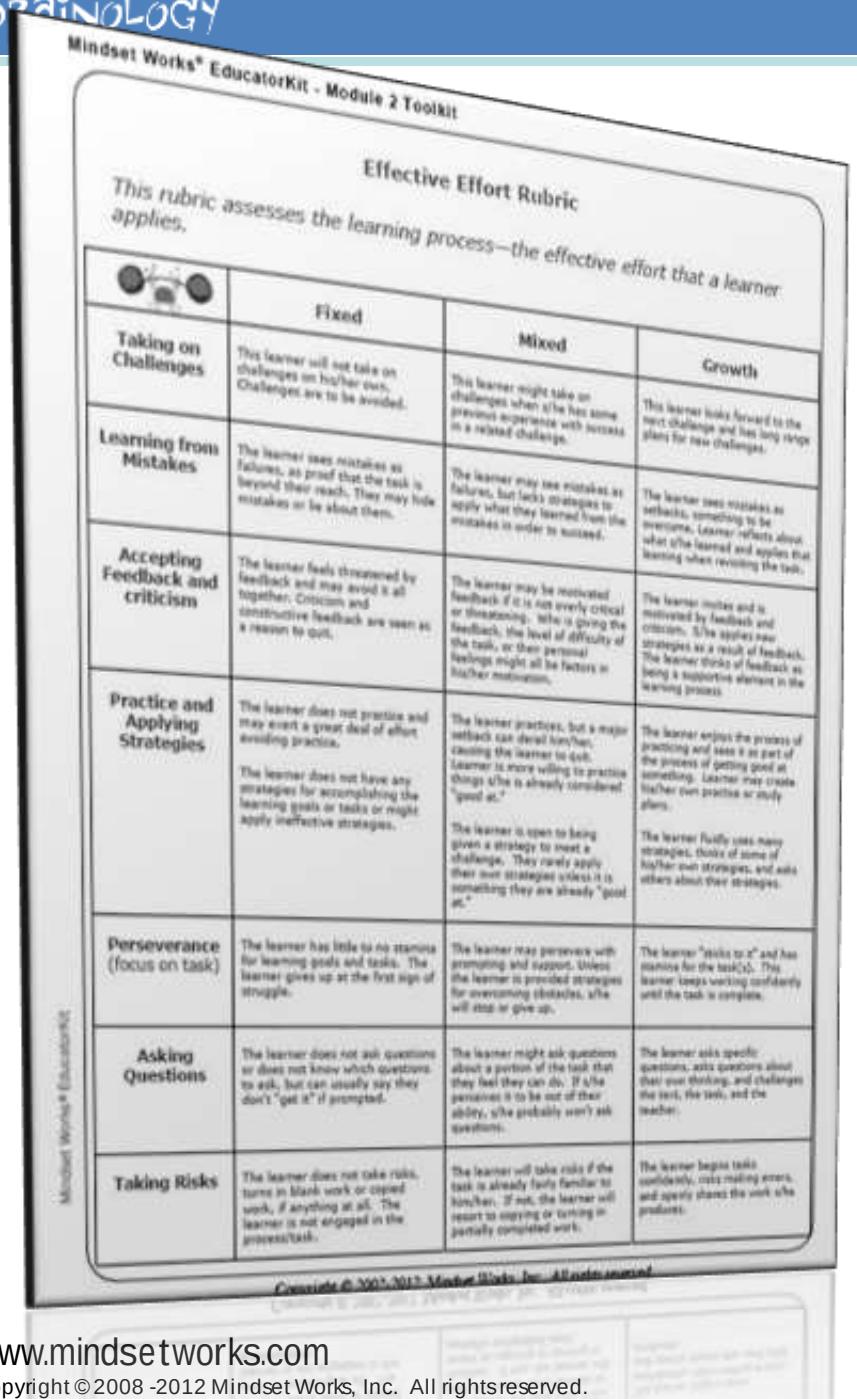
"I don't know what to do."

"I'm already trying as hard as I can."

Ways to say: "I don't know."

1. May I please have more information?
2. May I have some time to think?
3. Would you please repeat the question?
4. Where could I find more information about that?
5. May I ask a friend for help?

Source: Jeff Dunn, @edudemic



Mindset Works® EducatorKit - Module 2 Toolkit

Effective Effort Rubric

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

	Fixed	Mixed	Growth
Taking on Challenges	This learner will not take on challenges on his/her own. Challenges are to be avoided.	This learner might take on challenges when s/he has some previous experience with success in a related challenge.	This learner looks forward to the next challenge and has long range plans for new challenges.
Learning from Mistakes	The learner sees mistakes as failures, as proof that the task is beyond their reach. They may hide mistakes or lie about them.	The learner may see mistakes as failures, but lacks strategies to apply what they learned from the mistakes in order to succeed.	The learner sees mistakes as setbacks, something to be overcome. Learner reflects about what s/he learned and applies that learning when revisiting the task.
Accepting Feedback and criticism	The learner feels threatened by feedback and may avoid it all together. Criticism and constructive feedback are seen as a reason to quit.	The learner may be motivated 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 his/her motivation.	The learner invites and is motivated by feedback and criticism. S/he applies new strategies as a result of feedback. The learner thinks of feedback as being a supportive element in the learning process.
Practice and Applying Strategies	The learner does not practice and may exert a great deal of effort avoiding practice. The learner does not have any strategies for accomplishing the learning goals or tasks or might apply ineffective strategies.	The learner practices, but a major setback can derail him/her, causing the learner to quit. Learner is more willing to practice things s/he is already considered "good at." The learner is open to being given a strategy to meet a challenge. They rarely apply their own strategies unless it is something they are already "good at."	The learner enjoys the process of practicing and sees it as part of the process of getting good at something. Learner may create his/her own practice or study plans. The learner fluidly uses many strategies, thinks of some of his/her own strategies, and asks others about their strategies.
Perseverance (focus on task)	The learner has little to no stamina for learning goals and tasks. The learner gives up at the first sign of struggle.	The learner may persevere with prompting and support. Unless the learner is provided strategies for overcoming obstacles, s/he will stop or give up.	The learner "sticks to it" and has stamina for the task(s). The learner keeps working confidently until the task is complete.
Asking Questions	The learner does not ask questions or does not know which questions to ask, but can usually say they don't "get it" if prompted.	The learner might ask questions about a portion of the task that they feel they can do. If s/he perceives it to be out of their ability, s/he probably won't ask questions.	The learner asks specific questions, asks questions about their own thinking, and challenges the text, the task, and the teacher.
Taking Risks	The learner does not take risks, turns in blank work or copied work, if anything at all. The learner is not engaged in the process/task.	The learner will take risks if the task is already fairly familiar to him/her. If not, the learner will resort to copying or turning in partially completed work.	The learner begins tasks confidently, risks making errors, and openly shares the work s/he produces.

Mindset Works® EducatorKit

Effective Effort Rubric

www.mindsetworks.com

mindset works™

Effective Effort Rubric In Practice

Before taking on a new learning goal

- Have students look at 1-2 strands at a time for a week.
- Ask them to reflect about how they typically react. Discuss concrete examples of what a growth minded reaction would look like.

After a summative test

- Have students sit down with the rubric and highlight the behaviors they had leading up to the test.
- On the back, ask them to write to you about what they would do differently.

What is inspiring you today?

Talk with a partner about where you see opportunity to share mindset with your school, students, or family.

Discussion

How could you create a growth mindset "sea" in your school?

Transforming Motivation to Learn

Essential Stakeholders: Families

Emily Diehl

Talking with families about their children

Make the switch…

When children succeed with *strong effort…*

Remember for a moment how challenging this was when your child began. Look at how far she has come!

When the child not being challenged:

- When students don't have to put forth much effort, they aren't really learning new things. It's my responsibility to keep them in the "learning zone."

When the child is struggling despite effort

When he tells you that he can't do it, remind him that he can't do it ***yet***.

I expect your child to make some mistakes. Mistakes are welcome here! This is how we learn what we need to focus on and practice.

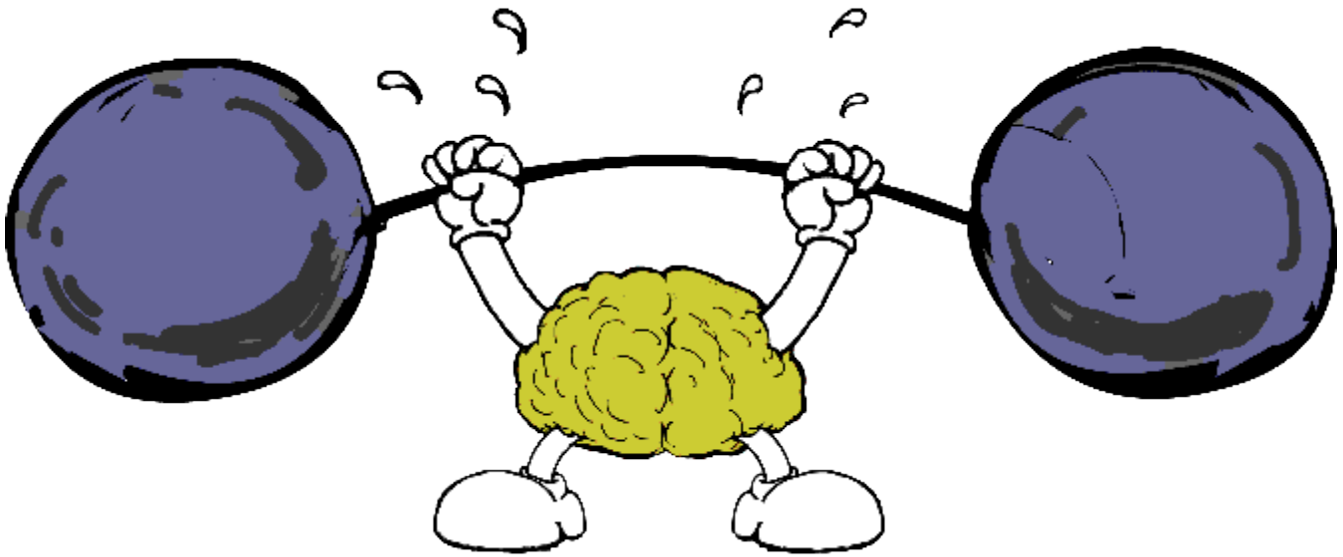
When the child is discouraged and feeling helpless…

- Some children think they can't be good at something because they see peers who have more skills or higher grades. In our class we teach students that they can get smarter and better at anything if they put their minds to it.

Including Parents

What do parents need to know?

You can grow your intelligence.



Including Parents

What do parents need to know?

Praise and feedback send lasting messages about intelligence.

Everyday Interactions

Subtle verbal feedback from adults can put children in a fixed mindset and undermine motivation, and that this can happen even from valued caregivers who are trying to encourage children.

(Mueller and Dweck 1998; Kamins and Dweck 1999)

Including Parents

What do parents need to know?

Mindsets affect all children

Mindset: University of Hong Kong

All instruction is in English…

-Students with a growth mindset about intelligence took an opportunity to take an English Course.

-However, students with a fixed mindset were not enthusiastic.

-Because they did not want to expose their deficiency, they were willing to put their whole college career in jeopardy.

(Dweck 1999)

Duck Syndrome

- Looks effortless.
- Paddling madly, studying secretly, etc.
- You only look smart if you are NOT working hard.

Including Parents

What do parents need to know?

Mindsets can be changed.

Parent Nights!

- Talk about the plasticity of their children's brains
- Use the LeaderKit slide show

Additional Resources

- *Mindset*, by Carol Dweck, Ph.D. (book)
- Mindset TEDx talk: http://youtu.be/pN34FNbOKXc
- Mindset Works teacher PD and curricula: http://www.mindsetworks.com
- Mindset Works newsletter: http://community.mindsetworks.com/newsletter
- More resources for educators at: http://www.mindsetworks.com/free-resources/

Thoughts, Questions, Feedback