

Developing a Growth Mindset:  
What's Differentiation got to do with it?

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"Mindset"

{noun}

a set of beliefs or a way of  
thinking that determines  
one's behavior, outlook  
and mental attitude.

# Key Questions for this Session

1. How does what teachers believe and do affect what students believe and do?
2. How does what students think and do impact their academic success and that of their peers?
3. What's differentiation got to do with Mindset?
4. How are you doing with Mindset?
5. How can you do better?



Here's what I think. I am not good at school.

It takes me longer to do work than most kids. Teachers always call time before I finish. They say we have to move ahead. But how can I do that if I don't get to finish my work?

Teachers give us homework, but I sometimes don't understand how to do the assignment. They give me a bad grade if I don't finish the work. I want to finish it, but I don't know how.

They tell us what to study for a test but there is a lot of it, and I can't make it all stay in my head. I don't know which parts the teacher thinks are most important. If I did, I could learn those.

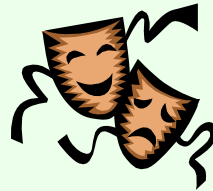
I try and sometimes I do better, but then the teacher tells me it's too bad I didn't do well earlier in the grading period because those bad grades lowered my average. I think I'm just not good at school.

Fritz—age 12

I wonder if they realize,  
I am not who they know  
I hide behind my smile,  
So my soul and heart don't show  
The fools – they praise my being,  
And say that I've done well.  
They look and see perfection,  
Of accomplishments they tell.  
But little do they know,  
That on the inside I am lost.  
I hold my outside very well,  
But inside show the cost.  
I wish that I could scream at them,  
Don't think of me in light!  
For inside there is darkness,  
Inside's not always right.  
I beat myself for hiding,  
For acting out the play –  
In which I am a character,  
Who always knows the way.

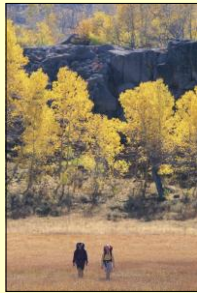
I wish that I could live again –  
Completely start anew;  
And when I could not choose a path,  
I'd ask them what to do.  
I'd admit it when I was not sure  
I'd show when I was bad.  
Perhaps they would accept my heart  
For everything it had.  
I would not be expected  
To always do what's right.  
I would not feel as guilty,  
And heart and mind – not fight.  
But alas – I've too soon acted –  
The play is set in stone.  
So I hide behind my laughter,  
And alas – I am alone.

~M.G.W.~

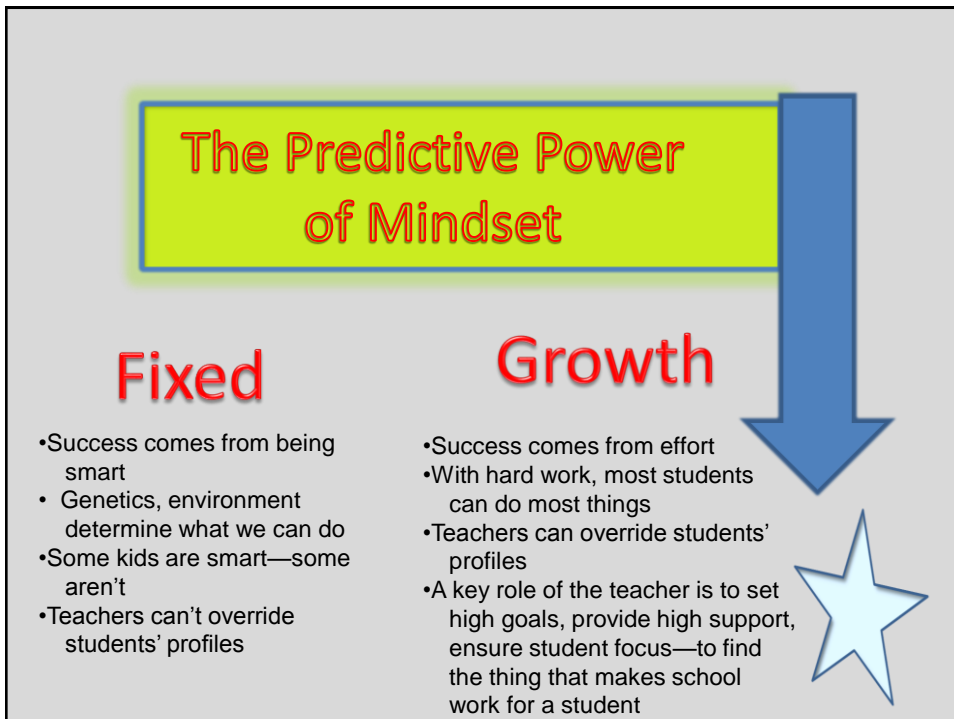


Kathleen - Age 14

*Push me! See how far I go!  
Work me 'till I drop--  
Then pick me up.  
Open a door,  
And make me run to it before it closes.  
Teach me so that I might learn,  
Then show me the Tunnel of Experience,  
And let me walk through it alone.  
  
Then, when, near the end, I look back,  
And see another in the Tunnel,  
with you watching  
  
I shall smile!*



# What is Mindset?



One of the most basic beliefs we carry about ourselves, Dweck found in her research, has to do with how we view and inhabit what we consider to be our personality.

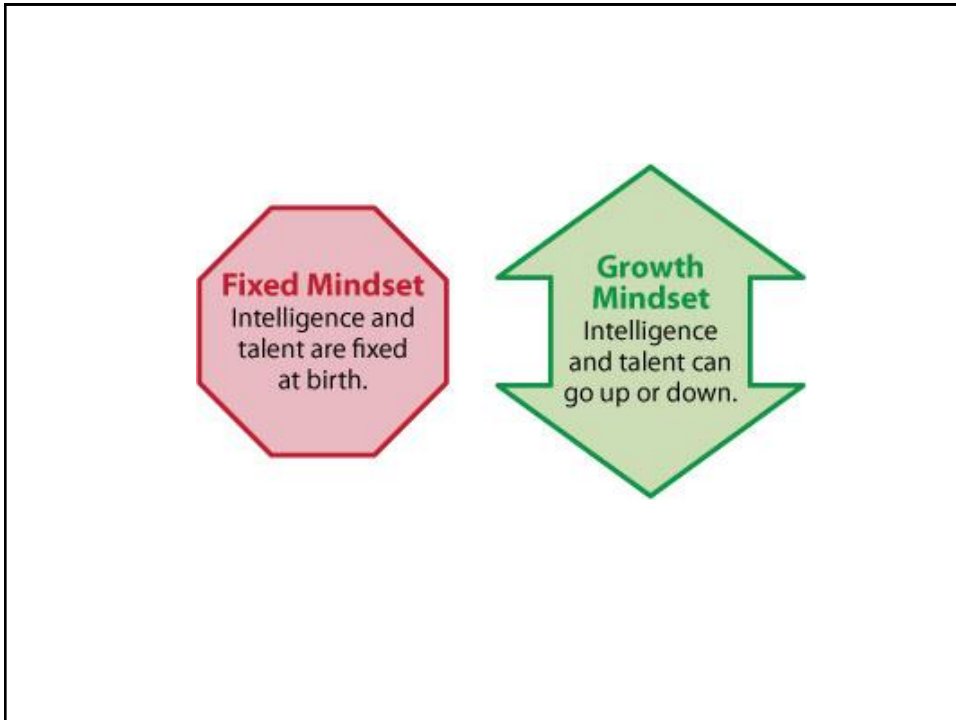
A “fixed mindset” assumes that our character, intelligence, and creative ability are static givens which we can’t change in any meaningful way, and success is the affirmation of that inherent intelligence, an assessment of how those givens measure up against an equally fixed standard; striving for success and avoiding failure at all costs become a way of maintaining the sense of being smart or skilled.

<http://www.brainpickings.org/2014/01/29/carol-dweck-mindset/>

A “growth mindset,” on the other hand, thrives on challenge and sees failure not as evidence of unintelligence but as a heartening springboard for growth and for stretching our existing abilities.

Out of these two mindsets, which we manifest from a very early age, springs a great deal of our behavior, our relationship with success and failure in both professional and personal contexts, and ultimately our capacity for happiness.

<http://www.brainpickings.org/2014/01/29/carol-dweck-mindset/>



## FRITZ

**These kids (who appeared to have learned helplessness) fit the definition (of a fixed mindset) perfectly: if they came across a few math problems they couldn't solve, for example, they no longer could do problems they had solved before—and some didn't recover that ability for days.**

Krakovsky, M. (March/April, 2007). The effort effect. *Stanford Alumni Magazine*.  
[https://alumni.stanford.edu/get/page/magazine/article/?article\\_id=32124](https://alumni.stanford.edu/get/page/magazine/article/?article_id=32124)

“Maria”

**Students for whom performance is paramount want to look smart even if it means not learning a thing in the process. For them, each task is a challenge to their self-image, and each setback becomes a personal threat. So they pursue only activities at which they're sure to shine—and avoid the sorts of experiences necessary to grow and flourish in any endeavor.**

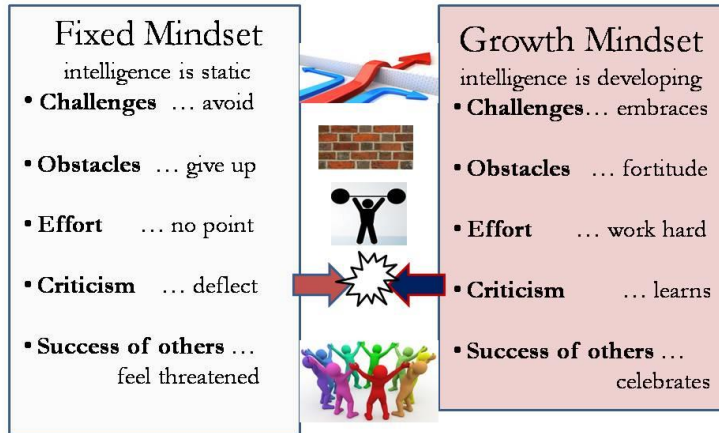
Krakovsky, , M. (March/April, 2007). The effort effect. *Stanford Alumni Magazine*.  
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Kathleen

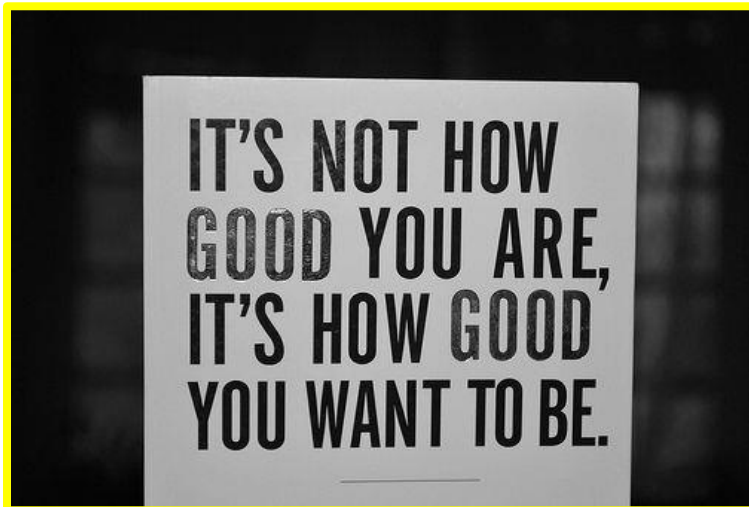
**Students with learning goals, on the other hand, take necessary risks and don't worry about failure because each mistake becomes a chance to learn.**

Krakovsky, , M. (March/April, 2007). The effort effect. *Stanford Alumni Magazine*.  
[https://alumni.stanford.edu/get/page/magazine/article/?article\\_id=32124](https://alumni.stanford.edu/get/page/magazine/article/?article_id=32124)

## Consider the Implications!



## A Growth Mindset Orientation





## Talk about it...

*For a couple of minutes, list with a colleague the personal, social, and economic, implications you can think of for the years ahead if we:*


*Believe that some kids in our schools are smart and some are not, &*

*Teach some kids as though they are smart and some as though they are not.*

**Don't tell me how  
talented you are. Tell  
me how hard you  
work.**

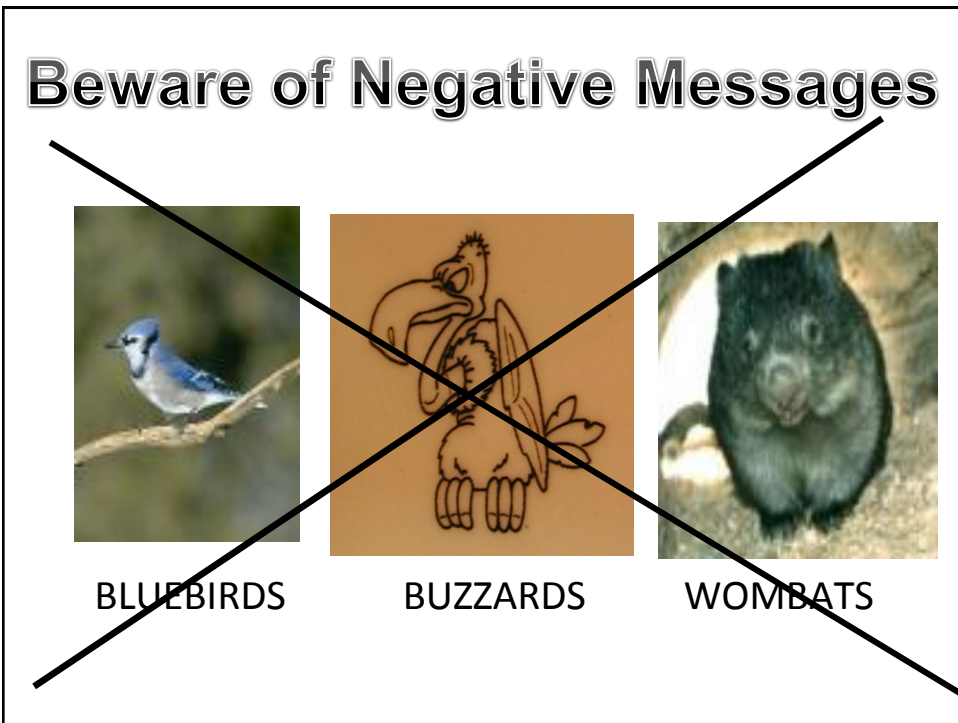
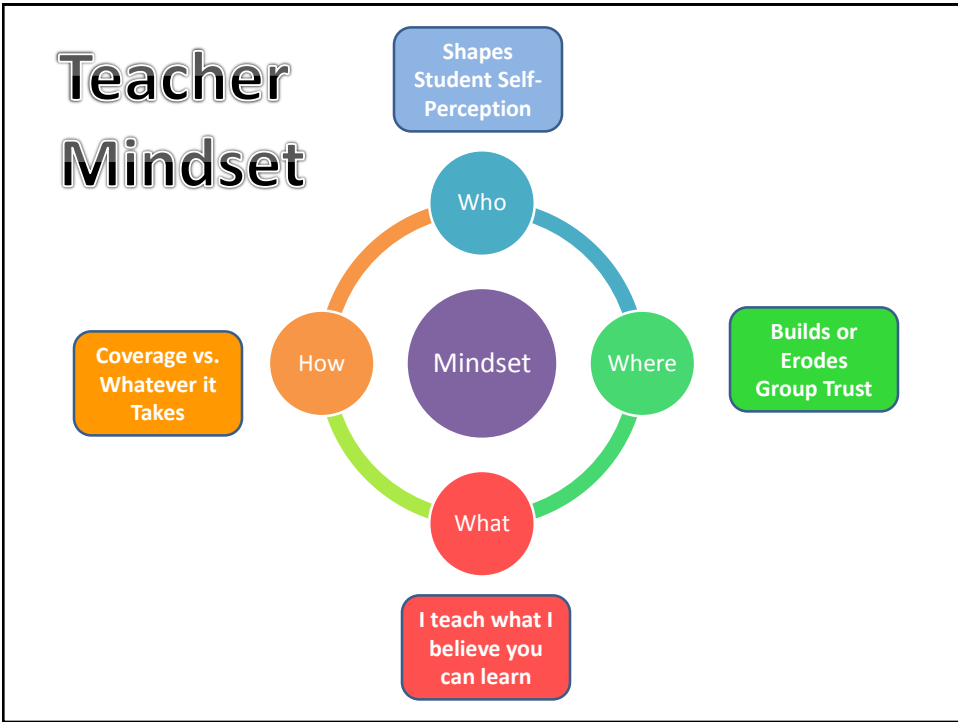
Arthur Rubenstein

# Mindset Affects Teachers/Teaching



## The Mindset Questions

1. What do you think measured intelligence has to do with success?
2. To what degree do you believe the brain is malleable?
3. What do you believe about the role of effort in success?
4. Do you buy the idea that with hard work & good support, almost any student can accomplish what he/she needs to accomplish in school?
5. What do you do to reinforce or challenge your beliefs in these areas in your classroom?



*A man is but the  
product of his  
thoughts. What he  
thinks, he becomes.  
Gandhi*

### How Does Teacher Mindset Look or Sound in the Classroom?

	Fixed Mindset	Growth Mindset
Crafting a classroom environment		
Designing student tasks		
When a student is "stuck" with a task		
When homework isn't done		
When giving feedback on student work		

Tomlinson, 2010

## How Does Teacher Mindset Look or Sound in the Classroom?

	Fixed Mindset	Growth Mindset
When a student gets a answer wrong (or can't answer) in class.		
In communicating with parents about their students		
In setting, presenting, and implementing standards of quality work		
When a student misbehaves		
In designing group work		

Tomlinson, 2010

### Growth Mindset Message

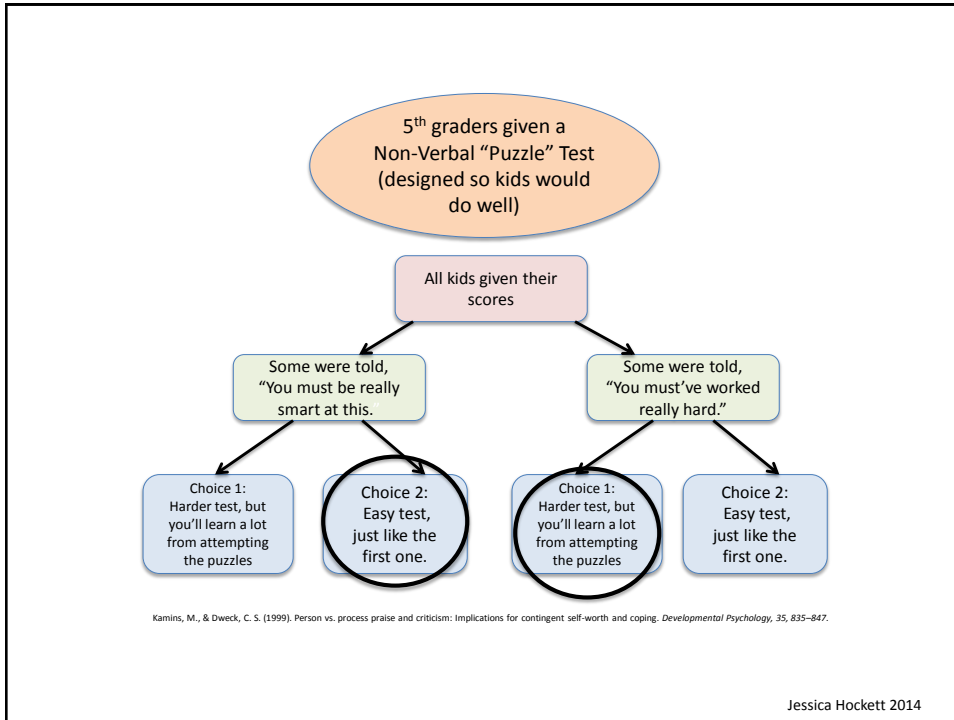
1. Your effort predicts your success.
2. If you work hard and smart, you will grow in the required knowledge understanding, & skill.
3. If you continue that pattern there is no reason you can't achieve & even exceed those goals.
4. The way we work in this class will help you see the link between your effort & your success.
5. I believe in you and will work with you to support your success.



**Ask 'How will they  
learn best?' not 'Can  
they learn?'**

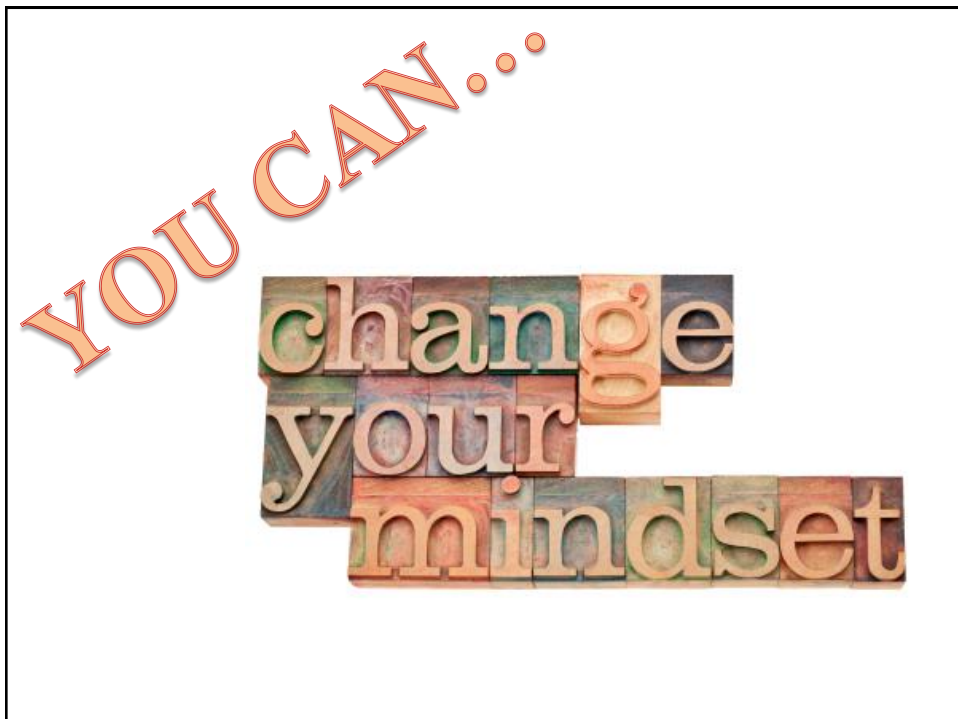
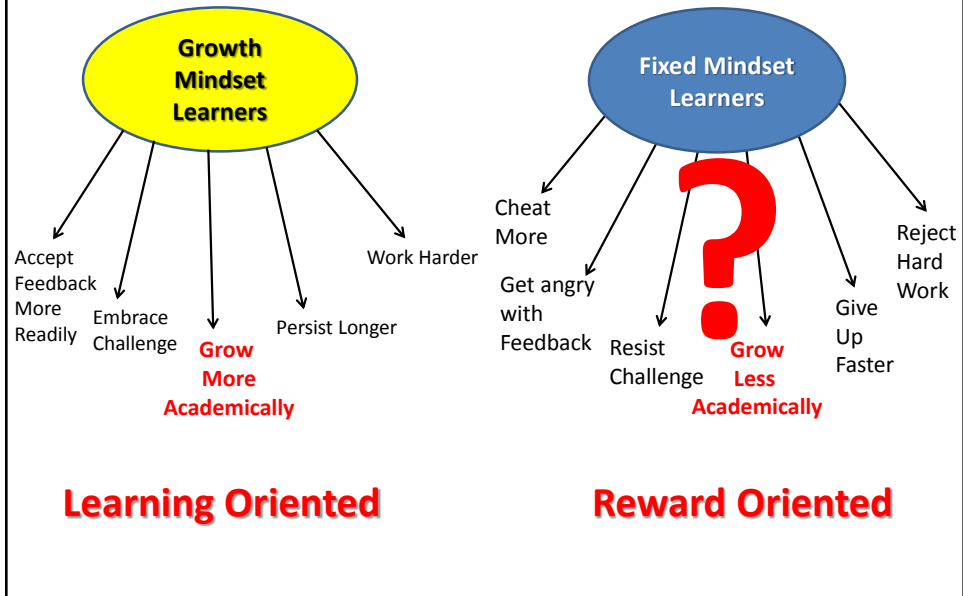
Jaime Escalante

**Mindset Affects Students/Learning**



<b>Mindset #1 (FIXED)</b>	<b>Mindset #2 (GROWTH)</b>
<p>I want to make sure I succeed.</p> <p>I believe my abilities are "fixed."</p> <p><i>Success</i> = proving I'm smart and/or talented.</p> <p><i>Failure</i> means I'm not talented or good enough.</p> <p><i>Failure</i> means "I am a failure." (an identity)</p> <p>I'm interested in OUTCOMES.</p> <p>I avoid challenges.</p> <p>I thrive in safety—feeling smart and/or talented.</p> <p>My interest is kept by good results.</p> <p>I find blame or excuses for mistakes &amp; setbacks.</p> <p>I feel good enough...</p> <p>...when I don't make mistakes.</p> <p>...when it's perfect or when I win.</p> <p>...when I can do it &amp; others can't.</p>	<p>I want to make sure I stretch &amp; learn.</p> <p>I believe my abilities can improve with effort.</p> <p><i>Success</i> = stretching to learn something new.</p> <p><i>Failure</i> means I'm not growing or fulfilling my potential.</p> <p><i>Failure</i> means "I failed." (<i>painful, but not defining</i>)</p> <p>I'm interested in the PROCESS, regardless of outcome.</p> <p>I seek challenges.</p> <p>I thrive when challenged or stretched or growing.</p> <p>My interest is kept by challenge and growth.</p> <p>I learn from mistakes &amp; setbacks.</p> <p>I feel good enough...</p> <p>...when I try hard.</p> <p>...when I started to figure it out .</p> <p>...when I work hard &amp; do something I couldn't do before.</p>

## Consider the Differences...



## ***Understand the Brain's Plasticity***

**Its ability to  
continually learn  
and reorganize  
itself as a result of input  
from the environment.**



# What's DI Got to do with Mindset?

## Caution!!



**Mindset isn't just about believing.**

**It's about enacting those beliefs—living them out—hour by hour,  
day by day, plan by plan.**

**Everything else that follows about differentiation has the aim  
of helping us live out the belief that every student  
is capable and worthy—**

**That they can do what's necessary for success—**

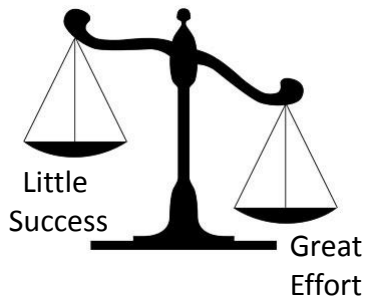
**And that we can do what's necessary to support that success.**

**Without a growth mindset, it's difficult to believe or teach as though  
virtually all of our students can succeed robust content.**

Sustaining learning requires a balanced success to effort ratio.



### Struggling Learner Imbalance



### Advanced Learner Imbalance



Effective differentiation keeps students' success-to-effort ratios balanced.



That's important for motivation to learn, growth mindsets, and achievement!

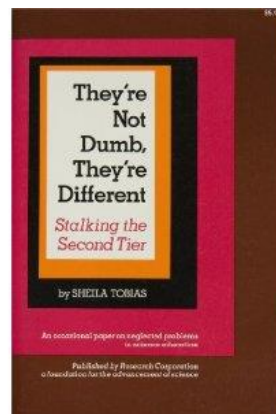
Tomlinson 2013

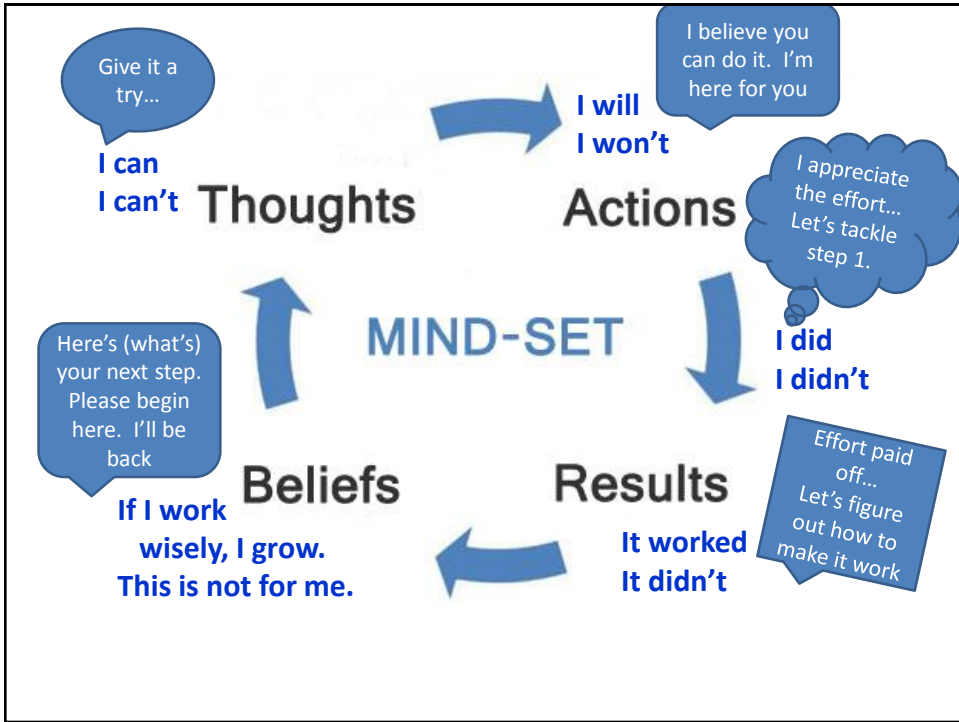
*They're Not Dumb, They're Just Different:  
Stalking the Second Tier*  
By Sheila Tobias

Why college students  
abandon science for  
other disciplines

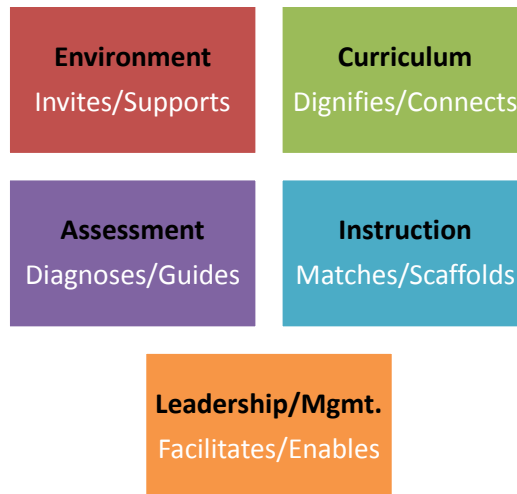
1-flawed teaching  
practices

2- beliefs





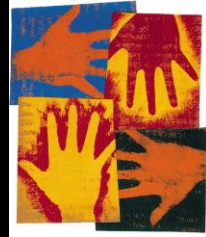
## How the Elements of Differentiation Develop Growth Mindsets



“The man who thinks he can and the man who thinks he can't are both right. Which one are you?”

Henry Ford

Leading means going first, and in going first, you can trust me, for I have tested the ice. I have lived. I now know something of the rewards as well as the trappings of growing toward adulthood and making a world for yourself.



Although the going first is no guarantee of success (because the world is not without risks and dangers), in the pedagogical relationship, there is a more fundamental guarantee: No matter what, I am here. And you can count on me.

van Manen, M. (1991). *The tact of teaching: Toward a pedagogy of thoughtfulness*. Albany, NY, State University of New York, p. 38.