Introduction
Each session is intended to be 1 hour long. The first 30 minutes of this session will provide an overview of what will be covered in the 5 sessions, the overall learning objectives, and the expectations for participants to help co-create an atmosphere of support and collaboration. In the final 30 minutes, participants will go through Topic 1 of the Growth Mindset Course and have a group discussion to explore their reactions and how the ideas presented relate to their practice. As the facilitator, you will want to review the Mindset Kit materials for each session ahead of time.

Lesson objectives
By the end of this session participants will understand:
- what the learning objectives and expectations are for the 5-session professional learning cycle,
- the communications skills framework the group will use to create an atmosphere of support and collaboration,
- what a fixed and growth mindset are, how they are measured, and the consequences of the two mindsets, and
- the research showing that students do better when they have a growth mindset.

Materials needed
A few things you’ll need for this PD session:
- (optional) PD Implementation Organizer (http://perts.net/pdip) - This 1-page spreadsheet provides an overview of all sessions to help you as the facilitator keep track of what each session will entail.
- Print one copy of the following documents for each participant:
  - 5-Session Growth Mindset for Professional Learning Teams Overview - (http://perts.net/pd_overview)
  - Communication Skills for Effective Collaboration (http://perts.net/comm_skills) tip sheet OR the NSRF Forming Ground Rules protocol (http://perts.net/NSRF_ground_rules). This protocol provides instructions for creating your own ground rules as a group.
Outline for Session One

Part I: Introductions
*Estimated time: 5-10 minutes (depending on size of group)*

**Introductions** - As participants arrive, provide them with the two handouts. Once everyone has settled in, invite each participant to introduce themselves (if they don’t know each other already) by answering:
- Name (and how they would like to be addressed)
- What subject and grade they teach
- Why they are interested in participating in the PLC
- What they hope to get out of it
- Optional: Share a hobby they’d like to try if money / time were no obstacle

Part II: Review PLC Overview Handout
*Estimated time: 20 minutes*

**Review and discuss** - PLC Overview handout. Draw participants attention to the homework activities and the estimated time they will be spending outside the PD sessions on activities for each session. Check to make sure everyone is on board.

Emphasize that the goals for the PLC are:
- To develop skills at implementing GMS practices in our classes with our students,
- To create a supportive environment where trying new things, receiving feedback, and learning from our mistakes is expected and welcomed, and
- To explore ideas for expanding GMS practices both within our own classes and our school [or learning community].

Create Group Norms for Communication - Setting clear ground rules can help create a supportive environment of trust and respect, which are necessary for effective collaboration. There are, of course, many ways to do this. Below are two options you may want to consider using:
- Share and discuss the [Communication Skills for Effective Collaboration](#) tip sheet.
- Co-create a list of norms together as a group using the [NSRF Forming Ground Rules](#) protocol from the National School Reform Faculty (NSRF) website.
- Ask teachers to identify a strength and challenge in their communication styles & set an intention.
Part III: Topic 1 - About Growth Mindset

Estimated time: 30 minutes

Activity (5 minutes)
This activity can jumpstart the discussion to get participants to reflect on how we all have both fixed and growth mindsets about different aspects of our lives.

- Have participants write (quickly so not thinking too much) about:
  - One thing they’ve always been good at,
  - One thing they think they’ll never be good at and
  - One thing they weren’t good at, but became good at over time.

Watch Topic 1 - About Growth Mindset - 3 videos (8 minutes total)
These videos will introduce what a growth mindset is and why it’s important. After watching the videos, hold a discussion. Before beginning the discussion, you may want to emphasize:

- They might feel uncomfortable as they start to notice their own fixed mindset. Let them know this is normal.
- It’s not uncommon for all of us to have a mix of growth and fixed mindsets about different things. For example, a student might feel confident about their ability to get better at a sport through effort and strategic practice, but believe you have to be born “a math person.”

Group Discussion - Below are some questions to get your discussion started.

- What did you notice about your own mindsets from the writing activity?
- Was there anything in the videos or in the writing activity that surprising to you?
- Anything you had a reaction to?
- Are there any of your students who seem to be more open to taking on challenges or ones who shy away from challenges?
- What have you told yourself about their behavior in the past?
- Did this module change your opinion in any way?

Part IV: Homework

Estimated time: 25 minutes

During the session, let participants know you will email them the links to complete the two activities below before the next session and that the next Mindset Kit topic is the only one they will have to complete outside of the session. This is to ensure there will be enough time in the next session for activities.

Growth Mindset Self-assessment (http://survey.perts.net/share/toi) (5 minutes) - Email participants the link below to complete the self assessment.

Review - Mindset Kit Topic 2 - Teaching a Growth Mindset (20 minutes) Review the two
lessons and the PDF of the lesson plan for teaching a growth mindset lesson. Participants should watch at least one of the videos in the lesson plan.

**Additional Optional Reading/Watching**
If you and your group are interested in additional reading, the following article(s) may be of interest:

**How to Help Kids Overcome Fear of Failure**
http://greatergood.berkeley.edu/article/item/how_to_help_kids_overcome_fear_of_failure

**The Backwards Brain Bike**
https://www.youtube.com/watch?v=MFzDaBzBil0