Growth Mindset Professional Development
Session Two - Teaching a Growth Mindset

Introduction
In this session, your team will review and discuss the curriculum for teaching a growth mindset, create a plan for modifying (if appropriate) and implementing the curriculum, and plan for giving and receiving feedback through peer observations.

Lesson objectives
By the end of this session, participants will:
- understand the curriculum for teaching their students a growth mindset,
- know how they will modify the curriculum to fit their context,
- understand how to peer observe using the peer observation and debriefing worksheets, and
- have a plan for conducting a peer observation with a partner.

Materials needed
A few things you’ll need for this PD session:
- Printouts of the following documents
  - Peer Observation Worksheet (http://perts.net/peer_observation)
  - Peer Observation Debrief Worksheet (http://perts.net/po_debrief)
- 1 or 2 sets of small weights (5, 7, or 10 lb weights)
- Laptop/computer, internet connection, and access to YouTube

Outline for Session Two
Part I: What’s Your Mindset?
Estimated time: 15 minutes

Group discussion (5-10 minutes) - Discuss reactions to taking the self-assessment
mindset survey and any observations from the week.

**Activity** (5-10 minutes) - Our mindsets become most evident when we’re doing something that stretches us beyond our comfort zone. This experiential activity is a great way for participants to observe how they talk to themselves when they are challenged to stretch beyond what they may believe is their ability.

- **STEP 1:** Depending on how many sets of weights you have, invite a couple volunteers to try to hold a weight in each hand with their arms outstretched for 1 minute (adjust time depending on how heavy the weights are to make it challenging).
- **STEP 2:** During the 1 minute, guide them to notice what they say to themselves as it becomes more difficult. Invite them to vocalize their self-talk if they’re comfortable doing so.
- **STEP 3:** After the 1 minute is up, have participants talk about what they noticed.
  - What self-talk did they notice that was growth mindset (i.e. “You can do it! Just another 20 seconds.” or “You’re getting stronger!”) and/or what fixed mindset (i.e. “This is too hard; I can’t possibly make it to 1 minute”).
  - Did they have a mix of both?
  - How did each kind of self-talk influence their performance?
- **STEP 4:** Spend a minute talking about how we all have a combination of fixed and growth mindsets at different times and in different contexts and domains.

ACKNOWLEDGMENT: This activity was created by Greg Trimmer from The Springfield Renaissance School in Springfield, MA.

**Part II: Plan for Teaching Growth Mindset**

*Estimated time: 10 minutes*

**Group discussion** - Discuss reactions to [Mindset Kit Topic 2 - Teaching a Growth Mindset](https://www.perts.net). Open the [Growth Mindset Lesson Plan](https://www.perts.net) so that it can be referred to during the discussion if necessary. Spend a few minutes discussing how people feel about implementing the plan.

Some possible questions to explore include:
- How do you think your students will respond?
- Are there any ways you would modify it for your students?
- Which of the activities do you want to try with your students and why?
- What questions or push back might students have?
- Are there any students who might get the lesson twice if everyone does the lesson? How will this be addressed?

**Part III: Peer Observation Planning**

*Estimated time: 35 minutes*
Review Worksheets and Discuss Peer Observation

Hand out the three peer observation documents and explain that each person will partner with someone in the group to do a peer observation with while teaching the growth mindset lesson.

- Peer Observation Worksheet
- Peer Observation Debrief Worksheet
- NSRF Observation Protocol - Video Camera

Explain that this will be the first of two opportunities to do peer observations. The goal is not to evaluate each others' effectiveness, but to learn how to master teaching this content together. Just as students need feedback to grow their abilities and skills, so do teachers.

Before watching the video, explain that this video focuses on picking a “problem of practice” and that for their peer observation, the “problem of practice” equivalent will be teaching a growth mindset to students.

Watch Video “Thinking Critically About Practice” by The Teaching Channel (12:25)

After watching the video, have a brief discussion to make sure everyone understands this is not an evaluative process. Instead, it is an opportunity to collaborate with colleagues in order to learn. Some questions you might want to explore:
- Will this be your first time participating in a peer observation?
- If you have done this process before, what was most helpful? Least?
- Any other thoughts or concerns?

NOTE: If your group is experienced at peer observations, you may want to skip this activity or email the link as optional viewing for homework.

Create Implementation Plan

Have participants pair up and plan for implementation and observation:
- Fill in the top section of the observation worksheet with the date and time that will work for both parties.
- If there are teachers who have the same students in different classes, have them pair up with each other and discuss options for implementing to avoid overlap. These could include:
  - Co-teaching the lesson in one class (if all students are the same in both classes) - however, it would be good to get a third teacher to observe and take notes.
  - Dividing up the curriculum and have each teacher do part of it in their class (seeing teachers collaborate can be a great model for students)

Part IV: Homework

Estimated time: approximately 2 hours outside of regular class time

1. Implement growth mindset curriculum - 50 minutes of class time
2. Observe peer implementing curriculum - 50 minutes
3. Peer observation debriefing - 2 x 30 minutes = 60 minutes

This week’s homework is to get feedback on teaching a growth mindset in one class and to give feedback to one other teacher on their teaching of a growth mindset.