

Mindsets in the Classroom

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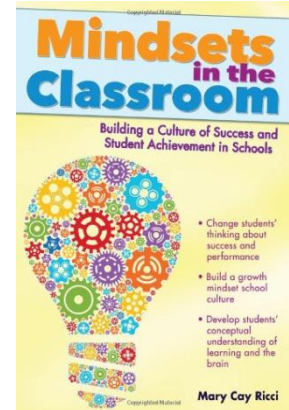
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Teaching and Learning: Book

DESCRIPTION

Mindsets in the Classroom by Mary Cay Ricci provides a framework for developing a growth mindset with students and teachers. To open, the book provides research data that exemplifies the need for a growth mindset in schools. The research includes compelling data about how growth mindset is prevalent when students begin school, but quickly dissipates even in the early elementary years. After presenting the compelling argument for a growth mindset culture, the book outlines ways to build a growth mindset culture in schools, including specific pedagogical practices that support a growth mindset. Additionally, the book provides support for sharing growth mindset messages with parents, and for supporting gifted education in a growth mindset culture. It stresses the importance of learning from failure, and provides specific activities that can be used with students and staff to identify types of mindsets, to understand how the brain works and grows, and ultimately to develop a growth mindset.



STAGE 1 LEADERSHIP

Mindsets in the Classroom supports stage 1 development of leaders working to improve their practice. Specialists in the role of coaching can use this resource to deepen their own understanding of mindset and the role it plays in teaching and learning mathematics. This book provides just enough research and theory to support actionable practices to help a coach embrace a growth mindset. It also provides the tools a coach needs to foster a growth mindset culture in their departments, schools, and districts.

Coaches will gain a better understanding of the difference between fixed and growth mindset, and how students sometimes arrive in our classroom with varied degrees of these mindsets. The book also reviews the idea of differentiation connected with a responsive classroom environment, outlining specific differentiation practices. In addition, coaches will be encouraged by the chapter on failure, particularly the importance of teaching students how to respond to failure.

STAGE 2 LEADERSHIP

Mindsets in the Classroom also supports stage 2 development of specialists and coaches working with teachers to implement instructional practices to support all learners. Teachers and leaders alike will be fascinated by the research to support implementing a growth mindset culture in their classrooms, as well as the actionable practices to make that culture a reality.

Coaches and specialists, with their teacher teams, will find this book provides concise, easy-to-understand chapters that will serve as the basis for important mindset conversations. The book can also be read as part of a book study, with opportunities for immediate implementation in classrooms.

For example, Chapter 3, “Why is a Differentiated, Responsive Classroom Important to a Growth Mindset Culture?,” provides the reader with specific information about differentiation practices that create a classroom climate that is responsive to student needs and fosters a growth mindset. These practices can easily become part of a professional learning module for teachers and can be immediately incorporated into a teacher’s planning process. These practices include:

- Previewing and pre-assessing content
- Compacting Curriculum
- Utilizing flexible grouping
- Managing classroom space
- Accelerating and enriching learning
- Assessing learning

As teachers and coaches implement the ideas and practices outlined in *Mindsets in the Classroom*, they should carefully observe and reflect on the changes in themselves and their students, and how they think about and approach their mathematics teaching and learning.

