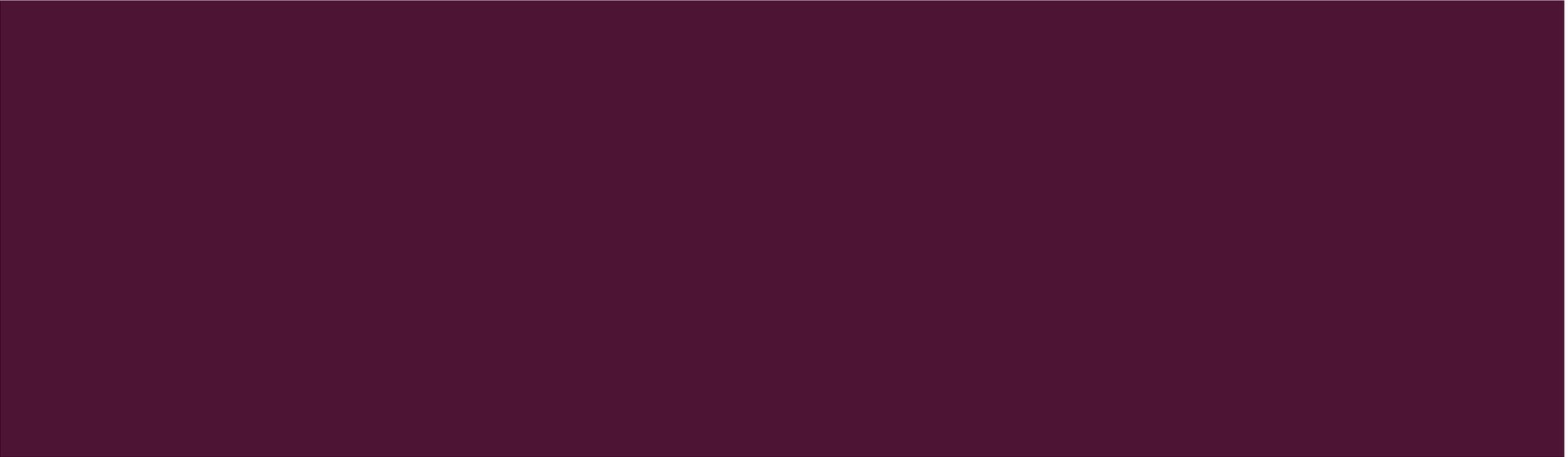


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# **THE ROLE OF GROWTH AND FIXED MINDSETS IN ELEMENTARY STUDENT ACADEMIC PERFORMANCE AND RTI OUTCOMES IN SUBURBAN NEWYORK STATE PUBLIC SCHOOLS**

BY ELIZABETH KREPPEL



# MINDSET

- **Growth mindset** is characterized by an attitude toward learning that focuses on effort, not on simply a correct answer. Students show endless effort and are willing to try even harder problems in the hopes of learning the material, not just getting the right answer. They see failure as an opportunity to learn.
- **Fixed mindset** believes he or she is born with fixed capacity, meaning that over time achieved skill level is influenced only by natural talent and intelligence and not effort. The students focus on demonstrating innate talent. They do not take risks and/or do the hard tasks. Student is afraid of failure

## What Kind of Mindset Do You Have?



I can learn anything I want to.  
When I'm frustrated, I persevere.  
I want to challenge myself.  
When I fail, I learn.  
Tell me I try hard.  
If you succeed, I'm inspired.  
My effort and attitude determine everything.



I'm either good at it, or I'm not.  
When I'm frustrated, I give up.  
I don't like to be challenged.  
When I fail, I'm no good.  
Tell me I'm smart.  
If you succeed, I feel threatened.  
My abilities determine everything.

## WHY MINDSET IS IMPORTANT

- Reach full potential
- Impacts problem solving
- Builds resiliency
  - By implementing growth mindset exercises into instruction, resiliency can increase both academically and socially



## PURPOSE

- Promote growth mindset in the classroom as a way to improve the educational experiences for students
- Possible reason why students are not responding positively to RTI
- Help students begin to develop habits that will support a successful future

### Participants

- Second grade
- 3 public schools
- 10 teachers (1 male 9 female)
- 102 students (51 boys, 49 girls) 75 parents (14 males, 61 females)



### Consent and confidentiality

- Encode names
- Number/ letter code



### Survey

- Determine mindset
- Parents, teachers
- Student, one on one interview determine mindset



### Grades and RTI level

- AIMweb English Test Fall 2015/Spring 2016
- AIMweb Math Test Fall 2015/ Spring 2016
- RTI level



### Analysis

- SPSS
- Chi-square test*
- Testing to see if Student's Mindset and Student's RTI status are associated

# RESULTS AND DISCUSSION

- Of students who did not respond positively to educational interventions, almost 82% had a fixed mindset.
- We all have a mixed mindset. Use metacognition and other Habits of Mind to be aware of when your fixed mindset is present
- Ask yourself what trigger your fixed mindset
- Its ok to be in a fixed mindset. It's being aware when you have a fixed mindset and also your response that is important. Carol Dweck suggests:
  - Give a name to your fixed mindset persona
  - Talk to them when he/she is present and negotiate with them
  - Do not whisk them away or bully them
  - You might say, "Thank you, I see you are trying to protect me and you don't want me to fail. I want to take a responsible risk and get out of your comfort zone."

# JUNIOR SCIENCE AND HUMANITIES SYMPOSIA (JSHS)

- Regional competition
- First place for behavioral poster
- First place over all poster

## SCENARIOS A

- A teacher is giving a lecture and asks a question. The student in front, who always raises her first, gets called on by the teacher. The teacher praises her for her intelligence and always knowing the correct answer. A student in the back knows he can formulate the correct answer but needs more time to think through the answer before raising his hand. As a result, over time, the student in the back no longer raises his hand and begins to lose interest and confidence.
- How does each scenario reflect the concept of mindsets? Over time, how are students' mindsets shaped?

## SCENARIO B

- A teacher is teaching students in the above grade level reading group. When students struggle to understand the content, the teacher immediately reflects on his teaching to see what other strategy he could use to increase understanding. Another teacher is teaching the reading group that is performing below grade level. This teacher blames the students when they do not understand the content.
- How do you think the teacher's mindset in each scenario influences the students' mindsets?

## SCENARIO C

- A teacher is giving a lecture and asks a question. The student in front, who always raises her hand first, gets called on by the teacher. The teacher praises her for her intelligence and always knowing the correct answer. A student in the back knows he can formulate the correct answer but needs more time to think through the answer before raising his hand. As a result, over time, the student in the back no longer raises his hand and begins to lose interest and confidence.
- How could the teacher respond to both students in a way that promotes a growth mindset?

## SCENARIO D

- Anthony's teacher returns a quiz that he took recently. When Anthony receives his quiz, he immediately notices the 20/20 with the comment "Outstanding job!" at the top of the paper. Anthony asks his classmate sitting next to him, "What did you get?" The student was embarrassed to say he received an 8/20. Anthony replied, "That quiz was so easy. I didn't even have to study!"
- What is the fixed mindset aspect of this scenario? How do you think the student felt about Anthony's comment?



QUESTIONS?

