MINDSET AND ACHIEVEMENT
DEVELOPMENT AND SUPPORT FOR MOTIVATION AND LEARNING
A WORKSHOP FOR SCHOOL PROFESSIONALS: TRANSITIONING STUDENTS

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PROJECT

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MINDSET AND ACHIEVEMENT
DEVELOPMENT AND SUPPORT FOR MOTIVATION AND LEARNING
A WORKSHOP FOR SCHOOL PROFESSIONALS: TRANSITIONING STUDENTS

A Project

by

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Abstract

of

MINDSET AND ACHIEVEMENT
DEVELOPMENT AND SUPPORT FOR MOTIVATION AND LEARNING
A WORKSHOP FOR SCHOOL PROFESSIONALS: TRANSITIONING STUDENTS

By

Hung To
Rondy Yu

This staff development workshop aims to promote mindset-based instruction for use by school professionals. Through our literature review on the motivation and learning of students, it has been established that a difference in the theory of intelligence is often linked with achievement outcome. We have developed this workshop to train educators how to encourage students to adopt a growth mindset in the school setting. It is hoped that through this workshop, educators will develop an awareness of how the delivery of instruction can affect students’ academic success. The collaborators’ synchronous method of communication allowed for the synchronous collaborative development of each part of this project, whereby all responsibilities required for successful completion intersected.

Approved by:

________________________________, Committee Chair

Stephen E. Brock, Ph.D.

________________________________

Date
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Chapter 1

INTRODUCTION

Statement of Collaboration

This project was developed through the joint collaboration between the co-authors, Rondy Yu and Hung To. The process of collaboration over the various phases and developments of this project were a recursive one where responsibilities often intersected and the sharing knowledge and building of consensus was crucial to the successful completion of the intellectual product. Both authors, together, conducted a review of the relevant research, compiled and organized the information gathered, and reviewed the gathered information through the development of the written literary review. The construction of the project itself was also developed in a similar fashion, where the collaborators synchronous method of communication allowed for the synchronous collaborative development of each part of the finished product.

Purpose

The Mindset and Achievement workshop provides training for school professionals in the development and support for motivation and learning of transitioning students. The framework of this workshop is based on over 30 years of research from Stanford University Professor Dr. Carol Dweck and her colleagues conducted in the field of student motivation and learning.
The Need for Mindset in Schools

People are born with an innate, natural ability and motivation to learn. They are propelled by curiosity and driven by an intense need to explore, interact with, and make sense of their environment. Infants develop not only ordinary skills, but face the challenging tasks of learning to walk and talk with unwavering determination. As natural pattern-seekers, thinkers, and exuberant learners from birth, the brain uses the same innate processes throughout life (Dweck, 2006). Despite this, there is a significant population of unmotivated students in the classrooms. It appears that as children grow, their intrinsic passion for learning decreases; for example, a study by Harter (1981) found a decline in intrinsic motivation from grades three to nine. More recent studies reveal consistent findings that intrinsic motivation continues to diminish both during an individual’s development (Spinath & Spinath, 2005) and from one generation of students to the next (Howard, 2001). Unfortunately, learning frequently becomes associated with drudgery and many students drop out of school. According to the Center for Labor Market Studies, in 2009, approximately 16.0% of persons between 16 and 24 years of age in the United States (nearly 6.2 million people) were high school dropouts. Although various factors contribute to the increase of the high school dropout rate including external and situational factors (e.g., income, family, illness, birth of a child, etc.), the authors’ primary focus will be on the influence of internal factors. More specifically, this literature review will examine studies related to the effects of intrapersonal beliefs on intellectual growth and success of students.
Chapter 2

REVIEW OF THE LITERATURE

The Use of Praise

Using praise as an evidence-based teaching strategy has been a well researched topic over the past 40 years (Hester, Hendrickson, & Gable, 2009; Partin, Robertson, Maggin, Oliver, & Wehby, 2010). Praise is a verbal statement generally following a specific target behavior. The intent of praise is to provide positive feedback to encourage or reinforce a preferred behavior such as staying on-task, sharing, and work completion (Hester et al., 2009; Sutherland, Wehby, & Copeland, 2000). As a whole, our society believes in the use of praise to build children’s confidence and motivate learning (Delin & Baumeister, 1994). It is not all uncommon to hear praise directed from a teacher towards a student with the intent to build confidence and motivation. However, not all types of praise are beneficial to students. In fact, some types of praise can be detrimental or even harmful to some students (Henderlong & Lepper, 2002; Mueller & Dweck, 1998). Dr. Carol Dweck’s research describes how ability-directed praise can shape student’s theory of intelligence and learning. This literature review will explore the following questions: How does praising ability affect motivation? How does self-perception of intelligence affect achievement? What are the differences between the two mindsets and its impact on achievement? What specific populations are most affected? In her first study, Dweck and Repucci (1973) examined the effects of praise on 5th grade students completing a puzzle. The students were given a puzzle that was easy enough for them to complete. After completing the puzzle, one group of students received praise
focused on their ability (intelligence) to complete the puzzle while the other group of students received praise focused on their efforts. Subsequently, both groups of students had the choice to complete a puzzle of similar or increased difficulty. Surprisingly, effort praise recipients were more likely to challenge themselves and chose to complete the more difficult puzzle while intelligence praise recipients were more likely to avoid the more difficult puzzle and chose to complete a less challenging one. This experiment was repeated several more times with school-aged children, and its effect on mindset is well documented with familiar results (Blackwell, Trzniewski, & Dweck, 2007; Dweck & Legget, 1988; Kamins & Dweck, 1999; Mueller & Dweck, 1998). Given these findings, Dweck and colleagues proposed a relationship between the attributions of success of the two groups and their theory on intelligence.

Implicit Theory of Intelligence

In their research studies, Dweck and colleagues found students who were given praise on ability were more likely to bring in a fixed view on intelligence. In other words, this group of students believed intelligence as a fixed trait (entity theory) – either you have it or you don’t. Also, this group of students attributed their successes and failures as related to their intelligence. While on the other hand, students who received praise on effort had a more malleable view on intelligence (incremental theory). They attributed intelligence as related to one’s efforts and development through practice (Chiu, Hong & Dweck, 1997; Dweck, 2006).
Blackwell et al. (2007) found an association between math achievement and one’s theory on intelligence. In their first study, the academic progress of 373 seventh grade students was monitored for two years. Both groups had similar math scores on tests in the fall trimester of their seventh grade year. However, by the end of spring in their 8th grade year, a gap between math achievement mean scores widened between entity and incremental theorists. Those who were incremental theorist predicted an upward trajectory in math achievement while those who were entity theorists predicted a flat trajectory. The implications of their study was significant in that achievement outcome was linked to a specific belief system. Students who were more prone to helplessness behavior, low effort attributions, and having performance goals (rather than mastery goals) were less likely to have positive math achievement performance over time compared to their counterparts. Similar results were replicated in similar studies examining the relationship between one’s belief system and achievement (Ahmavaara & Houston, 2007; Leonardi & Gialamas, 2002; Murayama & Elliot, 2009; Perkun, Elliot, & Maier, 2009).

In the second part of their study, Blackwell et al. (2007) gave both the control ($n = 43$) and experimental ($n = 48$) group of students 8 sessions on study skills, but the experimental group received additional information on the malleability of the brain and the formation of new connections between neurons when learning takes place. They were told the brain is like a muscle which grew stronger with exercise or learning. Results showed that those in the experimental group improved in academic performance
in math over time while the control group continued to exhibit a decline in math achievement. In addition, anecdotal/blind reports from their math teacher support an increase in effort with students in the experimental group. Results from the second part of the study are significant as it supports that a fixed mindset student can be taught growth minded strategies. In addition, compared to other available interventions, this intervention surprisingly yielded large changes with low cost and time implementation. The effectiveness of this intervention is credited to its focus on changing the core of the individual's belief regarding intelligence. In reviewing the current research, there appears to be evidence suggesting that educating students about malleability of intelligence as a direct result of effort and practice can lead to long-term positive effects on school achievement. The body of evidence reporting the influence of mindset on school performance cannot be ignored.

**Mindset**

A motivational model has been developed to address the question of what psychological mechanisms enable some students to thrive when faced with challenge while others who may have equal ability do not; Dweck argues that core beliefs can set up different response patterns to challenge and setbacks (Dweck, 2006; Dweck & Leggetts, 1988). In the not-so-distant past, medical science affirmed that people are born with all the brain cells they will ever have. That belief has changed as current research continues to support the occurrence of neurogenesis, the creation of new brain cells, which continues throughout adulthood. Positive correlations have been found between
the number of new neurons and learning performance, which suggests a relationship
between neurogenesis and learning (Leuner, Gould, & Shors, 2006). Research continues
to show that the brain is significantly more malleable than once thought. According to
Dweck (2006), individuals can be placed on a continuum according to their implicit
beliefs regarding the origin of ability. On one end of the continuum, individuals believe
that ability is innate and unchangeable; this belief leads to what Dweck has termed a
“fixed” mindset (an entity theory of intelligence). On the other end of the continuum,
there are those who believe that ability is developed by hard work and learning; this
belief is said to lead to a “growth” mindset (an incremental theory of intelligence).
Dweck argues that although individuals may not necessarily be aware of their own
mindset, it can be discerned based on their behavior. Many people fall somewhere in the
middle of the continuum and may have elements of both mindsets; people can have
different mindsets in different areas.

Students’ beliefs and goals can significantly affect their academic achievement
(Ahmavaara & Houston, 2007; Mangels, Butterfield, Lamb, Good, & Dweck, 2006;
Murayama & Elliot, 2009; Perkun et al., 2009). According to Dweck, there is a
significant difference in the reaction to the experience of failure between those with a
fixed mindset and those with a growth mindset. Those with a growth mindset may be
less deterred by failure because they see opportunity for improvement; problems can be
faced, dealt with, and learned from. Students with a growth mindset who hold the belief
that intelligence is malleable and can be improved tend to emphasize learning goals
(which aim to further develop ability) and are better able to rebound from experiences of failure. Those with a fixed mindset, in contrast, change failure from an action to an identity; the failure becomes a negative statement on their basic innate abilities. Those who believe intelligence is a fixed entity tend to emphasize performance goals (which focus on the documentation of their ability) which leave them vulnerable to negative feedback and are more likely to disengage from challenging learning opportunities presented to them (Mangels et al., 2006). In a study conducted by Mangels et al. (2006), a difference was found in the manner of orientation to performance-relevant information between fixed mindset and growth mindset. It was concluded that following negative feedback, those with a fixed mindset demonstrated less sustained memory-related activity to corrective information, which suggests reduced effort in conceptual encoding of the material. Those with a fixed mindset appeared less likely to engage in sustained semantic processing of learning-relevant feedback (Butterfield & Mangels, 2003; Mangels, Picton, & Craik, 2001; Nessler, Johnson, Bersick, & Friedman, 2006). Due to the importance of attention in successful encoding of information for later recall and recognition tests (Craik, Govoni, Naveh-Benjamin, & Anderson, 1996), the differences in the level of sustained semantic processing of learning-relevant information between those with a fixed mindset and those with a growth mindset may help to explain why those with a growth mindset are better able to rebound after suffering academic failures. This is important because it supports that those who have a growth mindset are more likely to continue to put forth effort and work hard despite setbacks.
Dweck's Mindset framework separated the differences in how attribution affects behavior between those with a fixed mindset versus those with a growth mindset. In that, those who exhibited more of a fixed mindset attributed successes to their innate ability; however, when faced with challenge perceived to threaten their egos, students exhibit what Dweck calls the "low effort syndrome" as they stop trying in order to protect themselves. These students are goal oriented toward measuring their ability and give up or withdraw effort when the prognosis is perceived to be negative (Dweck & Leggett, 1988). For example, a student with a fixed mindset may believe/attribute their poor academic performance in reading as related to a fixed ability in reading; the internal language echoing through their thought process may sound like this: “Good readers are born. I am not good at reading. I was not born a good reader and I will always read at this level so I will avoid reading as much as I can because I don’t want to look stupid.” The belief that ability is fixed and failure can reflect their very identity lead many students to no longer put forth effort required of reaching their learning potential. Thus, these students can avoid attributing school failure to lack of ability and avoid challenges altogether which ultimately hinders learning.

In contrast, students who endorse more of a growth mindset believe that outcomes in behavior can be developed through their efforts and are oriented toward accepting challenging tasks that promote overcoming difficulty with effort and progressive skill acquisition (Dweck & Leggett, 1988). In other words, there is a belief that effort is positively correlated with level of success. The internal language used here differs from
the previous example in that -- “Good readers are made over-time. I am not good at reading right now but I can get better with practice. I can become a better reader.”

Relative to entity theorists, those who have a growth mindset have been found to (a) focus on learning goals that support the development of ability as opposed to performance goals that focus on documenting their ability (Dweck & Leggett, 1988), (b) believe in the efficacy of effort as opposed to the uselessness of trying when given low ability or difficult challenge (Hong, Chiu, Dweck, Lin, & Wan, 1999), (c) perceive low-effort as opposed to low-ability being a helpless attribution for failure (Henderson & Dweck, 1990), and (d) demonstrate mastery-oriented strategies such as increasing effort or changing strategy as opposed to withdrawing effort or repeating the same strategy.

In examining the current research, it appears that there is a general agreement that students’ theories of intelligence help to shape their responses to academic challenges (Dweck & Leggett, 1988). Given students on both ends of the continuum with equal intellectual ability, their mindset can lead them to different ways of dealing with the hurdles of schoolwork. Although mindsets are an important part of an individual’s personality, the research tells us that there is an important lesson to be learned here - mindset can be changed (Blackwell et al., 2007). Current research indicates that an individual’s theory of intelligence can be affected by environmental stimuli (such as praise), which supports that it is possible to encourage students to persist despite failure by encouraging them to think about learning in a particular way. However, there appear to be significant challenges to overcome as we continue to examine what other factors or threats play a role in the developing mindsets of students.
The Threat of Stereotype Formation

So far in this article we have intensively covered how one’s mindset influences academic success and implications for intervention. The importance of this topic is not isolated to an individual but our society as a whole. In this next section, we will present the available evidence on how having a fixed mindset not only influences how we perceive our own success but also how we view the success of others - through the lens of stereotype formation.

A stereotype is a socially held mental picture that represents a judgment. A stereotype threat arises when a person is placed in a situation where s/he has the fear of doing something that would inadvertently confirm a stereotype. It is the threat of being viewed through the lens of a negative stereotype or the fear of doing something to confirm a negative stereotype (Steele, 1998. More specifically, stereotype threat refers to the idea that people’s performance suffers when they feel that they are at risk of reinforcing a negative stereotype about the ethnic or gender group to which they belong. Steele and Aronson first introduced the theory of stereotype threat to explain why, in several experiments, Black college freshmen and sophomores performed more poorly on standardized tests compared to White students when their race was emphasized. When race was not emphasized, Black students performed as well or better compared to White students. Steel and Aronson concluded that the results support that performance in academic contexts can be negatively influenced by the awareness that one’s behavior might be viewed through the lens of racial stereotypes (Steele & Aronson, 1995).
Since Steele and Aronson’s seminal experiments in the mid-1990s, research literature on the effects of stereotype threat on performance has steadily grown. Current research continues to support that when stereotyped group members take standardized ability tests, performance may be undermined in part when they encounter cues of a salient negative stereotype in the testing environment (e.g., Hispanic and African American students are intellectually inferior, women are not good at math or science).

It has been shown that stereotype threat can hurt academic performance given that a person is in a situation that invokes a stereotype-based expectation of poor performance. For example, it has been shown to negatively impact the academic performance of Hispanics (Gonzales, Blanton, & Williams, 2002), female students in math (Good, Aronson, & Harder, 2008), and even White males in math when reminded of Asian superiority in mathematics (Aronson, Lustina, Good, Keough, Steele, & Brown, 1999).

So what of students who have been placed in the special education classroom setting? In their most current census report, the U.S. Department of Education (2002) found infants/toddlers served under the Individuals with Disabilities Education Act (IDEA) increased steadily from 1998 to 2001, and the number of children ages 3 through 5 served steadily increased, and the percentage of 6 through 21 year olds with disabilities have slowly increased since 1992. Funding under IDEA provides special education and related services to nearly 6 million K-12 students each year. This is a significant population of the school children with a label that identifies them as students who are
unable to learn without extra support that “average” or “typical” students do not require. Of the 393,579 students who exit special education in 2004-05 due to factors such as graduating, receiving certificate of attendance, reaching age limit, or relocating/moving, only 67,707 (17%) of these students exit through transfer into regular education (US Department of Education 2005). Thus, the label of a special education remains for majority of students in this population. Given what studies tell us about stereotype threat and their effects on educational performance, it raises the question on the psychological impact of being in a special education program. This is important to think about as we continue to consider the threat of stereotypes on achievement outcomes.

Using Dweck's framework on mindset as a premise, students who have a fixed mindset and are in a special education program are particularly vulnerable to stereotype threat. They may view being in special education as evidence of their cognitive deficit(s) and see themselves as being intellectually inferior compared to students in the general education program who have not been determined to need the support of special education services. In other words, being in special education becomes a part of their identity as it defines them in terms of their lack of ability or intelligence. Such negative thoughts facilitate or even promote learned helplessness behavior further hindering their academic progress and learning.

Given that stereotype threats can be extremely harmful as it threatens academic achievement, greater attention has been given to finding methods for reducing its negative effects. Current possible methods range from interventions that teach students
about the malleability of intelligence (e.g., Aronson, Fried, & Good, 2002) to changes in classroom practices such as ensuring gender-fair testing (Good, Aronson, Harder, 2008).

Students in Transition to the Secondary School Setting

The transition from elementary school to the junior high or middle school setting can be a very challenging time for students. According to Wigfield, Byrnes, and Eccles (2006), the organizational characteristics and classroom practices of junior high schools and middle schools can have negative effects on student's beliefs regarding competence as well as their intrinsic motivation to learn. The secondary school setting is a significant change in the lives of young adolescents, and rates for depression, behavior problems, and academic failure increase after this transition. In summary, the transition experience to the middle school setting can be considered a time of significant developmental stress and many students experience difficulty in negotiating the transition (Gilchrist, Schinke, Snow, Scholling, & Senechal, 1988; Watt, 2008). Eccles and Midgley (1989) reviewed the research of the 1970s and 1980s and reported that the transition to the secondary education setting experience was marked by declines in motivation, attitude towards school, perception of ability, and academic achievement. Eccles and Midgley argued that young adolescents undergo changes in the school environment as they are going through major physical, psychological, and social changes that decrease the fit between the students and their school environment. For example, teachers become more controlling at a time when young adolescents desire greater autonomy. Another example would be that grading becomes stricter as students become increasingly self-conscious. Not only
are they adjusting to physical changes and unfamiliar new roles, classroom instruction become less personalized and the level of difficulty of schoolwork increases (Eccles, Wigfield, Midgley, and Reuman, 1993). With regard to interpersonal relations and social adjustment, students grow both psychologically and emotionally apart from adults; correspondingly, they become more dependent on peer relationships to establish and maintain a positive self-perception. In addition to the previously discussed challenges, early adolescents in transition tend to view teachers as less caring and the opportunities for building meaningful peer relationships diminish (as cited in Wentzel, 1998, p. 202). In examining the current research, it appears that students experiencing the transition to the secondary school setting are particularly susceptible to stereotype threat as developmentally they are more likely to compare themselves to and categorize social groups (Tarrant et al., 2001). Thus, the argument for the development of interventions targeting students before they undergo the transition experience is even stronger (Wentzel & Wigfield, 2007).

Child development research has established that timing of intervention becomes particularly important when a child may risk the opportunity to learn during a time of optimal readiness. Currently, no instructor-guided mindset-based curriculum for the upper elementary school years has been developed. In order to prepare upper elementary school students for the challenging hurdles of the transition to middle school and beyond, it is important to consider whether the most teachable moment of greatest readiness is before the transition to the secondary school setting.
Conclusion

The concept of mindset as a basis for intervention is unique in that it targets a student’s core beliefs in self-efficacy and aims to educate students that ability can change and improve through hard work. Dweck’s work on mindset not only emphasizes the importance between effort and achievement but also how one’s implied theory of intelligence can affect other aspects of learning and daily living. The application of her research is not confined to only students but also to parents, teachers, and others who work in the field of education. One can conceivably argue that the premise of mindset may manifest itself in the number of behavioral referrals, depression, self-esteem, peer relationships, parenting style, teaching strategies, and work relationships in education. This universal application of intervention serves as a tier one preventative measure in the Response to Intervention model as it encompasses the general population. As a result of Dweck’s research, a curriculum (Brainology) for secondary students was developed. Through our literature review, students in certain populations such as those in special education or 5th/6th grade students may significantly benefit from such a curriculum. Currently, a commercial curriculum has not been developed to target students within the populations previously mentioned. A staff development workshop promoting a mindset-based approach to instruction can lead to mindset awareness and increased promotion of interventions to encourage growth mindset thinking. Further research is warranted to explore how individuals in these populations (both students and education professionals) respond to the implementation of mindset-based instruction and intervention.
Chapter 3

METHODS

Gathering of Information

The first stage of development for this project was the reviewing of all current relevant research in the area of mindset. The co-authors worked in a collaborative effort to systematically review the relevant literature from various sources including government statistical studies, journal articles, books, and internet resources such as databases within EBSCO (e.g., PsycINFO, PsycARTICLES, etc.).

In addition to reviewing what the research tells us, various individuals in the field were contacted for collaboration including education professionals from a school district within Sacramento County and professors from the University of California, Sacramento. After reviewing the past and current literature related to mindset and achievement, the information from the various sources were compared to determine general findings.

Project Development

Given the consistency of evidence indicating the beneficial effects of growth-mindset development, this information was used to guide in the formulation of the current workshop project focus. Current studies suggest that education professionals can have a positive impact on students’ achievement as well as other areas of life by using a growth mindset approach in their interactions. As a result, the intent of this workshop is to educate and increase the use of a growth mindset approach in schools.
Project Content

The contents of the workshop include relevant topics such as the efficacy of praise, stereotype threat, mindset research findings, etc. In addition to the presentation of relevant information, the workshop also provides engaging and interactive activities that can be used to further promote the understanding of the concepts introduced. Please see the appendix for workshop materials.
Chapter 4

RESULTS

The premise of mindset is unique in that it targets an individual’s core belief system of intelligence and academic success. This professional workshop recognizes how education professionals can impact those who have a maladaptive belief system through their interactions with students. For example, praising ability rather than effort has been shown to make a difference in how students behave when presented with an increasingly difficult task to complete. Those students who were given ability-focused praise were more prone to seek tasks where success was more predictable and less difficult to attain, while those given effort-focused praise looked forward to challenges as a way for self development and growth. Carol Dweck developed a mindset framework that separated mindset differences into two categories: fixed and growth. Dweck’s work on mindset not only emphasizes the importance between effort and achievement but also how one’s implied theory of intelligence can affect other aspects of learning and daily living. For example, fixed mindset individuals were more likely to view the success of others as a threat to their own intelligence and success while growth mindset individuals saw it as an opportunity to learn from one another. The application of her research is not confined to only students but also to parents, teachers, and others who work in the field of education. One can conceivably argue that the premise of mindset may manifest itself in the number of behavior referrals, depression, self-esteem, peer relationships, parenting style, teaching strategies, and work relationships in education. This universal application of intervention serves as a tier one preventative measure in the Response to Intervention...
model as it encompasses the general population. As a result of Dweck’s research, an online curriculum (Brainology) for secondary students was developed. Through our literature review, students in certain populations such as those in special education or transitioning students may significantly benefit from such a curriculum. Currently, a commercial curriculum has not been developed to target students within the populations previously mentioned. Furthermore, a staff development workshop promoting a mindset-based approach to instruction can lead to mindset awareness and increased promotion of interventions to encourage growth mindset thinking. Further research is warranted to explore how individuals in these populations (both students and professionals in education) respond to the implementation of mindset-based instruction and intervention.
APPENDICES

PROJECT POWERPOINT PRESENTATION:

MINDSET AND ACHIEVEMENT
DEVELOPMENT AND SUPPORT FOR MOTIVATION AND LEARNING
A WORKSHOP FOR SCHOOL PROFESSIONALS: TRANSITIONING STUDENTS

By
Hung To
Rondy Yu

Fall 2010
California State University, Sacramento
Goal(s)
- Introduction of presenter(s).

Sample Presentation Language
[Introduction of presenters]: Hello, My name is [Presenter 1] and this is my partner [Presenter 2]. I am a [state position/title] working in [state organization/city] and [Presenter 2] is a [state position/title] working in the [state organization/city]. We are glad to see you all today. Our presentation today is on Mindset and Achievement.
Presentation

• Presentation is designed for school professionals (psychologist, teachers, nurses, administrators, parents, and etc…)

Outline
• Mindset
• How perception of intelligence affects behavior
• But first… our first activity!

Goal(s)
- Introduction to workshop.
- Mindset Quiz: Activity (Appendix I & II).

Sample Presentation Language
Just a quick show of hands, how many are teachers in this room? School psychologists? Counselors? Nurses? Parents? Others? Good!

[Introduction to workshop]: This presentation is designed for school professionals (e.g., school psychologists, counselors, teachers, nurses, and administrators) on how to introduce staff to the topic of Mindset for transitioning students and how it affects their development and motivation for learning. In the next few minutes we will first go over the definition of mindset and explain how a student’s perception on intelligence can influence behavior. Much of the content from this presentation was gathered from Stanford University Professor, Carol Dweck and her research in motivation and learning. While I handout this survey [Appendix I], how many here are familiar with Dr. Carol Dweck’s work on mindset? Great!


Just something to keep in mind while you are filling out this survey: Don’t spend too much time thinking about the answer. The first answer that comes to mind is the right one.

[Pass out the scoring sheet - Appendix II]

Now I’d like you to score yourselves and keep this in mind throughout the presentation.
Goal(s)
- Case Study 1 & 2.
- Present goal/style of presentation.

Sample Presentation Language
Here we have two students who have similar academic struggles. Maria who is about to be promoted to the 7th grade and has had a history of difficulty in math. She got frustrated as the math concepts got harder and harder that she gave up. She was tired of looking stupid and developed a bitterness about math. Next, we have Keyland who is also entering the 7th grade and like Maria, had difficulties in school. However, Keyland didn’t mind that reading was hard. He enjoyed it and took the challenge as a way to improve.

Throughout this presentation, [Presenter 2] and I will make an attempt to provide you with the idea of how one’s perception drives individual behavior. Now, should you memorize everything that’s presented today? You can, but our goal in this presentation is to present the information in such a way that pieces or parts of this presentation is meaningful to you some way.

Okay! Back to our two students, Maria and Keyland.
**Goal(s)**
- Involve audience in prior experience with Case study 1 & 2.
- Transition comment for next presenter/topic.
- Recap of case studies.

**Sample Presentation Language**
So – we have Maria who face struggles and avoids challenges in fear of looking stupid if she is wrong. She likes doing things she knows she can accomplish. On the other hand, we have Keyland who also faces challenges but looks forward to them. He acknowledges things he can do and spends extra time on things that are hard as a way to improve.

Now, those of us who are in education think of a student or multiple students avoid challenges and doesn’t like to be wrong.

At this point of the presentation, we will go over the history of Mindset and the differences in the internal dynamics of Maria and Keyland. Then, we will go over some of the things we can do as educators to address this issue in our schools.
PRAISE: WHAT IS IT?

To & Yu, 2010

Goal(s)
- Introduce the topic of praise.
- Engage audience by asking for example of praise statements.

Sample Presentation Language
So our first topic is on the subject of praise. What is it? If you look in a dictionary, you may find it to be defined as “an act of expressing approval or admiration.”

[Ask]: Can someone give me an example of what a statement of praise might sound like? [Validate praise statement responses such as: You’re doing such a good job! You’re so good at that!]
### Praise

**What is praise?**

Praise is a positive verbal statement following a specific target behavior.

**What is the intent?**

Encourage display of desired behavior.

**What are the effects?**

![To & Yu, 2010](6)

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**Goal(s)**

- Define praise.
- Discuss intent and use of praise.

**Sample Presentation Language**

So praise is a positive verbal statement following a specific target behavior. Praise often times used to encourage the display of desired behavior. As educators, we say things like, “you’re so good at that” or “you’re so talented” to our students when they perform well. Praise for high ability is a common response to seeing a student perform well. It seems only natural to applaud a child’s achievements by applauding their abilities in some way. It is not surprising to find that praise for ability is commonly considered to have beneficial effects on student motivation. But what are the effects really? Does praise really help to boost student motivation?
Goal(s)
- Introduce Ability vs. effort praise.
- Exercise: Paper easel (optional).
- As people participate and give answers, write examples of Ability vs. effort Praises on easel
- We can use the column of ability praises later in the presentation to have the audience reword into growth mindset praises.

Sample Presentation Language
To find out whether praise really does have beneficial effects on student motivation, we first have to look at the two different types of praise: ability and performance praise.

[Ask]: Can someone give me an example of what a statement of praise targeting ability might sound like? [Validate praise statement responses such as: You’re so good at that! You’re so talented!]

[Ask]: Can someone give me an example of what a statement of praise targeting performance might sound like? [Validate praise statement responses such as: I can see how hard you worked on this!]
Study: Dweck & Repucci (1973) examined the effects of praise on 5th grade students completing a puzzle.

- Group 1 received praise focused on ability (intelligence).
- Group 2 received praise focused on effort.

When given the option to complete another similarly challenging puzzle or a more difficult puzzle...

- Members of Group 1 were more likely to choose a similarly challenging puzzle.
- Members of Group 2 were more likely to choose a more difficult puzzle.

To & Yu, 2010

**Goal(s)**
- Introduce Dweck’s 1973 study.

**Sample Presentation Language**

So again, does praise really have a beneficial effects on student motivation? Well, the research says it depends. Here is a study conducted by Dweck and Repucci in 1973 that examine the effects of praise on 5th grade students completing a puzzle. There were two groups. Group 1 received praise focused on ability, while group 2 received praise focused on effort. The study produced some very interesting findings. When given the option to complete another similarly challenging or a more difficult puzzle, students praised for intelligence were more likely to choose a similarly challenging puzzle while students who were praised for effort were more likely to choose a more difficult puzzle. Results of the study showed that the fifth graders praised for intelligence were found to care more about performance goals relative to learning goals than children praised for effort. After failure, they were also more likely to display less task persistence, less task enjoyment, and worse task performance than the children praised for effort. These findings have important implications for how achievement is best encouraged.
“You have to take action and stand up for yourself - even if you’re sitting in a wheelchair”

To & Yu, 2010

**Goal(s)**
- Discuss Christopher Reeves’ contribution to Neuroscience.

**Sample Presentation Language**
[Presenter 1] Do you remember this guy who played Superman? What’s his name? [Validate Answer]: Christopher Reeves.

Yes! He fell off a horse and was paralyzed from the neck down. After ignoring the dismal prognosis of his doctors, Reeves tirelessly tried to move his finger. After several years of rehabilitation, Reeves was able to eventually twitch his finger. The significance of this event in 40 years of research in neuroscience was huge. Reeve’s progress astounded neuroscientists who had not expected such a rate of progress in patients with similar spinal cord injuries. So that begs the question: What did Reeves do to achieve his prognosis?
What does brain research tell us

- In 1999, Elizabeth Gould conducted a study looking at the brains of Macaque Monkeys. Previously, neuroscience supported the growth of neurons (brain cells) in young animals. Gould et al. detected growth of neurons extended throughout adulthood.


To & Yu, 2010

Goal(s)
- Introduce evidence in research for neurogenesis: Gould (Primary study)
- Present prevalence of fixed mindset message in fixed-mindset messages

Sample Presentation Language

[Presenter 1] For about 40 years, researchers had believed that this event did not occur. Brain cells don’t grow. You either have them or you don’t. The findings in this study opened a new door in the field of neuroscience. In 1999 Dr. Gould published her study where she detected growth of neurons in adult monkeys.

This is where the current evidence lies in neuroscience regarding the malleability of our brains. In that it is a dynamic organ in our body that develops well into our adulthood. However, our classrooms and school environment are slow to follow this trend. Each and every time I am at a school, I see our kids being bombarded with fixed mindset messages in the classroom, at the movies, in the television shows they watch, and in the books they read. How many of our children are sitting in mental wheelchairs today? This is why this mission is so important as it transforms and opens doors for our children in fulfilling their true potential. This is teaching them why they should not give up and there’s evidence to support this.
Mindset & Achievement

Implicit Theories of Intelligence

Dweck and colleague’s work on mindset describe how differences in students’ attributes to success affect their views on intelligence. On one side, when students view intelligence as a fixed trait they were more prone to exhibit learned helplessness behaviors and avoided challenge.

On the other side, students who accepted the malleability of intelligence welcomed failure as a sign to improve and accepted challenges as an opportunity to improve one’s intelligence.

Goal(s)
- Introduce implicit theory of Intelligence.
- Provide visual presentation of concept as a continuum.

Sample Presentation Language
[Presenter 1] Dweck’s message in her research gives us a link between how we as educators affect students’ perception of their theory of intelligence and how student’s perception on the malleability of intelligence can affect behavior. On one side, there’s the fixed mindset group of individuals and on the other side, are the growth mindset group of individuals. Does this mean when describing a student’s behavior we will have to create an either/or categorization for our students? (e.g., either you’re fixed or growth, not both). NO! Mindset is a continuum. One can have both fixed and growth mindset personalities. But the fact is, through Dweck’s work, we can at least recognize it in ourselves and most importantly, in others such as our students.
Sample Study: Blackwell, Trzesniewski, and Dweck (2007)

**Goal(s)**
- Introduce effects of Mindset.

**Sample Presentation Language**
A longitudinal study from 2007 followed 373 students as they transitioned to the 7th grade. At the beginning of their 7th grade year, the students’ mindsets were assessed. Their math grades were then monitored over the next 2 years. At the beginning of the year, the 373 students had equal prior math achievement. By the end of the fall term, math grades between the two group diverged and continued to grow apart over the next 2 years.
**Goal(s)**
- Introduce effects of mindset (continued).

**Sample Presentation Language**
In the same study, a growth mindset workshop and the 7th grade students were divided into 2 groups. Both groups attended an 8-session study skills workshop, but “the growth mindset group” also received lessons in what growth mindset is and how to apply it to schoolwork. When students learned that they can develop their ability, it changed the way they engaged school. Students who received lessons in growth mindset got to work and showed an increase in their math grades over time. The control group, which received 8 workshop sessions on study skills, did not show improvement despite having learned many useful study skills.
Goal(s)
- Present visual differences between two mindsets.
- Qualifier about success and fixed-mindset (Presenter 1 & 2).
- Present differences again with different wording.
- Prompt transition to Stereotype threat.

Sample Presentation Language
[Presenter 1] Here we have a chart depicting the characteristic differences between the mindsets and I will go over the two here. On the left column, we have Fixed-Mindset individuals. Their view on challenges is to avoid them. In fact, in the face of perceived obstacles one should give up! Effort has nothing to do with it. No matter how hard I try, I don’t get better. I hate it when people tell me how to do things it makes me feel stupid. In fact, I don’t like to surround myself with smart people because all they do is make me feel stupid.

[Presenter 2] Wait a minute! I know some people who have many of these fixed traits and they are fairly successful. What do you have to say about that?

[Presenter 1] Dweck’s message isn’t telling us fixed-mindset individuals are going to be failures but the difference lies in their modes to obtain success and the difference in thought process in the presence of challenges.

By now, with the information that we presented we hope you get a sense of what it is like in the shoes of these two individuals. Not only does fixed-mindset individuals look for ways to avoid challenges but also indentify those who are better skilled or have higher ability as a threat to the image they spent so much time building.

Now here’s the problem. You can see how these problematic characteristics of fixed mindset individuals can manifest itself in the number of concerns for depression, bullying, lack of motivation, self-esteem and sense of inadequacy. So far we have gone over how self-perception affects behavior. Later, we will go over the mechanisms for which one’s views of others affect behavior. But first we have an activity for you.
**Goal(s)**
- Go over examples of fixed messages
- Discuss as a group why these are fixed
- Dialogue on #4 with the two presenters
- Exercise: paper easel (optional): refer back to examples of ability praises and ask audience to transform the wording into growth mindset praise.

**Sample Presentation Language**

[Presenter 1] Remember Dweck’s first study on 5th grade students and how praising one’s ability affected their behavior on those puzzles? Well, unknowingly we transfer this fixed message through how we praise our children. Here are some examples of fixed-mindset messages.

Let’s brainstorm together and discuss the problem with the underlying fixed message it delivers. Now remember, Fixed mindset and growth mindset. [Validate answers below.] How can we change it to the growth mindset way?

1) The problem with this one is that it is praising the child’s ability rather than acknowledging the time and effort it took to arrive at the result.

2) The student’s success is compared to that of another student. The problems lies in that it reinforces the perception of success in others becomes as threat to the individual.

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**Examples of Fixed-Mindset Messages**

1. You can do it! I know you’re smart.
2. Look at how smart Johnny is, you don’t want him to be smarter than you? Do you?
3. Stop being lazy, I know you can do more.
4. I’m proud of you.

To & Yu, 2010
**Goal(s) (continued from previous slide)**

**Sample Presentation Language** [Validate the answers below.]

3) There’s many angles in which this comment is detrimental. First, how do you know for sure the level of effort the individual put into a project? How would it be like if I tried as much as I could and failed. What are you saying about me? This message sets up the individual for embarrassment as it associates failure with being lazy or tied to some result. Another way of sending a fixed message on ability rather than focusing on effort.

4) Now this one is a little more obscure. In fact, we hear this all the time. The problem with this is that we set an expectation for our children. If they fail to meet this expectation, would the opposite of this comment be true? Again, it focuses on the ability or performance goal rather than what’s important – the effort the child put into achieving that particular goal.

[Presenter 2] I’m confused on this last one. I see that it’s obscure but how do you know if the student’s perception on “I’m proud of you” targets effort or ability? I mean, the student can take it as meaning you are complimenting their efforts.

[Presenter 1] Yeah, that’s why this one isn’t very transparent. The context to which mindset, growth or fixed, isn’t introduced for a reason. In simplifying a scenario to an extreme, by saying “I’m proud of you” introduces the avenue for fixed mindset interpretation. Although, there’s not an accurate way of measuring the internal message of the student but by introducing the option of a fixed mindset interpretation there is a chance it can go there. I could say all of these compliments presented here in this slide to a growth mindset individual and it will be received as such. However, the students I am presenting here are those who are on the fixed-mindset extreme.

(Optional) Okay, great. Now we’ve all had some practice in recognizing fixed mindset messages! Do you remember that list that we made awhile back? Let’s work together to re-word them in such a way where it will convey a growth mindset message.
Group Discussion
Divide yourselves into groups of 4-5.

1) In what ways have you encountered fixed mindset messages? At work? Childhood? At home? Your school experience?

2) How does it affect your students’ achievement?

To & Yu, 2010

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**Group discussion on Mindset**
Role of Presenter(s).

- Facilitate group discussions by walking around to answer questions about mindset if necessary.
- Present questions or examples of how mindset can affect group members.
- After 10 – 15 minutes, allow group members to share their experiences or observations.

**Sample Presentation Language**
Now I’d like us go divide ourselves into groups of 4-5 and take 10-15 minutes to answer these following prompts. We will be going around each group to listen and answer any questions.

If there are questions that you cannot answer, jot down the question and reply via email at a later time.

[Move on to next slide to provide visual guide for group discussion activity.]

[If you presentation group is small, this activity can be modified as a whole group discussion rather than dividing into smaller group sets.]
## Fixed Vs Growth Mindset

<table>
<thead>
<tr>
<th></th>
<th>Fixed mindset</th>
<th>Growth mindset</th>
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<tbody>
<tr>
<td><strong>What does the student want to achieve?</strong></td>
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<td></td>
<td>To look smart even if at the cost of sacrificing learning by avoiding challenging tasks</td>
<td>To learn new things even if hard or risky</td>
</tr>
<tr>
<td><strong>How is failure seen?</strong></td>
<td>Failure is seen as an indication of low intelligence</td>
<td>Failure is seen as an indication of low effort and/or poor strategy</td>
</tr>
<tr>
<td><strong>How is effort seen?</strong></td>
<td>Effort is seen as an indication of low intelligence</td>
<td>Effort activates and uses intelligence</td>
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<tr>
<td><strong>Typical response after difficulty</strong></td>
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<tr>
<td>Self-defeating defensiveness</td>
<td>High: not willing to face ignorance and to risk mistakes</td>
<td>Low: eager to learn and open to feedback about mistakes</td>
</tr>
<tr>
<td>Performance after difficulty</td>
<td>Impaired</td>
<td>Equal or improved</td>
</tr>
</tbody>
</table>

To & Yu, 2010

### Sample Presentation Language

And here is a chart to further compare the characteristics of the two mindsets. You can refer to this chart to help guide discussion of examples of when you’ve encountered fixed mindset messages.
**Goal(s)**
- Discuss implication of mindset.

**Sample Presentation Language**
When we look at other interventions implemented in our schools today, many of them are focused primarily from the outward in. For example, providing a curriculum for teachers to present to the student. The premise of Mindset is unique in such a way that it tackles the individual’s core beliefs on intelligence and effort. It starts inward and works its way out. Is one way better than the other? Not necessarily, as both are much needed for our children. Mindset provides another mode for us to reach our students despite setbacks and challenges presented in their everyday lives.

Okay, now as promised… the next part of our presentation – Stereotype Threat!
Stereotype Threat: What is it?

To & Yu, 2010

Goal(s)
- Introduce stereotype threat.

Sample Presentation Language
So our next topic is on the subject of stereotype threat. But before we can move on to describe what a stereotype threat is, we first have to know what a stereotype is.

[Ask]: How many of you know what a stereotype is? [Acknowledge that not everyone knows what a stereotype is.]
Stereotype

A stereotype is a socially held mental picture that represents a judgment.

To & Yu, 2010

**Goal(s)**
- Introduce stereotype threat (continued).

**Sample Presentation Language**
So a stereotype threat is a socially held mental picture that represents a judgment.

[Ask]: What are some examples of common stereotypes you can think of?

[Listen for and validate responses that provide an example of a stereotype.]
Stereotype

Examples of Negative Stereotypes

- Hispanic and African American students are intellectually inferior.
- Women are not good at math or science.

Goal(s)
- Present examples of Stereotype threat.

Sample Presentation Language
Here are some examples of commonly held negative stereotypes.
A stereotype threat arises when a person is placed in a situation where s/he has the fear of doing something that would inadvertently confirm a stereotype.

Researchers Steele and Aronson introduced the theory of stereotype threat to explain why, in several experiments, Black college freshmen and sophomores performed more poorly on standardized tests compared to White students when their race was emphasized. When race was not emphasized, Black students performed as well or better compared to White students.
It has been shown that stereotype threat can hurt academic performance given that a person is in a situation that invokes a stereotype-based expectation of poor performance.

To & Yu, 2010

**Goal(s)**
- Discuss linkage between stereotype threat and academic performance.

**Sample Presentation Language**
Current research continues to support that when stereotyped group members take standardized ability tests, performance may be undermined in part when they encounter cues of a salient negative stereotype in the testing environment. In other words, when a person views himself or herself in terms of a salient group membership and thinks, for example, “I am a woman, women are not expected to be good at math, and this is a hard math test”, performance can be undermined because of concerns of confirming the negative stereotypes of the group. So in situations that increase the salience of the stereotyped group identity can increase vulnerability to stereotype threat.

Current research in stereotype threat has that the consequences of stereotype threat can lead to self-handicapping strategies such as reduced practice time for a task and reduced sense of belonging to the stereotype domain.

Stereotype threat can harm the academic performance of ANY individual for whom the situation invokes a stereotype-based expectation of poor performance. It has been shown to negatively impact the academic performance of Hispanics, female students in math, and even White males in math when reminded of Asian superiority in mathematics.
Stereotype Threat:  
Who else does it affect?

The most achievement oriented, skilled, motivated, and confident students are most affected by stereotype threat.

To & Yu, 2010

**Goal(s)**
- Discuss affected populations.

**Sample Presentation Language**
Surprise! High achieving students are the most affected. Why? They may have identified more with school and are trying hard to disconfirm the negative stereotype about their group. They are also likely to be plagued with a host of distractions, obstacles, self consciousness, anxiety, etc. – all of which lead to lower performance.
Think of a time you were faced with failure. How did you explain it to yourself?

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**Goal(s)**
- Introduce attributions of failure.

**Sample Presentation Language**
The reason that performance suffers under stereotype threat is still a matter of debate. Research has shown that factors such as anxiety physiological arousal and even reduced cognitive capacity can all occur under stereotype threat. And when individuals fail to achieve a desired outcome, they often attempt to identify what factors are responsible.

[Ask]: Think of a time you or your students were faced with failure. What was the explanation?
[Listen and validate responses.]

When people attempt to identify what factors are responsible for a failure, factors pertaining to the individual or the situation are invoked. So people attribute their failure to either internal characteristics or situational factors.
**Goal(s)**
- Discuss mindset self dialogue.

**Sample Presentation Language**
[Ask]: Was your explanation to yourself a growth mindset or fixed mindset explanation?
[Listen and validate responses.]
What the Resilient Student Looks Like

The resilient student can be described as an individual who is able to overcome obstacles despite hardships. He/she has developed characteristics that enable him/her to succeed. The resilient student is able to recover from or adapt to life’s stresses.

To & Yu, 2010

**Goal(s)**
- Introduce the resilient child profile.

**Sample Presentation Language**
So what does the resilient student look like? Well, the resilient student is likely to be optimistic and have a strong sense of hope. They take responsibility for successes and failures. They may have a strong sense of self-efficacy and recognize they have to work harder if they do not do well. These are some characteristics of growth mindset thinking.

So again, it all goes back to one’s mindset. Recent studies by Aronson, Good, and colleagues found that negatively stereotyped students showed substantial benefits from being in a growth mindset workshop.

[Ask]: So as educators, what are some things we can do to reduce the effects of stereotype threat? How do we help students build resiliency? [Listen and validate responses such as: Teach students about mindset. Teach students about stereotype threat. Create cooperative classroom structures in which students work interdependently.]
How Educators Can Help

Current Interventions can include:

- Praise
- Modeling Errors
- Lesson Plan
- Introduce Mindset concepts to parents
- Participate in learning communities

Mindsetineducation.ning.com

To & Yu, 2010

Goal(s)
- List possible interventions.

Sample Presentation Language
The message in which we convey when we praise as presented here in this presentation can affect how our students behave. Being aware of what we say to our students is important in our delivery of instruction, especially when it is a reaction to an adverse situation or incident. Like Dweck’s first study, praising ability versus praising effort can introduce two different results in how our students feel successful. The differences in the path of this success can separate between fixed or growth mindset thinking. Here is a handout on ways to give growth mindset feedback. [Pass out handouts on growth mindset message feedback]

Model to our students the value of making mistakes. Often times, we focus on how important it is to get things right that we forget to spend time to think about the times when we are wrong. After all, the learning process involves both successes and failures. By modeling a safe learning environment where mistakes are okay, we can encourage our students to participate.

Integrate lessons on the brain and its role when we learn. Help our students answer the question: How can one become smarter? Answer: through effort and maintenance of the brain. [Resource: florin.plbworks.com/mindset and Brainology.org]

Introduce Mindset to parents and how to transfer growth mindset message in the home setting. Teach parents how to communicate to their children using Dweck’s research.

Participate in online professional learning communities to further self understanding of the topic such as mindsetineducation.ning.com.
Resources

- http://www.brainology.us/
- http://florin.pbworks.com/Mindset
- http://mindsetsineducation.ning.com/
- http://mindsetonline.com/whatisit/about/index.html

To & Yu, 2010

[Ask audience if they have any questions.]
APPENDIX I

Mindset Survey

To what extent do you agree or disagree with these statements? THIS IS NOT A TEST.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Your intelligence is something very basic about you that you can’t change very much.</td>
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<tr>
<td>2. No matter how much intelligence you have, you can always change it quite a bit.</td>
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<tr>
<td>3. You can always substantially change how intelligent you are.</td>
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<td>4. You are a certain kind of person, and there is not much that can be done to really change that.</td>
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<tr>
<td>5. You can always change basic things about the kind of person you are.</td>
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<td>6. Music talent can be learned by anyone</td>
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<td>7. Only a few people will be truly good at sports – you have to be “born with it.”</td>
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<td>8. Math is much easier to learn if you are male or maybe come from a culture who values math.</td>
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<td>9. The harder you work at something, the better you will be at it.</td>
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<tr>
<td>10. No matter what kind of person you are, you can always change substantially.</td>
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<td>11. Trying new things is stressful for me and I avoid it.</td>
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<td>12. Some people are good and kind, and some are not – it’s not often that people change.</td>
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<td>13. I appreciate when people, parents, coaches, teachers give me feedback about my performance.</td>
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<td>14. I often get angry when I get feedback about my performance.</td>
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<td>15. All human beings without a brain injury or birth defect are capable of the same amount of learning.</td>
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<td>16. You can learn new things, but you can’t really change how intelligent you are.</td>
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<tr>
<td>17. You can do things differently, but the important parts of who you are can’t really be changed.</td>
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<td>18. Human beings are basically good, but sometimes make terrible decisions.</td>
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<tr>
<td>19. An important reason why I do my school work is that I like to learn new things.</td>
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<tr>
<td>20. Truly smart people do not need to try hard.</td>
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</tbody>
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Adapted from: http://florin.pbworks.com/f/Mindset.Quiz.doc
Response Sheet

Name _______________________ Teacher _____________
Mark an X in the appropriate box please.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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Adapted from: http://florin.pbworks.com/f/Mindset.Quiz.doc
APPENDIX II

Mindset Scoring Sheet

Scoring

Growth Questions
Strongly agree – 3 points
Agree – 2 points
Disagree – 1 point
Strongly disagree – 0 point

Fixed Questions
Strongly agree – 0 point
Agree – 1 point
Disagree – 2 points
Strongly disagree – 3 points

Strong Growth Mindset = 60-45 points
Growth Mindset with some Fixed ideas = 44-34 points
Fixed Mindset with some Growth ideas= 33-21 points
Strong Fixed Mindset= 20-0 points

Scoring the Mindset Quiz

<table>
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<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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http://florin.pbworks.com/f/Mindset%20Quiz%20scoring%20and%20lesson%20plan.doc
REFERENCES


Last viewed on February 21, 2010.


