
Mindset: A Hidden Factor Impacting Test Results

— Mindset over Performance —
Matters



Brian Hendrickson - Assistant Superintendent

Julie Varney - 5th Grade Teacher

Sue Nash-Ditzel - Principal



Takeaways

- Why mindset?
- Situational awareness
 - Student mindset
 - Faculty mindset
- Link between stress and mindset
 - Performance Does Matter





THE GROWTH MINDSET CONTINUUM



What can you do to change your Mindset and

GROW?



I won't
do it

I can't
do it

I want
to do it

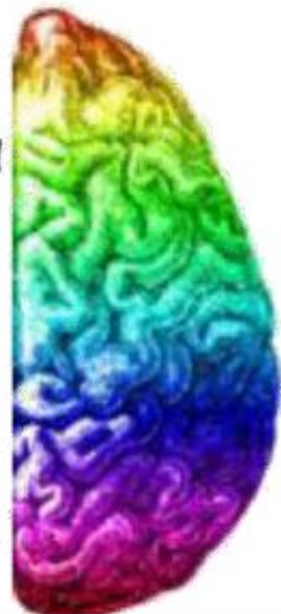
How do
I do it?

I'll try to
do it

I can
do it

I will
do it

Yes I
did it!



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National Study Bolsters Case for Teaching 'Growth Mindset'



A student participates in an online survey about his beliefs about learning as part of an intervention designed to improve students' academic mindsets.

—Photo and Video Source: University of Texas at Austin; Project for Education Research That Scales

By Sarah D. Sparks

August 7, 2019

Any student's self-confidence can take a hit at the start of high school. Yet giving students even a brief opportunity to understand and reflect on their mindsets for learning can make them likelier to challenge themselves and improve, **finds a new national**



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Mindset a Key Factor In Student Success

By Evie Blad

August 2, 2016

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Lessons from research Teacher Network

Research every teacher should know: growth mindset

In his series of articles on how psychology research can inform teaching, Bradley Busch picks an academic study and makes sense of it for the classroom. This time: an influential research project on growth mindset

Bradley Busch

blinner@the
14 Jun 2018 02:30 EST

746 25



▲ Praising children for their effort, rather than their intelligence, means they'll be more able to cope when facing a setback or future low performance. Photograph: Alamy

DEVELOPING EDUCATIONAL FOUNDATION **edutopia**

TEACHER DEVELOPMENT

Developing a Growth Mindset in Teachers and Staff

By Keith Heggart
February 4, 2015





Ellington School District

Dr. Scott Nicol, Superintendent • 860-896-2300 • <http://www.ellingtonschools.org>

District Information

Grade Range	K-12
Number of Schools/Programs	7
Enrollment	2,688
Per Pupil Expenditures ¹	\$14,051
Total Expenditures ¹	\$38,485,170

¹Expenditure data reflect the 2016-17 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Contents

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Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit ed.sight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,311	48.8	48.4
Male	1,377	51.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	288	10.7	5.1
Black or African American	106	3.9	12.8
Hispanic or Latino	125	4.7	24.8
Pacific Islander	*	*	0.1
Two or More Races	69	2.6	3.3
White	2,097	78.0	53.6
English Learners	54	2.0	7.2
Eligible for Free or Reduced-Price Meals	288	10.7	36.7
Students with Disabilities ¹	329	12.2	14.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

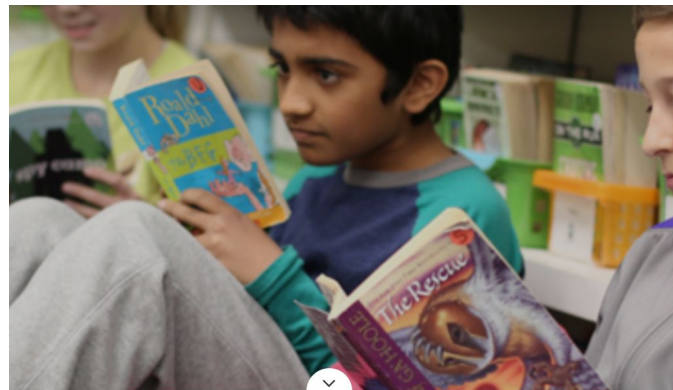
	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	71	5.5	28	2.1
Male	101	7.4	95	6.8
Black or African American	14	13.0	10	9.3
Hispanic or Latino	20	15.7	13	9.7
White	106	5.2	90	4.3
English Learners	6	10.9	0	0.0
Eligible for Free or Reduced-Price Meals	68	17.8	44	10.7
Students with Disabilities	69	19.4	34	8.6
District	172	6.5	123	4.5
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 137

Number of school-based arrests: 17

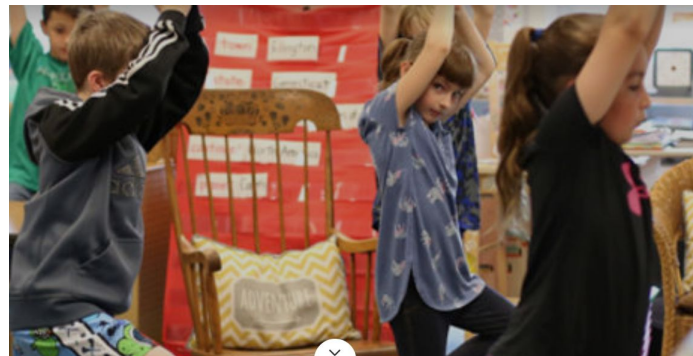
²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.



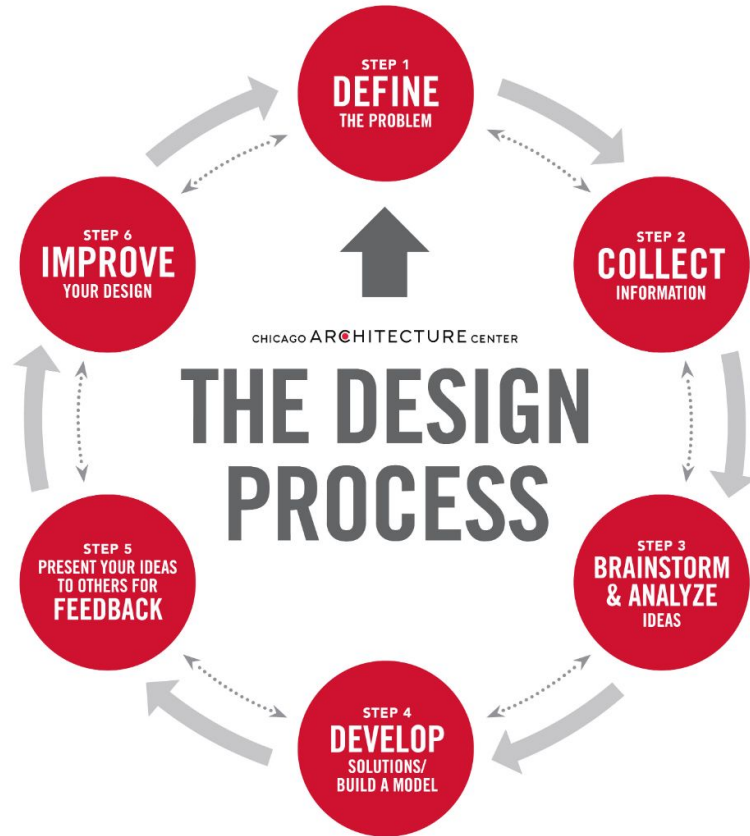
Flexible learning environments

We ensure that our learning environments are flexible spaces that encourage interaction, co-creation and independence.



Unrelenting commitment to growth

We have an unrelenting commitment to the belief that everyone can continually learn and grow.



the
fearless
organization

Creating **Psychological Safety** in the
Workplace for Learning,
Innovation, and Growth

Amy C. Edmondson

HARVARD BUSINESS SCHOOL

WILEY

Table 7.3 Framing the Role of the Boss page 164	Default Frame	Reframe
The Boss	Has answers Give orders	Sets direction Invites input to clarify and improve
	Assess others' performance	Creates conditions for continued learning to achieve excellence
Others	Subordinates who must do what they're told	Contributors with crucial knowledge and insight

Isobel Stevenson Coaching Letter #96 *Framing*

If you are skeptical about how much these very subtle signals can cue us, you [should read this story in this week's New Yorker about Derren Brown](#). Or you could [watch Brown in this TED Talk](#), which won't tell you anything about how he does what he does but is wildly entertaining and starts with a lovely preamble about the stories that we tell ourselves, [or listen to him on this New Yorker Radio Hour podcast](#). He is also mounting a Broadway show, and I am just about to buy tickets for over winter break. All this is to say, he is the best example I can come up with of **how much data we make available to others about us, even if completely unconsciously; and therefore we should not be surprised about how much we discern about how others think about us and about their mental models of the world, also, often, completely unconsciously; and how much those received signals end up influencing the way we think and behave.**



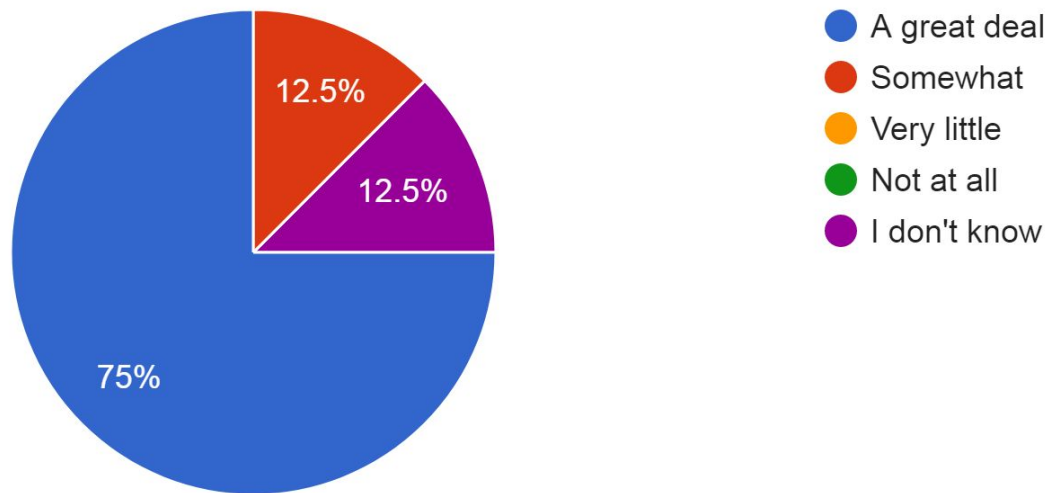
- SBAC is not a valuable tool to measure the student's growth- it is only one data point.
- I find no value in stressing students out for a standardized test that is going to tell me nothing more than I already know from being their classroom teacher.
- Minimal
- Since most of my students have no idea what is going on during it I would say little to none, it's more stressful than beneficial for them. Their scores don't reflect how they do in the classroom/report card wise.



What will be the impact of a teacher approaching a test with this type of mindset - even if it's kept "hidden" from students...

To what extent does your students' mindset impact their performance on SBAC?

16 responses

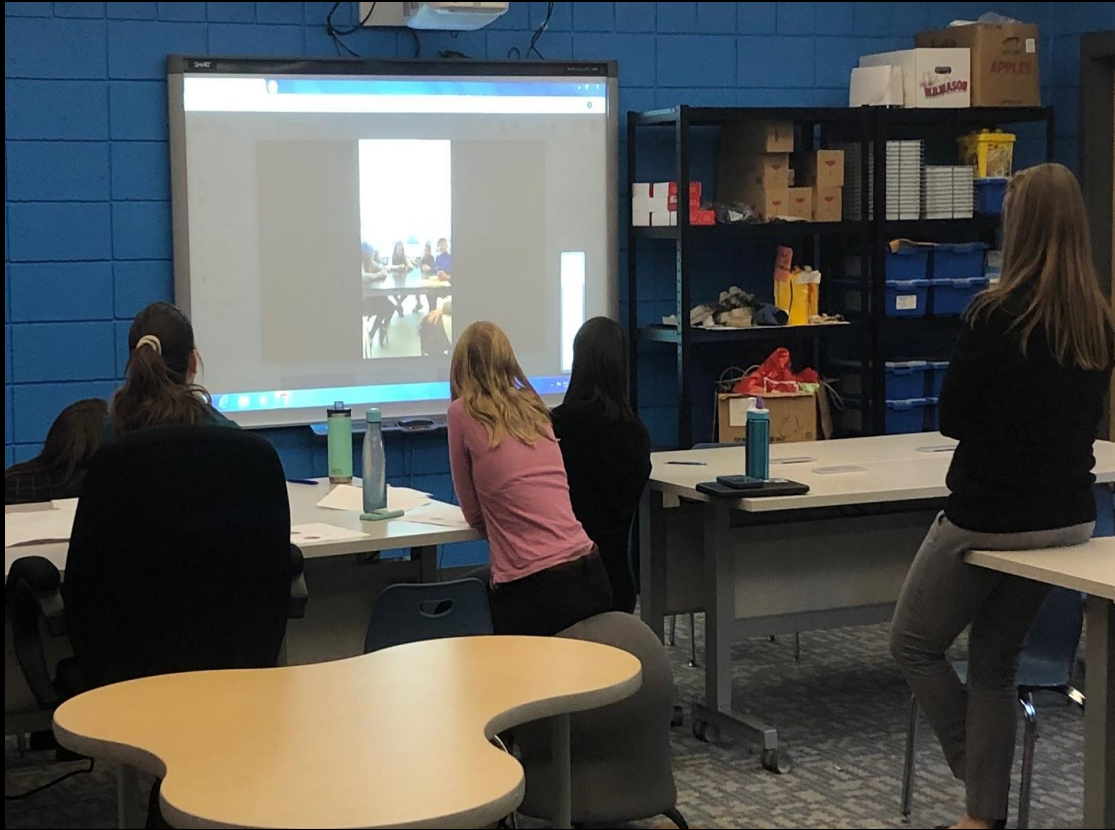


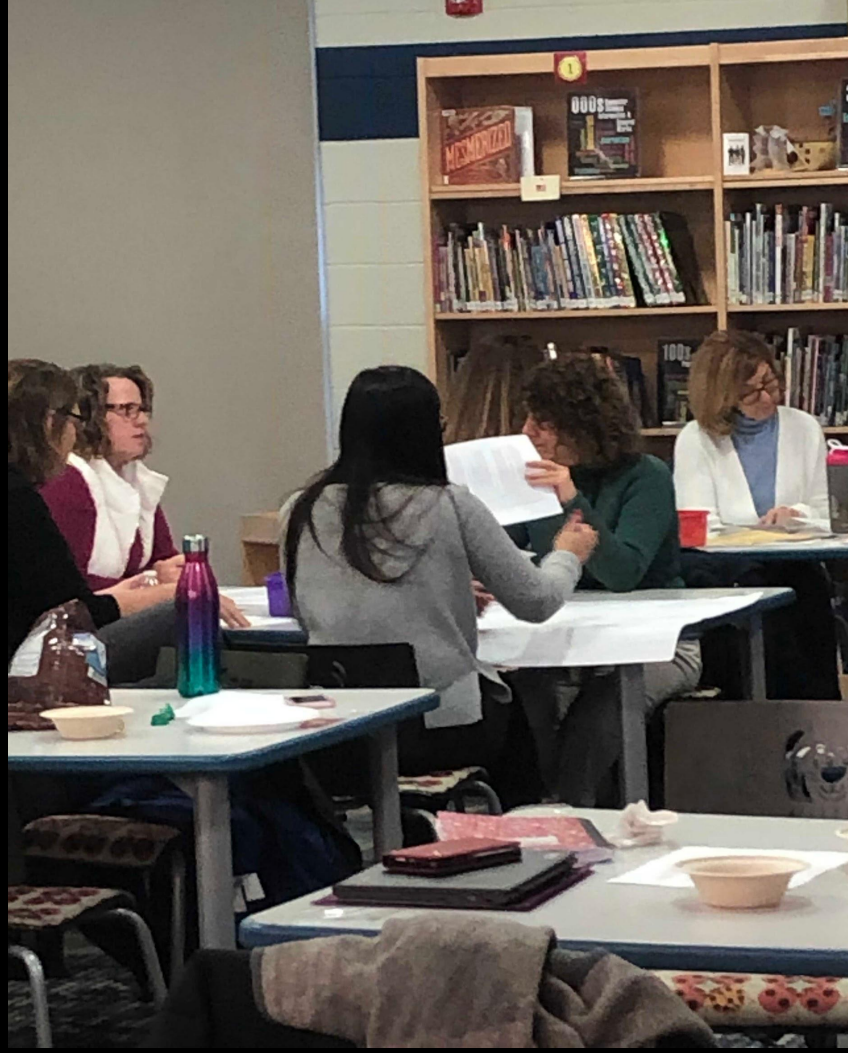


Emerging Themes

	Before
Feeling overwhelmed <ul style="list-style-type: none">- So much to know- How can I remember?- Mess up/wrong	11
Feelings of stress <ul style="list-style-type: none">- Nervous/anxious- Scary- Frustrated	8
SBAC is boring and long	12



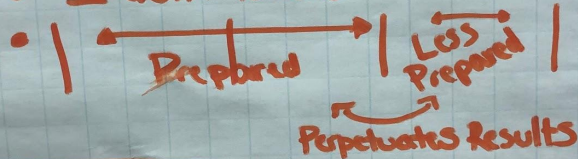




Wonderings / Noticings

Student Survey / Focus Group:

- stress! "WHOLE year"-cumulative
- shorter sessions needed / breaks
- "I don't know"



Teacher Survey:

- nobody thinks it measures academic success a good deal
- 81% - sometimes put in best effort
- too much stress on student + teacher
- big range of teacher expectations
- Your expectations vs. SBACs expectations

Curriculum Based Assessments vs. SBAC:

Managing Unintended Consequences of Language

Teacher Language	More Of	Less Of
Example A	What effect does the author create by using the phrase <u>yawning black throat of the chimney</u> ?	What does the phrase <u>yawning black throat of the chimney</u> imply.
Example B	What conclusion about James is supported by the text? Which sentence from the passage best supports your answer in part A?	Describe James using details from the text.



2. Part A: What can you infer about how people react to creepy creatures? *

- People love creepy creatures
- People think creepy creatures are scary
- People think that creepy creatures are useful
- People think that creepy creatures are shy

Part B: What details best support your answer in part A? Check all details that apply. *

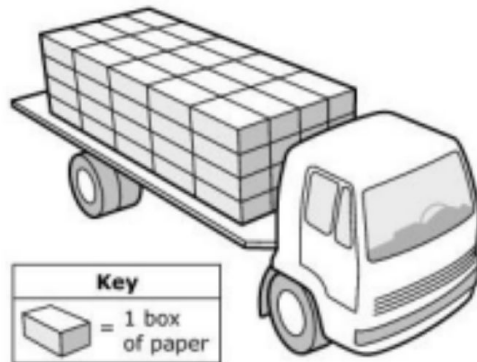
- "The truth is that most spiders are harmless and shy."
- "She says that almost all spiders prey on insects."
- "They release a dangerous substance called venom into their prey when they bite."
- "Most snakes avoid humans. Some may bite people if they feel threatened."

3. Part A: What can you infer the author believes about creepy creatures?

- The author thinks creepy creatures are helpful.

The bed of a truck is stacked with boxes of paper. The boxes are stacked 5 boxes deep by 4 boxes high by 4 boxes across, as shown in the picture.

- When the driver is in the **empty** truck, the mass is 2948.35 kilograms.
- The mass of 1 box of paper is 22.5 kilograms.
- The driver delivers some of the boxes of paper at his first stop.
- The truck has to drive over a bridge on the way to the next stop.
- Trucks with a mass greater than 4700 kilograms are **not** allowed to drive over the bridge.



Q2 Performance Summary



Student Responses



Student

Q2: Which statement describes the value of the expression $15 \times (8 + 45)$?

- ✓ **A** The value is 15 times the sum of 8 and 45
- B** The value is 8 more than the product of 45 and 15
- C** The value is 45 more than the product of 8 and 15



"Everyone who has ever said the word 'oops' will be smiling when they see the masterpiece that Barney Saltzberg has created.... funny and FUN, BEAUTIFUL OOPS! is the best gift to give anyone, any age, anywhere, anytime."

—JAMIE LEE CURTIS



BEAUTIFUL

OOPS!



BARNEY SALTZBERG







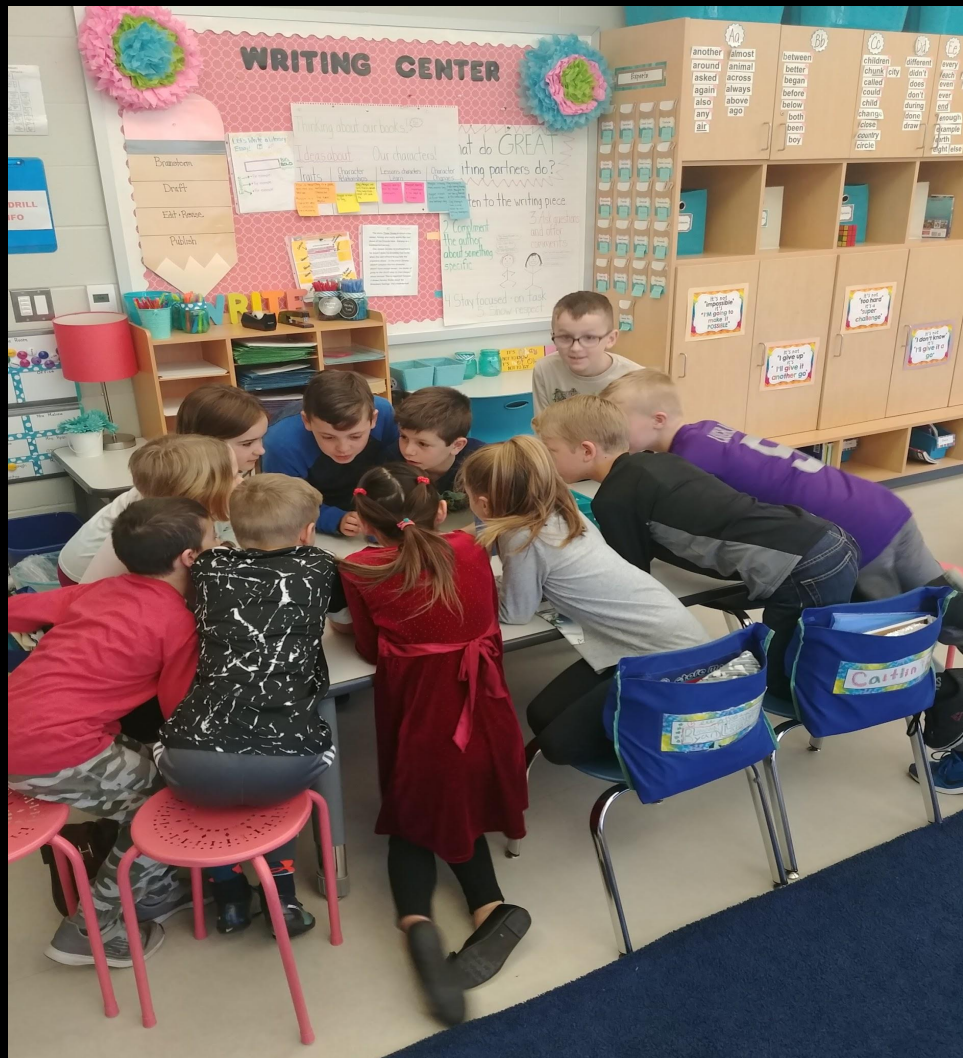


You don't have to be a gymnast to be flexible.

You don't have to be Einstein to be smart.

You are Awesome!







Everything

You DON'T

KNOW IS

something

You can

LEARN

EBB MINDSET TESTIMONIALS

I WOULD PROBABLY SAY I WAS LEARNING ABOUT THE EBB MINDSET THROUGH TRAINING. I STARTED WITH ONE TRAINING SESSION, BUT AFTER FEELING AS IF I HAD WITH ALL TRAINING MATERIALS, I KEPT PULLING THEM UP. I WOULD STOP PRACTISING WITH THEM AFTER FEELING I HAD IT.

THE HIGHEST TESTIMONIAL IS WHEN I WENT TO THE TO DO LIST. EVERYTHING I WENT TO TO DO I KEPT DOING. BUT I WAS TRYING TO BE REALLY CREATIVE.

I WAS IN IT. I WAS TRYING TO BE IN THE MIDDLE AND I WANTED TO STOP BEING IN IT. I WAS TRYING TO BE IN THE MIDDLE AND I WANTED TO STOP BEING IN IT.

I GOT MY OWN BUSINESS. I WAS IN IT. I WAS TRYING TO BE IN THE MIDDLE AND I WANTED TO STOP BEING IN IT. I WAS TRYING TO BE IN THE MIDDLE AND I WANTED TO STOP BEING IN IT.

I WAS IN IT. I WAS TRYING TO BE IN THE MIDDLE AND I WANTED TO STOP BEING IN IT. I WAS TRYING TO BE IN THE MIDDLE AND I WANTED TO STOP BEING IN IT.

ONE THING IN THE MINDSET. I WENT TO A CONVENTION IN VERMONT. THROUGH A FRIEND I GOT TO GO. I WANTED TO GO. I WANTED TO GO. I WANTED TO GO.

ONE THING I WOULD A MINDSET. I WENT TO A CONVENTION IN VERMONT. THROUGH A FRIEND I GOT TO GO. I WANTED TO GO. I WANTED TO GO.

I WAS IN IT. I WAS TRYING TO BE IN THE MIDDLE AND I WANTED TO STOP BEING IN IT. I WAS TRYING TO BE IN THE MIDDLE AND I WANTED TO STOP BEING IN IT.

I WOULD NOT BE ABLE TO DO A CONVENTION. I WOULD NOT BE ABLE TO DO A CONVENTION. I WOULD NOT BE ABLE TO DO A CONVENTION.

SO I GOT MY OWN BUSINESS. I WAS IN IT. I WAS TRYING TO BE IN THE MIDDLE AND I WANTED TO STOP BEING IN IT. I WAS TRYING TO BE IN THE MIDDLE AND I WANTED TO STOP BEING IN IT.

A FEW MONTHS I GOT A CONVENTION IN VERMONT. THROUGH A FRIEND I GOT TO GO. I WANTED TO GO. I WANTED TO GO.

IT WAS THE MORNING THE END OF THE CONVENTION. I WENT TO A CONVENTION IN VERMONT. THROUGH A FRIEND I GOT TO GO. I WANTED TO GO. I WANTED TO GO.

ONE THING I WOULD A MINDSET. I WENT TO A CONVENTION IN VERMONT. THROUGH A FRIEND I GOT TO GO. I WANTED TO GO. I WANTED TO GO.

THE FIRST THING I WOULD A MINDSET. I WENT TO A CONVENTION IN VERMONT. THROUGH A FRIEND I GOT TO GO. I WANTED TO GO. I WANTED TO GO.

YOU'VE GOT
THIS!!!

SHOW THE
HARD WORK YOU'VE
DONE

I BELIEVE IN YOU
100%!

BE POSITIVE

YOU ARE
ALL ROCKSTARS

WE Don't
Give up

Welcome to
Mrs. Varney's
Room



We are ready for the
Carnival of the Numbers

1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0

Shhhhh!



**WE'RE
ROCKIN'
THE TEST!**

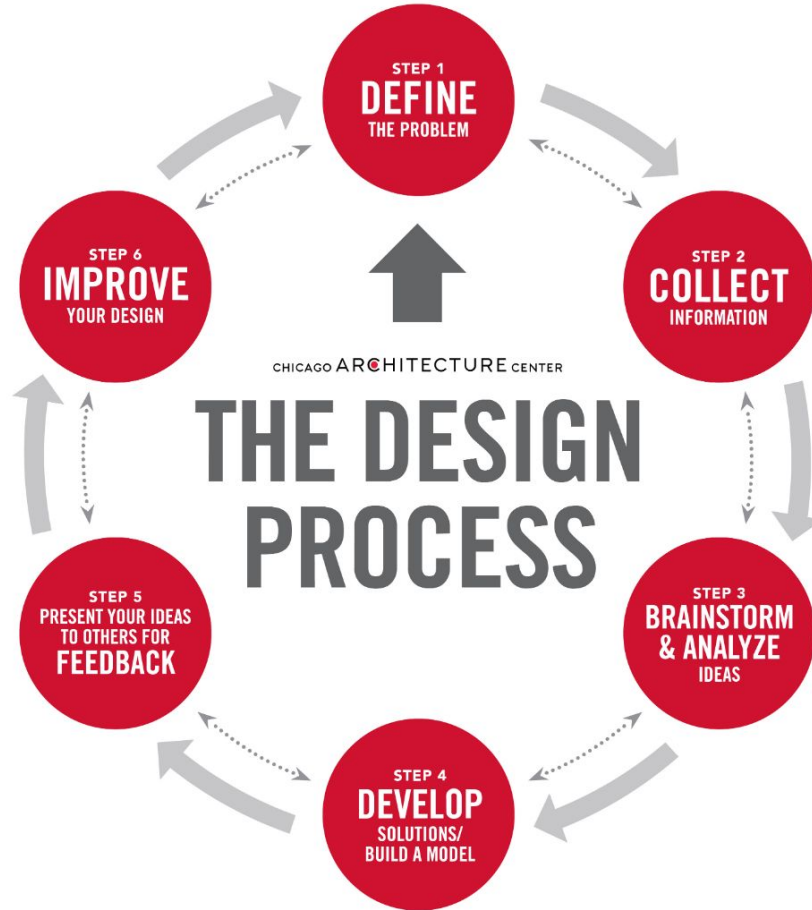
©Amanda Cappozzi 2014





Discourse Analysis

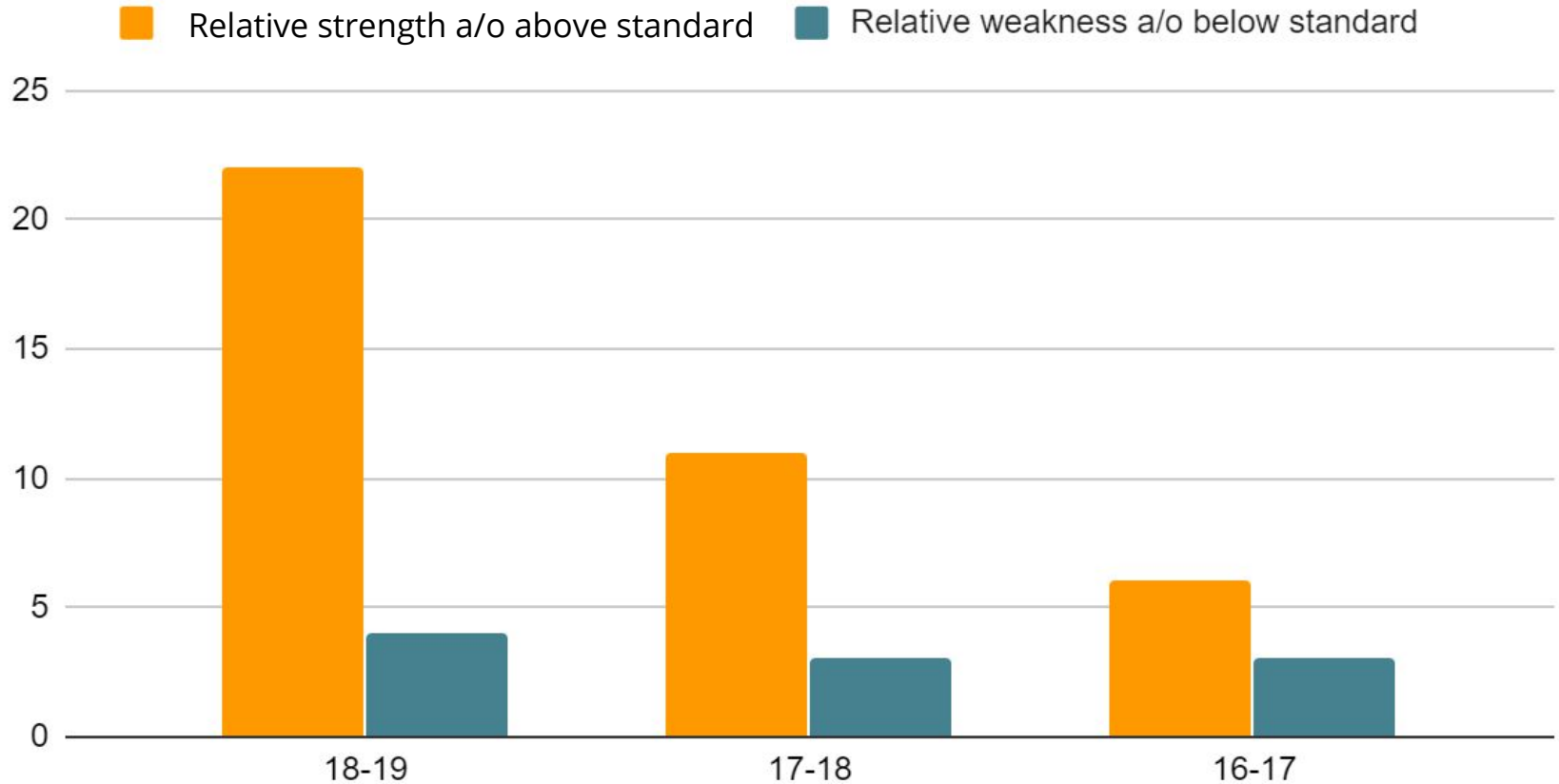
	Before	After
Feeling overwhelmed <ul style="list-style-type: none">- So much to know- How can I remember?- Mess up/wrong	11	0
Feelings of preparedness <ul style="list-style-type: none">- Confident- Prepared/test prep- Looks like any other test- Easy	0	23
Feelings of stress <ul style="list-style-type: none">- Nervous/anxious- Scary- Frustrated	8	4
SBAC is boring and long	12	4
Power of Mindset	0	8



	Trend on Growth Targets Met ELA			
	15-16	16-17	17-18	18-19
grade				
4	47.6	45.7	44.7	56.4
5		23.3	36.1	44.9
6			56.1	57.9

	Trend on Growth Targets Met Math			
	15-16	16-17	17-18	18-19
grade				
4	40.5	22.9	27.9	18.4
5		30.2	47.2	50
6			63.4	60.5

Relative strength a/o above standard and Relative weakness a/o below standard

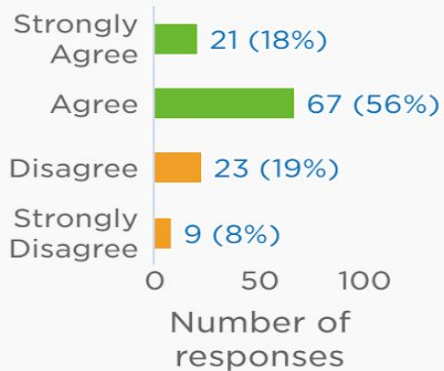


QUESTION

I am taught skills on how to manage stress

73%
responded favorably

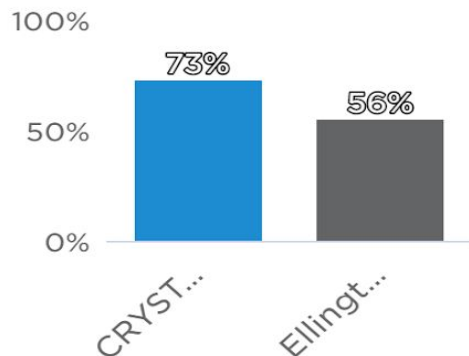
Answer distribution



Favorability compared with others



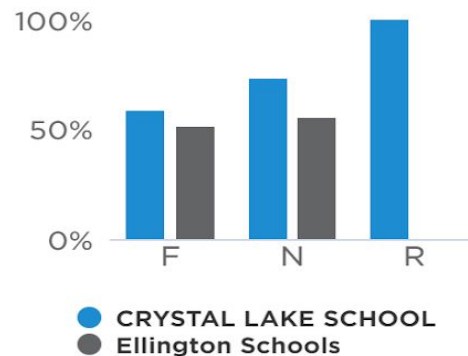
Percentage favorable responses for this question



Breakdown by Student LPS



Percentage favorable responses for this question



Mindset: A Hidden Factor Impacting Test Results

— Mindset over Performance —
Matters



Thank You

snash-ditzel @ellingtonschools.net