

Growth Mindset and Regulation: Ready-Made Strategies for Any Instructional Setting

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East Windsor High School English Teacher and Former Administrator

Agenda

- Background
- Kahoot! activity
- Carol Dweck's growth mindset
- Growth mindset as applied in a classroom
- Souers & Hall's regulation & responsibility
- Potential benefits
- Final thoughts: Growth mindset applied to educators

Background

- Educational background
- Doctoral comprehensive project
- Students' input and growth mindset

The Kahoot! logo is presented in a dark blue, speech-bubble-like shape. It consists of a smaller, horizontal blue bar at the top, followed by a larger blue rectangle with a small triangular tail pointing downwards at the bottom center. The word "Kahoot!" is written in white, sans-serif font within the larger rectangle.

Kahoot!

- Go to [Kahoot.it](https://kahoot.it)
- Enter the code that will be displayed on the screen
- We will play a short Kahoot! game to provide a foundational understanding of growth and fixed mindset

Carol Dweck's
Growth Mindset:
"The Power of
Yet"



2018-2019: Growth Mindset Focus

- A students' interpretation of research: "*Growth mindset begins with the teacher*"
- Opportunities: Turn in long term assignments early for feedback
- Rework (corrections) quizzes and tests
- Rework summative assessments
- Exception: Midterm and Final exam, due to time constraints
- Integrated growth mindset language (emphasizing "yet")

Student Voices
2018-2019:
“What did you
value most in
English this year?”

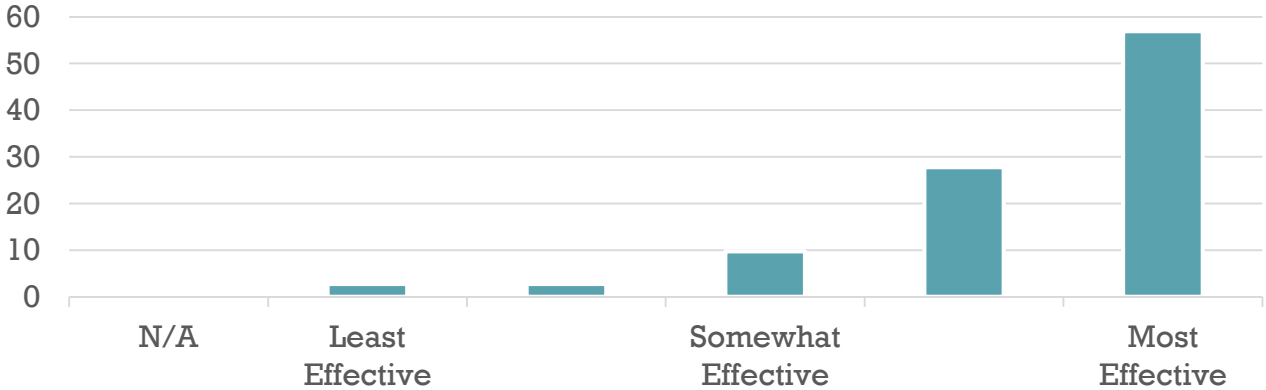
- “I valued the idea to rework assignments because it gave me a chance to boost my grade and get another chance to fix my grade and the mistakes that I made the first time.”
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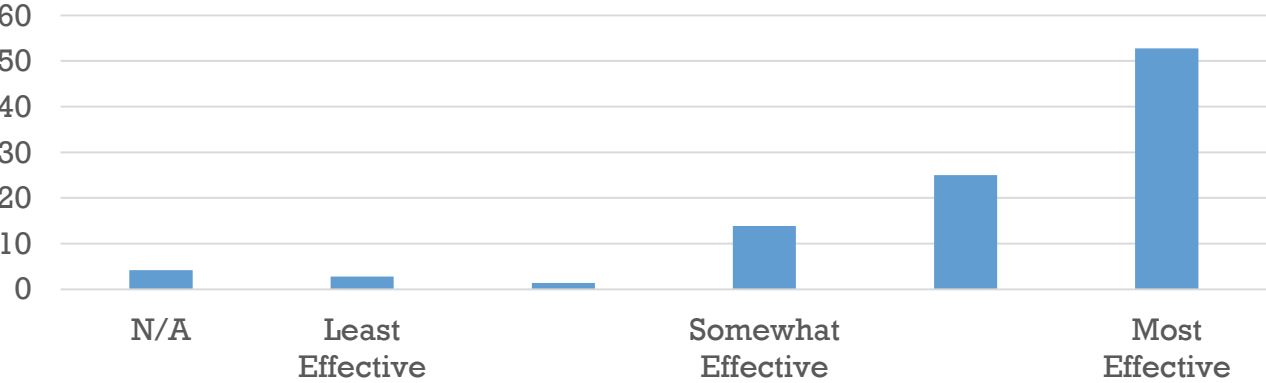
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2018-2019: Student Feedback on Growth Mindset Activities

How effective was reworking assignments?



How effective was getting feedback early?

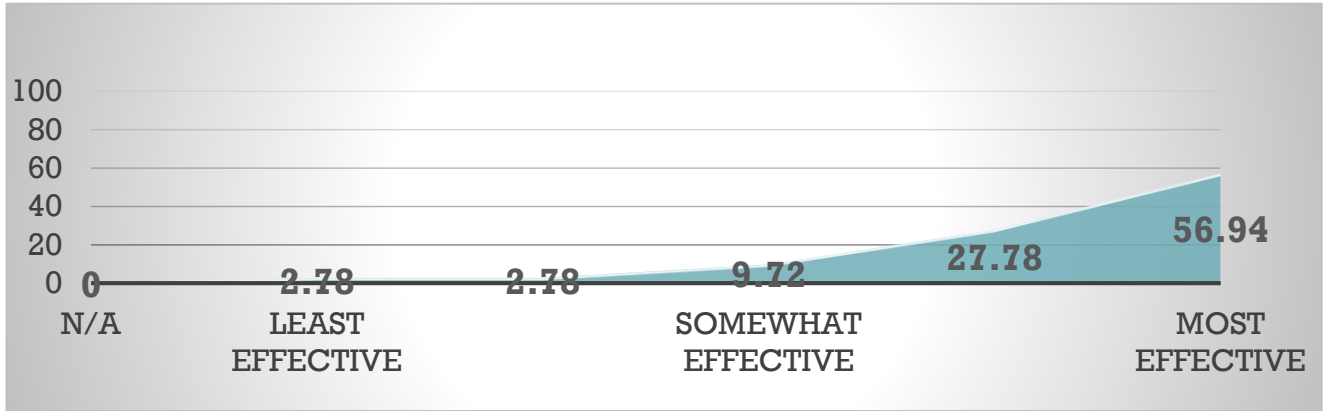


Regulation: Souers & Hall (2019)

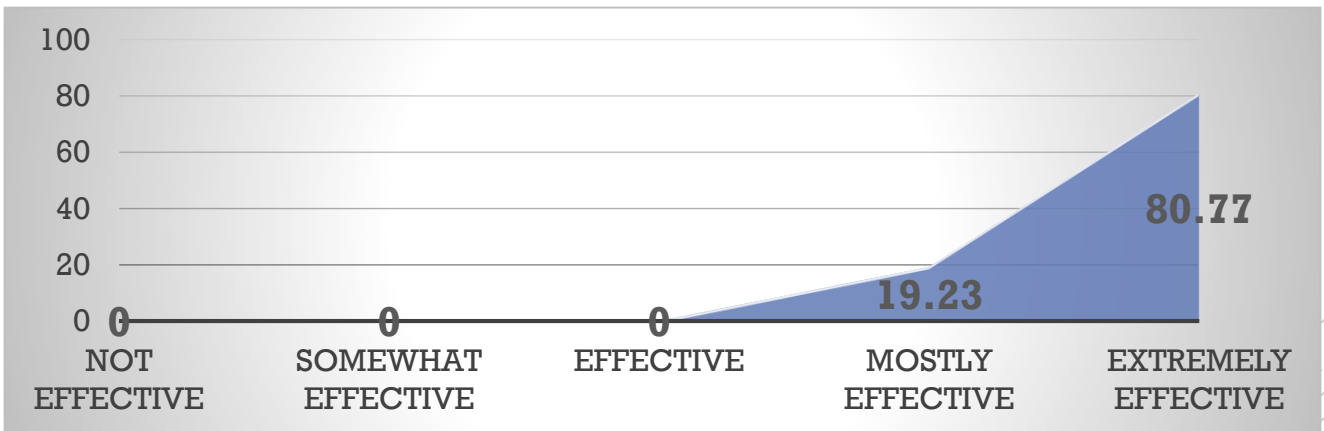
- *Relationship, Responsibility, and Regulation: Trauma-Invested Practices for Fostering Resilient Learners*
- Regulation: “The ability to take in stimuli and manage emotional and behavioral responses accordingly” (p. 66)
- “The Way We Talk” (p. 21)
- Trauma-invested regulation “looks like”: ways to communicate needs, students can regulate via optional strategies (p.26)
- Trauma-invested: benefits from a collaborative mindset, where teachers refine their practices (p. 26)

Comparison:
How effective
was reworking
assignments?

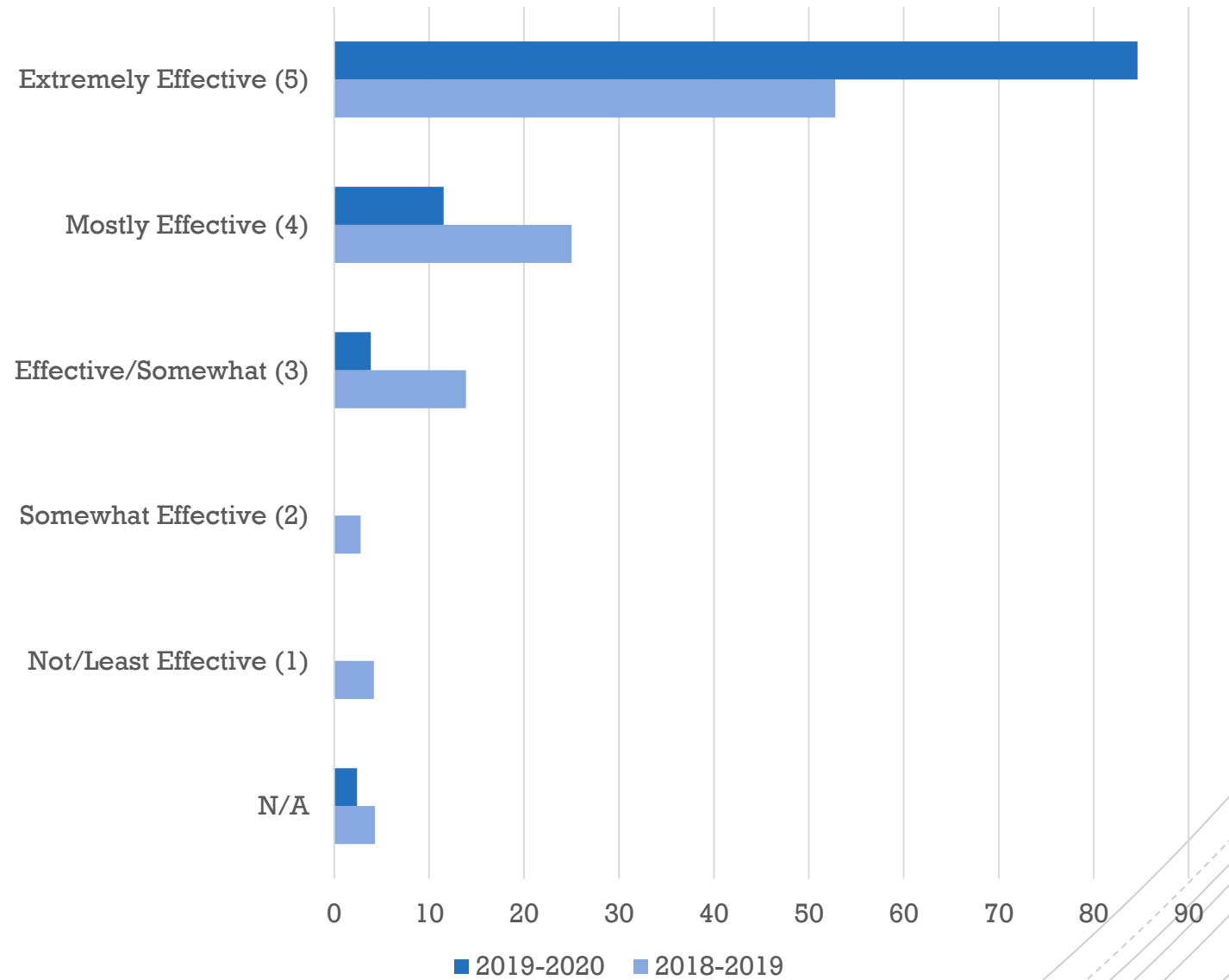
2018-2019



2019-2020



Comparison: How effective was getting feedback early?



Did you rework an assignment or turn it in early for feedback?

Year	Yes	No
2018-2019	59.72%	40.28%
2019-2020	88.46%	11.54%

Comparison:
Frequency &
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If you didn't
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2020: Distance-learning focused responses:

- During distance learning, I didn't turn it in early because I was very overwhelmed with a lot of work in all classes and couldn't finish it early enough.”
- “If I didn't rework one of my assignments or turn it in early for feedback it was most likely because I was busy with other assignments for other classes.”
- “In the beginning I didn't know that I could've reworked it and when I did find out, honestly I didn't want to rework it but then I found that doing the rework or making corrections is very helpful, then I started reworking assignments.”
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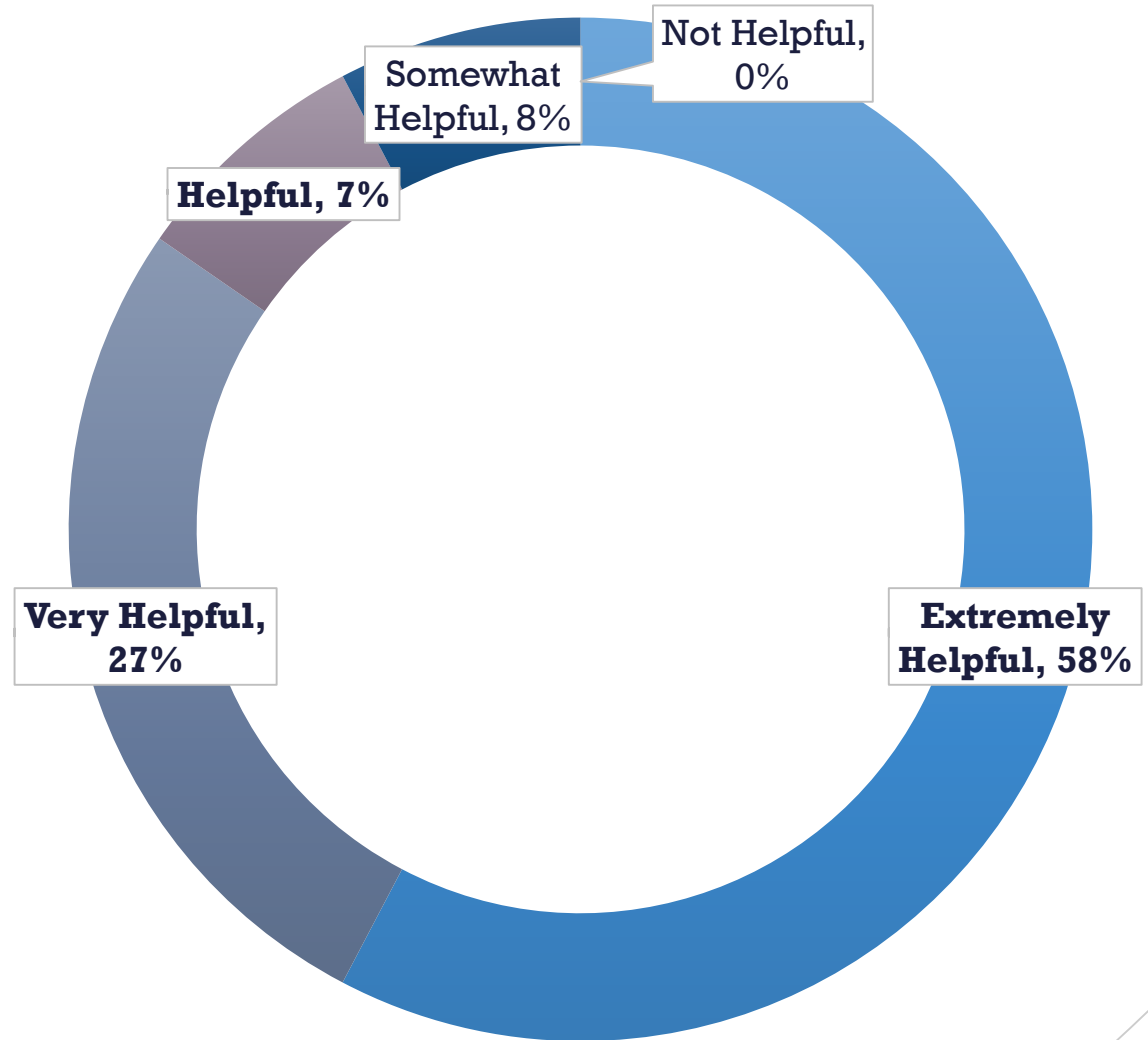
Responsibility: Souers & Hall (2019)

- “A sense of self-worth, efficacy, and competence. A student with these characteristics can engage in the challenging business of learning and mastering content” (p. 66).
- Responsibility is teachable (p. 121)
- “Seeing themselves as competent is key” (p.121)
- “Say *yet*” (p. 127)

2019-2020 During Distance Learning

- **Initial: Daily assignments**
- **Survey input: changed to weekly**
- **Provided deadlines but did not deduct late points**
- **Offered: retakes of comprehension questions (multiple choice) or write out corrections in an email to me (open ended)**
- **Honors: AP-prompt response: turn in early; rework**
- **For all classes: Summative**
 - **Turn in early for feedback; rework until deadline of when grades needed to be submitted**

Distance Learning:
How helpful were
flexible due dates
were flexible (no
late points)?



End of Year Survey: Retakes & Growth Mindset

What did you value most in English this year?

- “I really appreciate how considerate you were this year. This includes revising our work before due dates and giving us the opportunity to rework assignments. In several cases, this allowed me to increase my grade by a whole letter.”
- “...I really did you appreciate you giving us plenty of times to complete assignments. And if they weren't our best work you would always give us time to rework. Thank you!”

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What was it about English class that made you feel **LEAST** stressed this year?

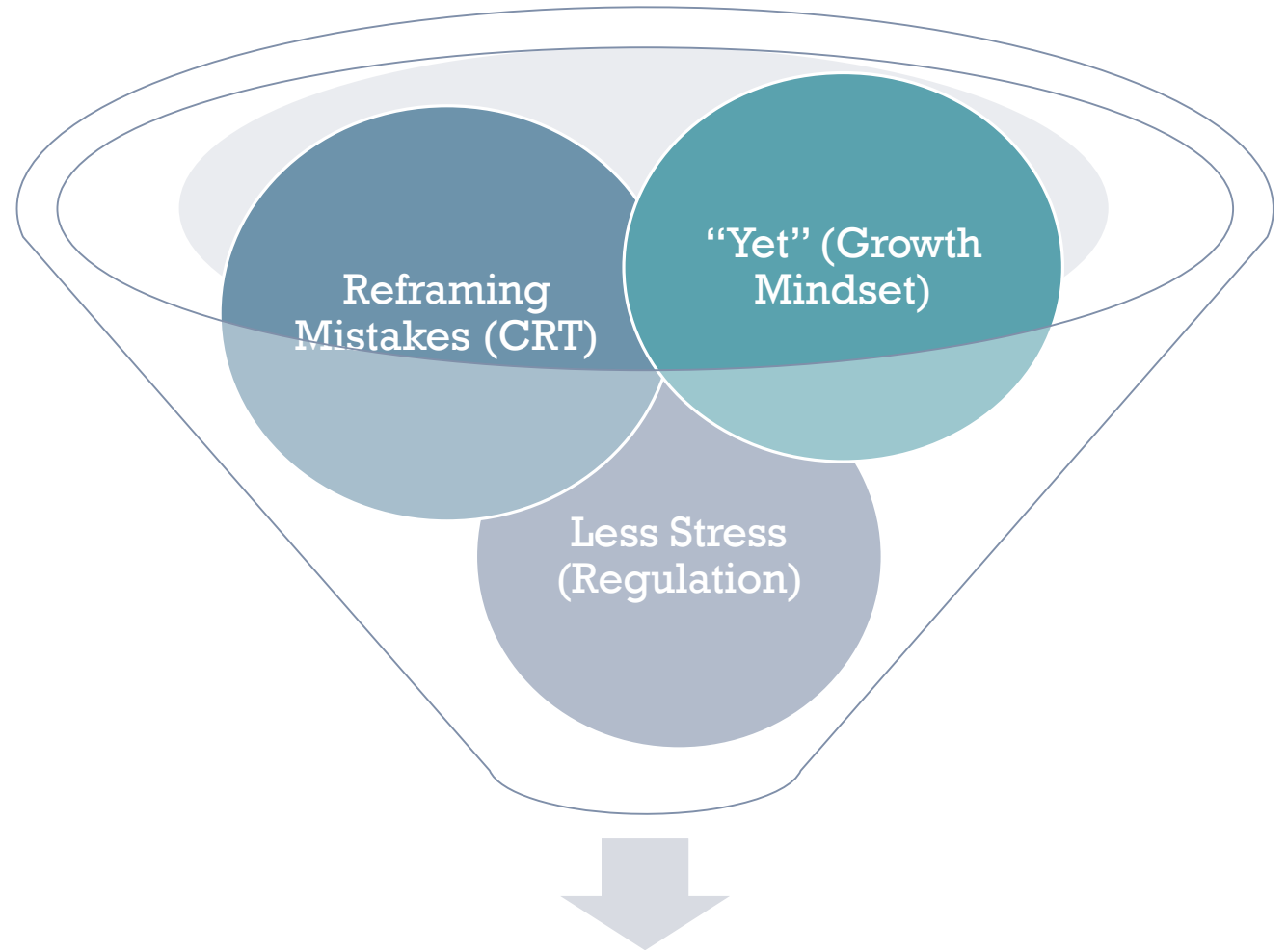
- The fact that we usually had the chance to rework assignments or hand in early for feedback to improve our work.
- “Being able to rework some assignments”
- “The ability for feedback and reworking assignments made for a stress free environment.”
- “I think the fact that you would let us rework things for up to half the point back. I felt like a lot of stress was taken off my shoulders.”

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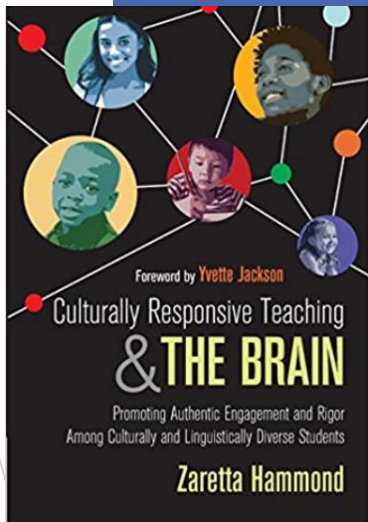
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Interrelated
Nature of CRT,
Growth Mindset,
Regulation &
Responsibility



**Students' Sense of Competence
(Responsibility)**

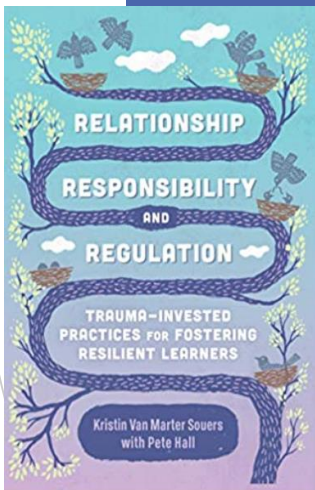
Potential Benefits: Retakes/Turn in early



Aligns with Culturally Responsive Teaching

- Promote effective information processing (p.15)
- “According to Gay (2010)...the ultimate goal of the culturally responsive teacher: to provide resources and personal assistance so students cultivate positive self-efficacy beliefs and a positive academic mindset” (p. 89).
- Feedback is essential for culturally responsive teachers (p. 101) since reviewing and applying feedback stimulates students’ brains (p. 102)
- Feedback: instructive; specific; timely; delivered in a low stress, supportive environment—wise feedback (p. 103-104)
- Reframe mistakes as “information” (p. 115)

Potential Benefits:
Retakes/Turn in
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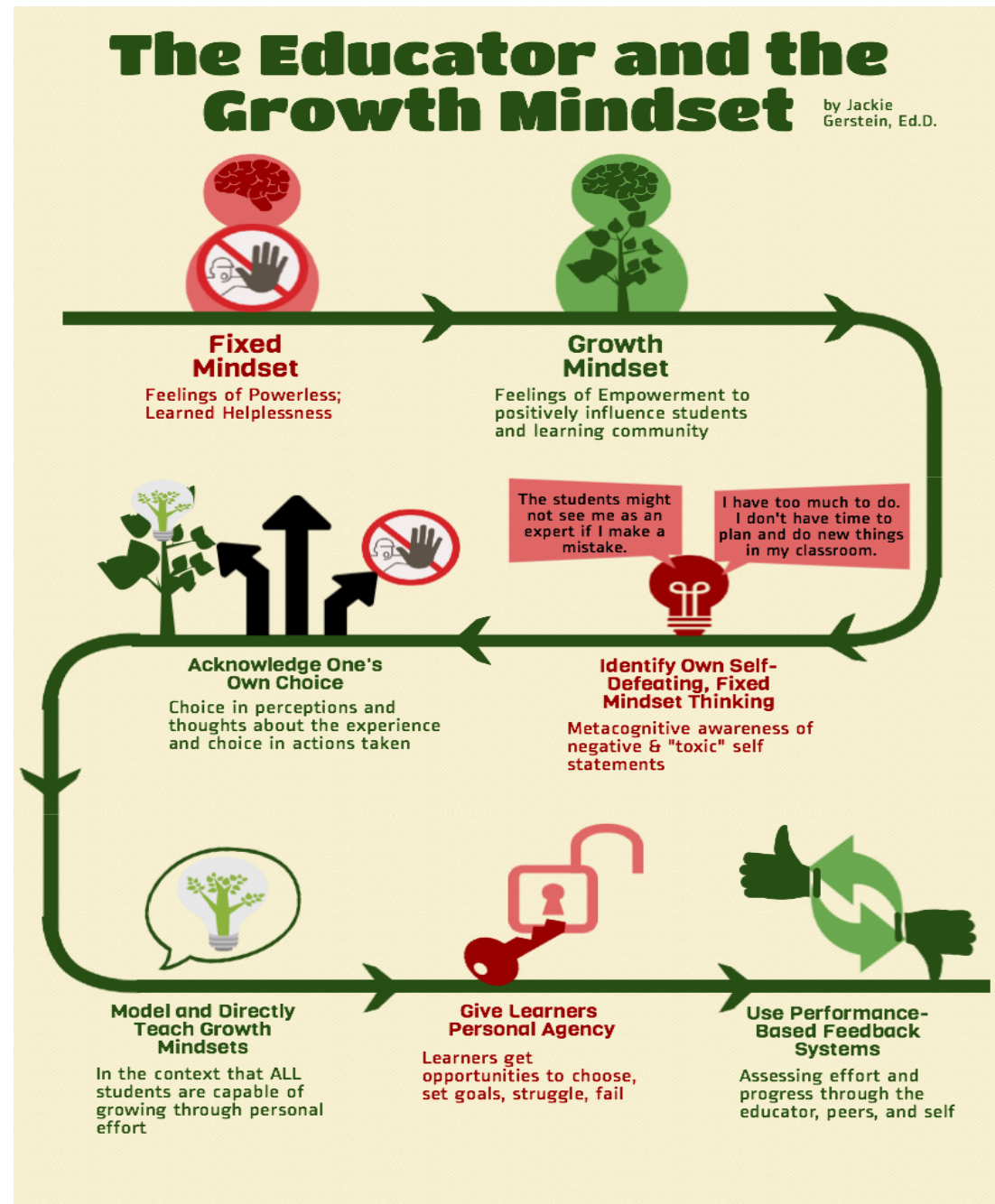
Aligns with Trauma-Invested Strategies

- Regulation: Manage responses accordingly
- Responsibility: Competence-building
- May bolster student-teacher relationships: students may perceive teachers as more helpful and understanding
- May allow students to feel less stressed

Potential Benefits: Retakes/Turn in early

- **Competency/standards-based**
- **Opportunity for students to develop perseverance—working through a challenging task**
- **Allows understanding of having a “bad day”**

Last Thoughts: Growth Mindset Applied to Educators



Addressing
Questions Raised
& Contact
Information

- **Anonymous Feedback:**
[https://www.surveymonkey.com/r/
GROWTHMINDSETFEEDBACK](https://www.surveymonkey.com/r/GROWTHMINDSETFEEDBACK)
- **Contact information for Kimberly D.
Hellerich, Ed.D.**
 - Khellerich@ewct.org
 - Kimberlydhellerich@gmail.com

Thank you for participating today!

References

- Dweck, C. (2014, October 9). Developing a growth mindset. [online]. <https://www.youtube.com/watch?v=hiiEeMN7vbQ>
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