

Two Problems Which Face Prep Academy Students

- ❖ The pace is accelerated and the curriculum is compacted. All Prep Academy students are capable of this advanced pace and compacted curriculum. However...
 - Students are not accustomed to this pace and students are not accustomed to curriculum challenges.
 - Some “give up” because it is challenging to them. They are used to being led to answers at a leisurely pace.
 - Some panic because they don’t feel they “measure up” to their equally bright classmates.
 - Some simply don’t want to expend effort in their schooling.
 - Many see homework as a “foreign” element in their education. Past experiences have not prepared them for work which requires study time outside of class. They most often “got it” without doing much more than paying attention in class. This is not the case in Prep Academy and will not be the case in Central Academy.
 - Students most often begin in Prep Academy with a strong grade point average in previous years. They might equate anything below an “A” as unacceptable. Earning a “B” is the end of the world and can be damaging to their self-esteem as a student if not handled correctly.
- ❖ By working to adopt a growth mindset, replacing a fixed mindset, students will begin to cherish and enjoy the challenges offered here and will make better progress.
 - A parent’s mindset can rub off on the student. What mindset are you?
 - Mindset can be changed. It takes careful work both at school and at home.
 - Students can learn to welcome and even embrace challenges.
 - Students can learn to assess their own progress without comparing themselves to their peers.
 - Students can learn the joy in academic work. Homework can be seen as a component of a student’s education which is both necessary and worthwhile.
 - Grades are not the measure of a student’s success. Growth is the measure by which we evaluate students and by which they begin to evaluate themselves.

Fixed Vs. Growth Mindsets David Krueger MD

We each have a running account of what is happening, what it means, and what we should do. Our minds constantly monitor and interpret. Mindsets frame and fuel the stories we create about ourselves.

The view you adopt—the software program of mindset you use—can significantly affect the way you live your life. Let's examine two simple versions of mindsets.

Fixed Mindset

Those with a fixed mindset try to make sure they succeed. A consuming goal is to prove oneself: in the classroom, later in a career, or in a relationship. Each situation calls for a confirmation of intelligence, personality, or character. The repeated internal questions are: Will I succeed or fail? Will I look smart or dumb? Will I be rejected or accepted? Will I be a loser or winner?

Yet with a fixed mindset, and a preoccupation with how you'll be judged, no amount of confirmation can dislodge the hypothesis of mediocrity or the need for proof.

A fixed mindset shares some of these characteristics:

- You learn things, but intelligence is basic and essentially unchangeable
- Since your traits are fixed, success is about proving that you are talented or smart
- Problems indicate character flaws
- Self-esteem repair occurs by assigning blame or making excuses

Fixed traits

Growth Mindset

A growth mindset is based on a belief in change. You believe you can enhance and develop yourself. You become open to accurate information about talents and abilities. You use it to adjust and grow. To improve.

The growth mindset of learning is based on a belief that basic qualities are developed and evolve throughout life. The fundamental assumption is that everyone can change and grow through experience and application – that you can even change how intelligent you are.

Dr. Howard Gardner, in his book *Extraordinary Minds*, concludes that exceptional individuals with growth mindsets have a "special talent for identifying their own strengths and weaknesses."

Whatever remains unconscious will be attributed to fate. Beliefs are often not conscious, yet we can pay attention to the best indicators of beliefs: our behavior. We can nudge ourselves toward a growth mindset:

- Am I taking ownership of my mistakes?
- What can I learn from this?
- How can I improve?

Questions asked in growth mindsets.

In adulthood, whatever we experience we either *create* or *accept*.

Mindset Quiz

Complete the quiz for how you believe your child would answer the question.

To what extent do you agree or disagree with these statements:

Strongly Agree Agree Disagree Strongly Disagree

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

1. ability mindset – fixed
2. ability mindset –growth
3. ability mindset – growth
4. personality/character mindset - fixed
5. personality/character mindset – growth
6. ability mindset – growth
7. ability mindset – fixed
8. ability mindset – fixed
9. ability mindset – growth
10. personality/character mindset - growth
11. ability mindset – fixed
12. personality/character mindset – fixed
13. ability mindset –growth
14. ability mindset – fixed
15. ability mindset – growth
16. ability mindset – fixed
17. personality/character mindset – fixed
18. personality/character mindset –growth
19. ability mindset – growth
20. ability mindset - fixed

2. Agree – 1 points
3. Disagree – 2 points
4. Strongly disagree – 3 points

Strong Growth Mindset = 60-45 points

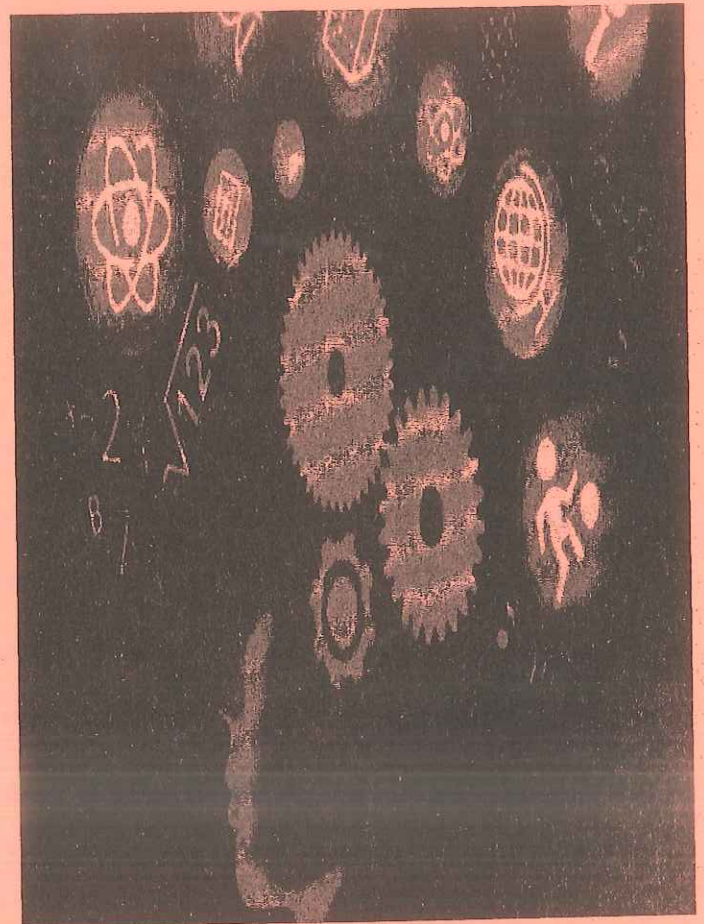
Growth Mindset with some Fixed ideas = 44-34 points

Fixed Mindset with some Growth ideas= 33-21 points

Strong Fixed Mindset= 20-0 points

Adapted from:

Dweck, C. S. (2006). Mindset: The new psychology of success. New York: Random House Inc.



Scoring

Growth Questions

1. Strongly agree – 3 points
2. Agree – 2 points
3. Disagree – 1 points
4. Strongly disagree – 0 point

Fixed Questions

1. Strongly agree – 0 point



*ITAG Annual Conference
Reaching for the Future*

ITAG Annual Conference Parent Night

Featuring Kathy Paul

**Monday, October 13
6:45 pm**

COST: This is a FREE event. RSVP is required online. Registration information is available at www.iowatag.org.

WHO: Parents, teachers, administrators, and all interested parties

WHAT: Motivation and Underachievement is the focus of this session. While it is directed toward parents for our traditional Parents Night, regular conference attendees will also find this session to be beneficial.

WHERE: Des Moines Airport Holiday Inn, Des Moines Room

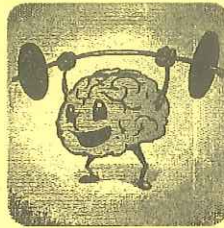
DETAILS: Our featured speaker Kathy Paul will be presenting on Motivation and Underachievement: How they affect your High Ability Student. What is the relationship between motivation and underachievement? What strategies are available to address the needs of gifted students who are not performing to potential? How can parents partner with schools to determine appropriate actions to address these issues? Types of underachievers and how they are influenced by family dynamics, as well as strategies to increase motivation in underachieving gifted children will be shared.

Nine-year-old Elizabeth was on her way to her first gymnastics meet. Lanky, flexible, and energetic, she was just right for gymnastics, and she loved it. Of course, she was a little nervous about competing, but she was good at gymnastics and felt confident of doing well. She had even thought about the perfect place in her room to hang the ribbon she would win.

In the first event, the floor exercises, Elizabeth went first. Although she did a nice job, the scoring changed after the first few girls and she lost. Elizabeth also did well in the other events, but not well enough to win. By the end of the evening, she had received no ribbons and was devastated.

What would you do if you were Elizabeth's parents?

- Tell Elizabeth you thought she was the best.
- Tell her she was robbed of a ribbon that was rightfully hers.
- Reassure her that gymnastics is not that important.
- Tell her she has the ability and will surely win next time.
- Tell her she didn't deserve to win.



<http://mindsetonline.com/howmindsetaffects/parentsteacherscoaches/index.htm>