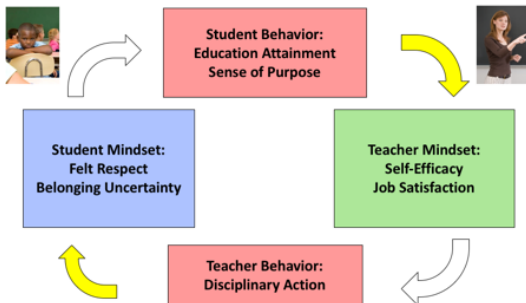


Mindset Science Solutions Handout for MCS Community Forum September 18, 2019

Notable Slides

Measures for Recursive Processes



2x2 Randomized Controlled Trial

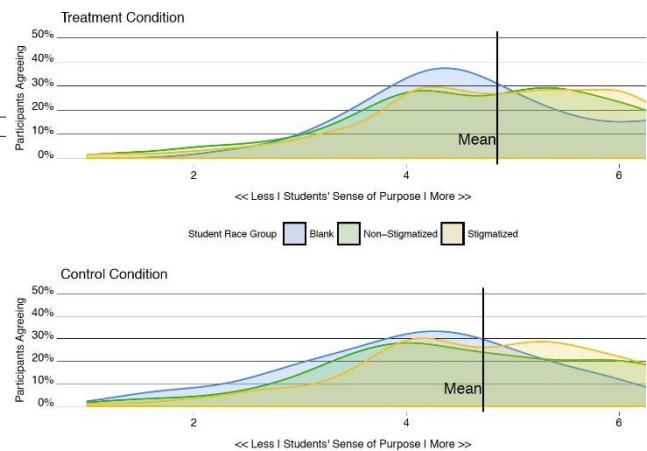
	Student Control (Study-Skills)	Student Treatment (Growth-Mindset)
Teacher Control (Technology-Use)	-	-
Teacher Treatment (Values-Mindset)	++	++

General Results

Students: Growth-Mindset with students did no show effects on psychological outcomes.

Teachers: Values-Mindset with teachers lead to better psychological outcomes for both teachers and students.

School Name	School Coding	Teachers	Students	Stig.	Non-Stig.	Blank
Beard Elementary	Beard	5	60	33	23	4
Bret Harte Elementary	Merged	3	50	47	0	3
Fairview Elementary	Fairview	4	53	41	6	6
Franklin Elementary	Franklin	4	92	79	7	6
Marshall Elementary	Merged	2	55	43	6	6
Rose Avenue Elementary	Rose Avenue	6	134	72	52	10
Wilson Elementary	Merged	3	70	52	14	4
Wright Elementary	Wright	5	69	57	9	3
Evelyn Hanshaw Middle School	Merged	4	194	168	16	10
Grace Davis High School	Grace Davis	5	7	5	2	0
James Enochs High School	Enochs	11	1141	647	469	25
Joseph A. Gregori High School	Merged	2	2	2	0	0
La Loma Junior High School	La Loma	5	291	183	89	19
Mark Twain Junior High School	Merged	4	350	298	39	13
Modesto High School	Modesto	11	766	607	141	18
Peter Johansen High School	Johansen	6	423	339	71	13
Thomas Downey High School	Merged	4	293	200	93	0



Key Outcomes

Teacher “Values Mindset” treatment encouraged teachers to value students’ perspectives and the importance of sustaining positive teacher-student relationships, especially in times of conflict. This kind of intervention has been found to improve the respect students feel in teacher- student relationships – especially for students at-risk of suspensions. This kind of intervention with teachers has also cut suspension rates by 50% which was particularly beneficial for students most at risk of suspensions (e.g., Latinx or Black students).

In Modesto City Schools, the “Values Mindset” treatment was conducted over the course of two online Modules (one during Fall 2018 and one during Winter 2019). Its effects were then assessed with online surveys to both students and teachers during Winter 2019.

The treatment effects, as compared to a control condition, were as follows:

Students

- Elementary School
 - Increased elementary school students’ perception and feelings of respect from adults at their school
- Middle and High School
 - Increased middle and high school students’ confidence to reach education goals (e.g., likelihood of graduating from college)
 - Increased middle and high school students’ sense of purpose

Teachers

- Increased middle and high school teachers’ job satisfaction
- Increased middle and high school teachers’ feelings of self-efficacy as teachers