

Two Sides of the Coin: Using Risk Assessment to Promote a Growth Mindset

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Why Did I/We Create This Innovation?

Inspiration

- ❖ The origin of this idea stems from the concept of a "Growth Mindset" based on the work of Dr. Carol Dweck.
- ❖ The second level is derived from the idea of "Risk Assessment" that is used in business and also mentioned in national security.
- ❖ The third level comes from my own teaching experience with literacy intervention through my experiences with students at Santa Monica College

Mission/Goals

- ❖ The goal if this protocol is to allow students the opportunity to reflect on their role as a college student
- ❖ The second goal is to create a concept of what kind of effort is required to be successful in college.
- ❖ The third level includes self evaluation and self reflection relative to in class performances

Closing the Achievement Gap

- ❖ Many urban youth who begin college have different experiences with school success
- ❖ Many students who enter CSUN need remediation in English and in Math
- ❖ Creating understanding and reflection regarding students' need to be aware of self-regulation and self-efficacy are prerequisite to success in college.
- ❖ The inception of these protocols occurred through my own teaching and provide one aspect of how my classroom develops into a community. The initiation of this process begins with creating understanding of how effort correlates to success.

What is the Innovation I/We Created?

Who

- ❖ The parties involved in this process include the professor and of course the students.
- ❖ These protocols take place at the classroom level.
- ❖ At the community college level, some professors will initiate this protocol in the upcoming fall semester. Most often this occurs in freshman courses, but is not limited to just freshmen.

What

- ❖ This intervention contains various instruments that are used to spark discussion and create opportunities for self-reflection and self-evaluation.
- ❖ The protocols allow students to focus on the future by creating awareness of the benefits of performing well, or the consequences of underperformance
- ❖ The instruments also allow for reflection of in-class performance, mid-year self-evaluation, and end of year reflection.

How

- ❖ The protocol begins with an initial discussion about the concept of being "smart."
 - ◆ The second part of the protocol is to write a letter of application to be a part of this classroom community.
- ❖ The Risk Assessment completes the first part of the protocol. Other self-evaluations occur throughout the semester.

What Impact Does the Innovation Have on the Achievement Gap at CSUN?

Real Student Impact

- ❖ When students began the protocol there were many ideas that surfaced about what it means to be smart. Many students think that being smart is something one has, as if they were born smart.
- ❖ The second aspect of the protocol is an application letter to be a part of the class. They are to list their qualifications, goals, and something that the professor needs to know about them. This component reveals a lot of information about the students' backgrounds as well as school experiences.
- ❖ The application letter is reviewed on two occasions and allows students to see if their goals and their performances appear to be congruent, validating the students' effort. If there is incongruence, the professor and student are able to come to some resolution about what needs to happen to attain congruence.

Markers of Positive Impact

- ❖ As students progress through the semester the protocols provide a means for self-reflection. One measure would include a revisiting of the first discussion regarding the idea of what it means to be "smart."
- ❖ On the final exam there are questions that ask them to explain what insights they obtained from this class experience that they will be able to sustain in their next slate of classes.
- ❖ Additional questions would be asked regarding what (if any) changes are perceived between the type of student they were when they entered and when they completed the class
- ❖ Students were often surprised when they reread their application letters for the final examination. Many cited the need to have much better time-management and self-regulation when it came to studying.

How

- ❖ Each student has a packet that is kept by the professor. The packet contains contact information and some general information
- ❖ The packet evolves over the course of the semester so that by the end each student has their own personal file what is returned to them at the end of the semester. The packet includes all of the instruments. For my records I take a sample and make copies to examine what effects the protocols had on the students.

How Could This Impact More CSUN Students?

How Could This Be Scaled?

- ❖ There is no cost attached to this Risk Analysis. The protocol can easily be scaled through simple professional development.

The protocol could also be utilized to assess students' awareness of their own self-regulation and self-efficacy. What would be needed to make the

This protocol is not limited to use with freshmen, but would be optimal as they are just beginning their college experience.

Future Partners

- ❖ Partnerships could occur at a departmental level or possibly with affiliated schools.

