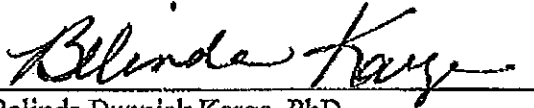
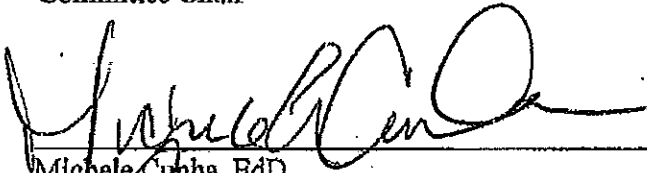


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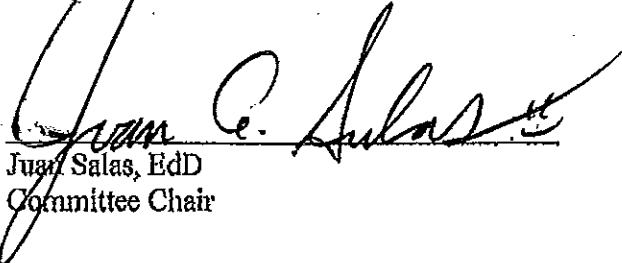
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GROWTH MINDSET CAN ENHANCE MOTIVATION AND ACADEMIC ACHIEVEMENT
FOR ENGLISH LEARNERS IN 5TH GRADE: A PANDEMIC COMPARISON

by

Samuel E. Perla

A Dissertation

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ABSTRACT

The purpose of this study was to examine how growth mindset strategies enhance academic achievement for English learners in 5th grade from low socio-economic areas. Secondary data was available through (MAP) Measures of Academic Progress and surveys (Panorama and PACE/CORE) to analyze students' use of strategies from Fall to Winter of 2019 and Fall to Winter of 2020. Both reading and math, along with social emotional responses, were assessed through questions related to growth mindset. This study aimed to enhance the understanding of mindset to inform the decision-making process relative to increased student achievement. The data used was based on 1,500 students in 5th grade from a large district with many English language learners. Being open to challenges, emphasizing effort over ability, and valuing mistakes as learning opportunities are important parts of the growth mindset mentality (Dweck, 2010). The secondary data clarified how 5th grade English language learners depend on in person learning to grasp the understanding of the idea of growth mindset. The data demonstrates how the growth mindset varied from one year to another during the Covid-19 pandemic and its challenges. This study verifies that students have a significant limitation in learning and understanding growth mindset when presented with the skills during online learning as compared to in person learning. This study suggests how EL students worked through these challenges. Students demonstrated grit and self-efficacy in learning with academic assessments and surveys during in-person instruction, this was higher compared to virtual learning. Ten suggestions are shared by the researcher along with a growth mindset model to support enhancement of motivation and achievement in English language students. However, the limitations encountered during the pandemic lead to suggested continuous research.

Keywords: Growth Mindset, Grit, Effort, Self-Efficacy, MAP, SEL

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CHAPTER 1: INTRODUCTION

A student's mindset about intelligence is associated with academic achievement, which is also a belief that is potentially amenable to change (Yeager et al., 2016). The strongest, best-established predictor of academic achievement is the socioeconomic background of families (Reardon, 2011). Reduced access to healthcare, poorer nutrition, higher levels of stress, and reduced access to educational resources are some of the economic disadvantages inhibiting students' academic achievement (Thompson, 2014).

Growth mindset shows that being able to improve intellectual abilities with practice will support elementary student learning. Being open to challenges, emphasizing effort over ability, and valuing mistakes as learning opportunities are important parts of growth mindset mentality (Dweck, 2010). Requiring elementary students to be comfortable with making mistakes, take risks, and partake in challenges allowing them to correct deficiencies and expand their cognitive abilities are signs of an education system truly oriented toward learning and personal growth (Dweck, 2007). Numerous studies indicate that elementary students who hold a growth mindset can succeed much more often if they believe that their intellect can be developed. Students who believe that their intellect is immutable hold a fixed mindset (Dweck, 2009).

Statement of the Problem

The achievement gap is wide for underserved students, specifically for Latino students (Muhammad, 2015). Elementary Students who are underprivileged and who are English Language learners show a significant struggle academically when it comes to how they perform in the classroom, district, and state assessments.

Several factors contribute to the achievement gap; changing mindsets may contribute to narrowing the gaps and increasing student academic achievement (Muhammad, 2015). Dweck

(2010) states that students with a fixed mindset lag far behind students with a growth mindset, particularly in mastering academic content. Almost half of public-school students in California live in homes where the most frequently spoken language is not English (William et al., 2008). Of those, about half are designated as “English learners” by their school district. State data makes it clear that the “English learner” group faces hurdles to academic success (William et al., 2008).

One key to understanding and addressing the challenge of effectively educating these students is to see beyond the English learner (EL) label to the diversity of students included in this subgroup (Williams et al., 2008). For ELL students in a primarily Hispanic district in Southern California they continue to struggle by the way they perceive what is presented and feeling accepted by the work they put into their efforts. Therefore, students who are ELL need to understand the idea of what growth mindset is to support their effort and show improvement in their classroom academically.

Purpose of the Study

The purpose of this mixed methods study is to understand how English Language learners in elementary school can close the achievement gap by using growth mindset strategies and knowing the idea that we can grow in intelligence. The central phenomenon of the study is to show that a growth mindset will improve EL students in the 5th grade in a district in Southern California. At this stage in the research, the growth mindset model will be generally defined as an idea that will allow students to take on challenges and believe that with effort, they will accomplish anything.

Research in educational psychology has uncovered that students may hold different theories about the nature of their intelligence (Dweck, 1999). There are students who believe

they have a fixed mindset where their intelligence is already established and there are students who believe in a growth mindset where their intelligence can grow and work through any challenges brought to them. Students who hold an entity theory are more likely to strive towards a performance goal orientation to affirm their intelligence, and as challenge arises, they are likely to avoid tasks that might uncover their academic deficiencies (Dweck & Leggett, 1988; Dweck et al., 2011).

This study is designed to create academic improvement by using growth mindset strategies in the classroom and create student awareness of what is growth mindset and how to flip the idea of can't to will by putting in effort. Schools that seek to foster an incremental growth mindset such as the belief that one's intelligence can be acquired or developed, display an increase in academic achievement (Dweck, 2010).

Research Questions (or Hypothesis)

1. Does the Growth Mindset model support 5th grade English Learner students' academic achievement on norm-referenced, computer adaptive reading/math assessments and class grades?

Hypothesis: Students that show a growth mindset, the belief that intelligence is not fixed and can be developed is reliable and predicts achievement across a large sample of students

2. What can be learned from the analysis of SEL data of 5th grade English language learners?

Hypothesis: Reading and Math intervention with growth mindset approach improves students' skill

The primary hypothesis is that students that show a growth mindset, the belief that intelligence is not fixed and can be developed is reliable and predicts achievement across EL students in the 5th grade by showing academic improvement in the areas of reading and math in classroom, district, and state assessments.

Theoretical Framework

Motivation and mindset as they relate to academic performance have been studied for more than three decades. Social psychologist Carol Dweck has been a lead researcher on mindset theory and has collaborated with many others to understand the correlation between mindset and academic performance. “No matter what your ability is, effort is what ignites that ability and turns it into accomplishment (Duckworth, 2016). Communities of English Language populations that serve underprivileged children who struggle daily to learn a new language and work towards meeting proficiency in all academic areas is an area that growth mindset supports. Students will show improvement in academics with a growth mindset approach (Blazer, 2011).

Self-efficacy, derived from Bandura’s social learning theory, is the belief in one’s ability to perform the behaviors required to produce a desired outcome and is an important determinant of behavior change (Bandura, 1977). People are motivated when they attempt behavior that they feel confident in performing. Those with high self-efficacy who believe they can perform well are more likely to view difficult tasks as something to be mastered, rather than avoided. People with a strong sense of self-efficacy view problems as challenges to be overcome and they recover quickly from setbacks, while people with very little or no sense of self-efficacy avoid challenging tasks, believing them to be beyond their capabilities and not capable. Bandura identified four major sources of self-efficacy, the most important being performance mastery. vicarious experience, social persuasion and emotional arousal are also sources of self-efficacy expectations (Covington, 1992).

Grit is passion and perseverance for goals over the very long-term” (Duckworth, 2011, pg. 17). Duckworth (2007) defines grit as consisting of individual effort and interest. Grit and growth mindset are interdependent and mutually reinforcing. Duckworth also states, “Grit is not

just having resilience in the face of failure, but also having deep commitments that you remain loyal to over many years.” Duckworth (2013) stated in a TED Talk discussion, “In fact, a meta-review by the U.S. Department of Education defined grit as perseverance to accomplish long-term or higher-order goals in the face of challenges and setbacks by engaging the student’s psychological resources, such as their academic mindsets.”

Duckworth and Dweck collaborated, conducting studies to determine how a fixed belief that failure is permanent could prevent students from academic success (Hochanadel & Finamore, 2015). Duckworth (2007) concluded that having a “growth mindset” could develop grit. Grit can help students approach learning processes with big picture thinking that emphasizes mastery and process and views setbacks as bumps in the road (Dweck, 2006).

Significance of the Study

The importance of this study is to find a way to support English Language learners in closing the achievement gap by providing a growth mindset in their everyday instruction and being able to show their success in district benchmark assessments, state assessments and report cards in reading and math. This will allow educators to see the importance of using a growth mindset in classrooms and support students with their journey throughout the education process. The intention of this study is also to create a range of strategies and approaches utilized by teachers and schools. As for students, this will establish the validity of growth mindset and how it is important in every classroom that serves English Language learners.

Definition of Terms

ELL: English Language and academic development of students who come to school with no proficiency or limited proficiency in English

Determination: A quality a student must continue doing something and not stopping until it is done

Drive: The urge to attain a goal or satisfy a need

Extrinsic Motivation: The use of external rewards such as money, fame, grades, and praise to change behavior

Fixed Mindset: An individual's belief that his/her basic qualities, such as intelligence or talent, are simply fixed traits and cannot be changed (Dweck, 2008)

Grit: The ability to reach long-term goals through perseverance and passion (Duckworth, 2013)

Growth Mindset: The belief students have when they understand that their intellectual abilities can be developed (Dweck, 2008)

Intelligence: The capacity to learn or to profit by experience

Intrinsic Motivation: Performing action or behavior because you enjoy the activity itself

Mindset: The collection of beliefs and thoughts that make up the mental attitude, inclination, a habit, or disposition that predetermines a person's interpretations and responses to events, circumstances, and situations (Bernecker & Job, 2019)

Motivation: The reason or reasons one has for acting or behaving in a particular way

Praise: The expression of approval or admiration for someone or something

Purpose: The reason for which something is done or created or for which something exists

Resiliency: The capacity to recover quickly from difficulties; toughness

Rigor: The quality of being extremely thorough, exhaustive, or accurate

Self-efficacy: People's beliefs about their capabilities

Social Emotional Learning: “The process through which students learn to understand and manage emotions, set and achieve positive goals, feel and show empathy, kindness, and compassion for themselves and others” (Causton & Macleod, p. 84).

Summary

Chapter 1 is an overview of how English Language Learners can close the achievement gap between students who are English Language learners and their peers who are not. Setting up the study, the introduction will appraise the effect of mindset on students who are EL to make a case that they can make some effect to the achievement gap by showing a growth mindset to improve academically. The following chapter presents an extensive review of the literature about students who are English Language Learners, their academic growth and achievement, and mindset relating to their intelligence.

Further in the chapters the researcher will present how data will be analyzed and how data will be received to make recommendations and prove that growth mindset does present a process of improvement for students who are EL learners. As we approach the final chapter, we will make the determination that there is sufficient evidence that a growth mindset does close the achievement gap amongst English Learners who are in 5th grade.

CHAPTER 2: REVIEW OF LITERATURE

Motivation and mindset as they relate to academic performance have been studied for more than three decades. Social psychologist Carol Dweck has been a lead researcher on mindset theory and has collaborated with many others to understand the correlation between mindset and academic performance. “No matter what your ability is, effort is what ignites that ability and turns it into accomplishment (Duckworth, 2016). The growth mindset intervention communicates a memorable metaphor: that the brain is like a muscle that grows stronger and smarter when it undergoes rigorous learning experiences (Yeager et al., 2019). The community of school district A is one of the highest English Language populations that serves underprivileged children who struggle daily to learn a new language and work towards meeting proficiency in all academic areas. Students will show improvement in academics with a growth mindset approach (Blazer, 2011). The purpose of this literature review is to examine the research related to growth mindset, uncover any gaps, and demonstrate how this study will extend knowledge by applying mindset theory to academic performance in English Language Learners in a school district and reduce the achievement gap.

History of English Learners

The Civil Rights Movement of the 1960’s paved the way for the federal Civil Rights Act to establish a framework ensuring equal educational access to anyone, specifically naming protections based on race, ethnicity, and national origin (Olsen, 2021). This movement was the foundation for both legislation and court cases that would shape the field for English language education (Olsen, 2021).

In 1972, parents of Chinese American students from San Francisco sued the city’s schools because their children, who did not speak English, were denied equal educational access.

The case reached the U.S Supreme Court who ruled in the Lau v. Nichols decision that San Francisco schools failed to provide equal access for Chinese students who did not speak English (Olsen, 2021). The Lau decision called for school districts to take affirmative action to not deny educational access due to language. This case legally created a class of students now called Limited English Proficient, later called English learners.

In 1978, in response to the Lau decision and federal civil rights requirements for English learners, the California legislature passed the Chacon-Moscone Bilingual-Bicultural Bill. This bill required that bilingual programs be available in every school and classroom in the state with 20 or more English learners of the same language group at a similar grade level (Olsen, 2021). While there was a description of the program, it was not clear on how to do the program to address the challenges ahead. This had teachers inadequately prepared for implementation of this program to meet the needs of English language learners (Olsen, 2021).

The push back and backlash in the 1980's came in the time of an economic recession, increasing immigration and major refugee settlement, and the state was going through demographic changes. In 1986, Proposition 63, the English Only initiative passed in California by a two to one margin. The courts declared it had symbolic value only, it was a flash point for English Only sentiment in California (Olsen, 2021). The Bilingual Education Act was not having a presence and the bilingual programs were weakening.

Proposition 227 came into play in 1997 causing another effect on creating only English instruction in the classroom. Bilingual programs were abandoned, and students of secondary language would continue to struggle until 2017 (Olsen, 2021).

Throughout the years, California has implemented programs to support English Language learners by creating Curriculum Frameworks that allow schools to have a guide on how to assist students of English language learning.

English learners (ELs) are a growing part of the K-12 student population. Between the 2009–2010 and 2014–2015 school years, the percentage of EL students increased in more than half of the states, with increases of over 40 % in five states (U.S Department of Education, 2017). Under Every Student Succeeds Act, states must annually assess the English language proficiency of ELs, provide reasonable accommodations for them on state assessments, and develop new accountability systems that include long-term goals and measures of progress for ELs (Every Student Succeeds Act, 2015). While Spanish was the most common language spoken by ELs at home in 2014–2015, in some states there was more variation in the home language (U.S Department of Education, 2017). The need to support less commonly spoken languages could also be different across school districts.

In case law, it has had an impact on federal and state policy for ELL students and their families and communities. While the courts have been reluctant to mandate a particular educational model or approach or to give language minorities fundamental rights directly related to the use of their native languages, the courts have made it clear that schools may not ignore the unique needs of ELL students (Wright, 2010).

Any program for ELLs, regardless of language of instruction or the models used, must do two very important things: teach English and teach academic content (Del Valle, 2003). Schools need to provide instruction in English for ELLs because they are not yet proficient in English, therefore needing fluency in English to succeed in mainstream classrooms and to be successful in life in the United States (Wright, 2010). At the same time, schools cannot just focus on teaching

English. Students must also learn the same academic content their English proficient peers are learning, in such subjects as language arts, math, science, social studies, music, art, and physical education (Del Valle, 2003).

Self-Efficacy Theory

Self-efficacy theory stresses that human action and success depend on how deep the interactions between one's personal thoughts and a given task (Bandura 1977). Self-Efficacy is defined as, "A person's belief in their abilities or capacities to do something." (Bandura, 1977, p.14). Children who can regulate their learning during the process will be successful students and adults because they would have surmounted strategies and skills for controlling their behaviors, interests, and future (Stone, 2017). Compared to those students who doubt their learning and performing capabilities, students who have high self-efficacy participate more readily, work hard, persist longer, show greater interest in learning, and achieve at higher levels (Bandura, 1977).

Albert Bandura

Bandura was the first to demonstrate (1977) that self-efficacy, the belief in one's own capabilities, influences what individuals choose to do, the amount of effort they put into doing it, and the way they feel as they are doing it. Bandura also discovered that learning occurs both through those beliefs and through social modeling—thereby originating social cognitive theory (1986), which holds that a person's environment, cognition, and behavior all interact to determine how that person functions, as opposed to one of those factors playing a dominant role (Pajares, 1997). Bandura stipulated there were four types of self-belief. It was during his studies on adolescent aggression that he became increasingly interested in vicarious learning, modeling, and imitation (Pajares, 1997). Mastery experiences allow people to build self-belief through

having success in mastering a given task. Once a student masters a task, success allows for a growth in self-belief (Pajares, 1997). Vicarious experiences allow for seeing the success in others and believing those tasks can be accomplished. Seeing other students succeed, allows students to believe that they can do it too (Pajares, 1997). A person's emotional state will influence a person's self-belief in their highs and lows related to confidence.

Academic Contexts

The impact of self-efficacy on academic achievement is significant. Denham et al. (2014) affirmed that development of healthy children must include teaching them to take turns, listening, cooperate, initiate, and maintain conversations, joining others in play, and basic relationship skills. A lack of personal ability is the reason many children provide for having social challenges, in turn, impacting a child's self-view (Erdley et al., 1997).

There is increasing evidence that academic success is influenced not only by actual ability, but also by students' beliefs about their own intelligence (Blazer, 2011). Studies have found that students enter a classroom with one of two distinct conceptions of their intellectual ability: some students believe their intelligence is a fixed trait (fixed mindset), while others believe their intelligence is expandable (growth mindset) (Blazer, 2011).

Dweck and Repucci (1973) studied a group of 5th grade students to understand why some children give up and others persist in activities. The students were given a series of puzzles to solve; the first set of puzzles were solvable, but the second set were impossible to complete successfully. The researchers discovered that after engaging in the task with the unsolvable puzzle, some children's performance deteriorated despite success on the first task. Both groups of children had demonstrated an even puzzle-solving ability at the outset of the study; meaning children's difficulty with the task was attributed to their mindset and not ability. The researcher

asked the children to score their abilities after each activity (Dweck & Repucci, 1973). In this study there were external factors, a belief in a lack of control over the outcomes showed a helpless response to failure for students.

Students with growth mindsets significantly outperform their classmates who hold fixed mindsets. In addition, teaching students to have growth mindsets leads to significant increases in their achievement levels (Blackwell et al., 2007). The impact of mindset on achievement does not typically emerge until students face challenges or academic difficulties. Studies have found that students who have fixed mindsets but who are well prepared and do not encounter any setbacks are usually able to succeed academically (Blackwell et al., 2007; Dweck, 2008). Students' beliefs about intelligence also impact how they respond to academic challenges, the types of academic tasks they choose to pursue, and the amount of effort they exert (Blazer, 2011).

Intrinsic Motivation

When working towards a goal, Intrinsic (Internal) rewards are enough motivation for most people. Haimovitz et al. (2011), investigated views of intelligence and how that affected intrinsic motivation for learning. The participants included 978 students in grades 3rd through 8th from eight schools in Portland, Oregon. They noted that children who enjoy learning are more likely to be persistent, to embrace challenges, and to engage deeply. However, children's intrinsic motivation for learning tends to decline as they begin to age. Motivational helplessness, linked to conceptions of intelligence, has been well documented in older children (Heyman et al., 1992).

The researchers identified two key factors in determining whether children maintain their intrinsic motivation for learning: First, children's beliefs regarding the malleability of

intelligence are presented. Second, their tendency to seek personal validation through academic achievement is also presented. Fixed mindsets cause a decline in intrinsic motivation. Leading students to receive lower grades (Gherasim et al., 2012). This study revealed a connection between growth mindset and academic motivation across grade levels for all, proposing that even the younger child is susceptible to the maladaptive effects of a fixed mindset.

Researchers urge teachers to focus on students' improvement instead of success or failure (Blazer, 2011). Dweck (2010) stated that it is important that no student be allowed to “coast to success time after time; this experience can create the fixed mindset belief that you are smart only if you can succeed without effort.” Challenging tasks should be portrayed as fun and exciting, while easy tasks should be portrayed as boring and less useful for the brain. School staff should convey to students that taking on challenges, exerting effort, and surmounting obstacles is valued more than “natural” talent and easy success (Dweck, 2010).

Extrinsic Motivation

Extrinsic motivation is external where praise or a tangible prize is given out for motivation. It has been debated if intrinsic and extrinsic are related or have no similarities. According to (McGeown et al., 2012), children's intrinsic reading motivation and reading efficacy correlated with their reading skill whereas their extrinsic reading motivation did not. After co-varying for differences in group composition, good and poor readers differed significantly in levels of intrinsic reading motivation and reading efficacy but not extrinsic reading motivation. Among the good readers, only extrinsic reading motivation correlated significantly with reading skill, whilst among the poor readers, no aspects of motivation correlated significantly with reading skill. Overall, poor readers' intrinsic and extrinsic reading motivations were more closely correlated (McGeown et al., 2012).

Growth Mindset Theory

Growth Mindset Theory involves a practice that encourages students to view their academic capabilities and intelligence as malleable characteristics (Bernecker & Job, 2019). The strategy of growth mindset is based on two major ideas. The first is that individuals are not limited by their current state of achievement. The second is the brain acts like a muscle: the more it gets worked, the stronger it becomes (Hochanadel & Finamore, 2015). By leveraging these concepts, the belief that intelligence can change, and growth is nurtured (Dweck, 2017).

Mindset

Dweck's (1999, 2006) theory of mindsets looked for patterns in a child's social and academic ability and children's self-view. She has been devoted to understanding the nature, workings, and development of children's motivation. Starting with research on motivation in animals, she went on to study the motivational impact of children's attributions, achievement goals, and mindsets about their abilities (Dweck, 2008). She has explored how socialization practices affect these mindsets, as well as how interventions that change children's mindsets can enhance their motivation and learning. She is now developing a broad theory that puts motivation and the formation of mindsets (or beliefs) at the heart of social and personality development (Dweck, 2017).

In Dweck's research (2007), she shows that mindset is a bigger predictor of academic success than innate ability alone. Students with a fixed mindset frequently believe that hard work reveals a lack of ability; they cannot change their abilities so why try? Effort is not needed based on abilities of students with a fixed mindset (Blackwell et al., 2007). Growth mindset allows for the belief that effort develops abilities (Dweck, 1999).

Grit

Angela Duckworth, who is regarded as the pioneer of grit research, defines grit as passion and perseverance for goals over the long-term (Duckworth, 2011, pg. 17). Duckworth has found that grit—a combination of passion and perseverance for a singularly important goal—is the hallmark of high achievers in every domain. She’s also found scientific evidence that grit can grow (Duckworth, 2013).

Duckworth et al. (2007) defined grit as consisting of individual effort and interest. Grit and growth mindset are interdependent and mutually reinforcing. Duckworth (2016) states in a TED Talk Discussion, “Students who have a growth mindset are more likely to persevere toward long-term goals, even in the face of challenges, because they believe they can make progress through hard work”. Students who demonstrate a growth mindset are more likely to persevere toward long-term goals, even in the face of challenges, if they believe they can make progress through hard work.

The pursuit of long-term goals can be challenging; therefore, grit may be important in these situations, especially during academic work (Duckworth et al., 2010). Good students sometimes lack motivation when it comes to most schoolwork, and instead they rely on rewards like good grades or teacher praise (Duckworth et al., 2011). Nurturing supportive relationships, providing students with autonomy, and offering learning activities at an optimal level of challenge all positively impact students’ motivation and academic achievement (Callahan et al., 2013). Even though, when students are generally intrinsically motivated, there will always be variations of tasks along the way that require taking a long-term perspective and gathering up the will to get the job done. Grit can help students approach learning processes with a bigger picture

of thinking that emphasizes mastery and process and views setbacks as bumps in the road (Dweck, 2006).

Research indicates that grit is associated with positive academic outcomes when used (Duckworth & Eskreis-Winkler, 2013). When measured by final grades, standardized tests, formative assessments, academic competitions, attendance, and enrollment into schools, studies have shown that grit is a predictor of academic success (Duckworth, 2011). Grit is considered a better predictor of success than IQ in both school and the workplace (Duckworth & Seligman, 2005). While research has shown the benefits of the application of grit, it is still unresolved how teachers can nurture grit in students who lack the drive and motivation. Clarity in understanding grit and applying the skills needed to work towards grittiness is still a challenge on how educators can support students in these skills.

Students with a growth mindset rely on grit to develop their abilities. Seeing failure as a challenge is a launch pad for growth and for stretching existing abilities (Duckworth et al., 2007). Farrington et al. (2012) proposed a model for how non-cognitive factors affect academic success. For each of the five non-cognitive factors, they surveyed the literature and assessed its importance and flexibility, whether it was open to intervention. In their research they concluded that targeting mindsets and learning strategies was the most favorable approach.

When promoting student achievement, schools must focus on aspects of the school climate that affect the culture of the school (Pellicer, 2003). If staff believe in their students then students will show them why they do. Staff members should always come through the doors of their school with the mindset that their students will succeed and with hard work and grit they will achieve their best. As adults change their mindset and support the growth of every student potential then, students will feel the support they need to continue forward.

Self-Efficacy

Through self-efficacy, empowerment is the key component to allowing a student to progress and develop confidently toward the goal of learning. It is widely admitted that low self-efficacy has a detrimental impact on the functioning and performance of a person mainly concerned with performance goals but has no impact when a person is mainly concerned with learning goals (Dweck, 1986). It is widely admitted that low self-efficacy has a detrimental impact on the functioning and performance of a person mainly concerned with performance goals but has no impact when a person is mainly concerned with learning goals (Bouffard et al., 2005).

A growth mindset can also foster positive self-esteem—a characteristic related to one's feelings about themselves and their self-worth, in addition to increases in learning opportunities and resiliency (Robins & Pals, 2002). After the initial attempt on a task, these individuals feel hopeless and limited to attempting the challenge. Individuals who believe that intellectual ability is a fixed characteristic are likely to say negative comments about their failures (Dweck, 2017). The problem with this self-theory is that people are likely to experience inconsistencies of self-esteem during performance.

Those with a growth mindset are less likely to experience fluctuations in self-esteem due to the consistency in which they respond to feedback (Dweck, 2008). These individuals are more likely to have a positive view of failure, build from their mistakes and reflect on what they learn. This mindset builds and reinforces the ability to work through failure by keeping an optimistic perspective and creating a quality that can benefit an individual in many areas of life.

There is a plethora of research that supports suggesting that growth mindset and progress can have a substantial influence on one's overall achievement and well-being. There is still a

large group that believe that intelligence is a stable characteristic that dictates success. According to Dweck, (2008), a sample suggested that over 60% of students displayed at least some characteristics of a fixed mindset, this belief of intelligence may cause students to undermine their ability, thus impeding them from reaching their full potential. Therefore, it is paramount that teachers and students fully understand what intelligence means and how brain science research can ultimately be advantageous for personal achievement.

Growth Mindset and Academic Performance

Performance is the process students go through when they learn something new or when they learn in a deeper context. When students believe that they can develop their intelligence, they focus on doing just that (Dweck, 2007). They can move forward and attempt to work toward a goal. Dweck (2007) asserted that an individual's mindset about the malleability of intelligence- the belief that intelligence and mastery are the product of effort- was more predictive of academic success than measures of innate ability. This mindset is responsive to both environmental factors and interventions.

When you focus on the process of learning using the growth mindset model it may create beneficial qualities in the classroom environment (Blackwell et al., 2007). It is captivating when you examine how two groups of students, with similarities by grades, can experience different paths because of their mindsets and beliefs about intelligence. While this study shows how a student can benefit academically from a growth mindset, it does not imply that one who has ownership of this mentality should regularly expect success in every part of life. Rather, the adoption of a growth mindset can influence behavioral responses and strategies to problem solving and alter how one approaches and perceives challenges (Dweck, 2007). Therefore,

making the smallest changes in an individual's cognitive framework generates the ability to make proper decisions that lead to positive outcomes.

Social Emotional Learning Programs

When students learn to understand their emotions and manage the feelings that come along with the emotions, they are experiencing Social Emotional Learning (Causton & Macleod, 2020). It is important to help students achieve positive goals and learn to show kindness, self-compassion, gratitude, and hope for themselves. Jones et. al (2021) believe that careful school planning will lead to increased mindfulness and grit for all students involved. They provide several suggestions for factors to consider when looking into implementation of a Social Emotional Learning (SEL) program. These include focusing on skills they categorize in six domains: identity, cognitive, values, perspectives, and emotion. The concept is if you want to build SEL, focus on these skill domains. Similarly, Jones et. al advocates for building the teachers set of instructional methods and strategies for SEL. Helping teachers to know how to lead morning circles or class discussions on topics that lead to emotional challenges, such as bullying, fighting etc. And finally, they offer a program selection process guide. In the guide, schools are encouraged to assess current needs, review programs available, consider the logistics of implementation and then choose a program. This process allows for an individualized selection that is directly matched to the school and the classrooms within.

The relationship between turn around schools and student outcomes is significant (Redding & Nguyen, 2020). To get to this point, schools must invest time and program funds to support SEL and other initiatives that lead to student success. This is particularly true in economically disadvantaged communities.

Economically Disadvantaged Communities Nationally

Economically disadvantaged communities have many unique characteristics to manage with school, home and life. Economically disadvantaged families see the future as having more negative events than positive ones (Robb et al., 2009). Students who live the experience of economically disadvantaged communities must not only think of when they will eat their next meal, but they also have to worry over safety and security concerns in their home and neighborhood. Exposure to community violence contributes to lower academic performance and creates an unsafe home, neighborhood, or a dangerous path to school (Schwartz et al., 2005). This group is one that deals with everyday struggles that only they can understand to survive each day in time.

Demographics

Demographics that are unique to an economically disadvantaged community relate to education levels and the way people live daily. According to Lee et al., 2002, parents from economically disadvantaged families work as much as parents of advantaged families. Research has suggested that growing up in poverty can negatively impact children's mental and behavioral development as well as their overall health, making it more difficult for them to learn (Duncan et al., 1994; Pollitt 1994). Poverty poses a serious challenge to children's access to quality learning opportunities and their potential to succeed in school (National Center for Education Statistics, 2005).

Brain development, academic success, and social competence are all caused by general distress (Evans & Kim, 2007). Distress also reduces attentional control and impairs behaviors (Liston et al., 2009). Increase of chances of impulsivity and working memory diminishes (Evans & Kim, 2007). The brain's capacity to learn and remember is severely impaired from

unpredictable stressors (Yang, 2003). Children from these living conditions and economically disadvantaged situations have many daily challenges. Some of these challenges are related to what they will eat, where they will sleep and where they will live.

Figure 1. 1

Percentage of Families with Children under 18 in Poverty, by Family type and Race/Ethnicity: 2005

Race/ethnicity	All families	Family type		
		Married-couple	Female	Male
			householder, no husband present	householder, no wife present
Total¹		7.0	37.8	18.6
White	10.0	4.4	30.7	13.9
Black	30.1	9.6	44.2	26.8
Hispanic	25.6	16.9	46.5	23.3
Asian	10.4	7.5	26.6	17.3
Native Hawaiian/Pacific Islander	20.0	15.0	32.9	±
American Indian/Alaska Native	26.8	13.6	44.0	33.1
More than one race	21.1	7.3	42.3	22.5

U.S. Department of Commerce, Census Bureau, American Community Survey, 2005. (National Center for Educational Statistics, 2005)

Learning Opportunities

Research shows that socioeconomic status is associated with a wide array of health, cognitive, and socioemotional outcomes in children, with effects beginning prior to birth and

continuing into adulthood (Bradly & Corwyn, 2002). Poor children are less likely to go on vacations or on other fun or culturally enriching outings. They are half as likely as well-off children are to be taken to zoos, museums, theaters, or the library (Bradly & Corwyn, 2002). Learning opportunities in economically disadvantaged areas are minimal; opportunities may be brought into the community at cost—a price many cannot afford (Liston et al., 2009). Therefore computers, intervention programs, and having access to literature and educational reading materials are important factors that support the development of academic skills.

Economically Disadvantaged Schools in the United States

Principals should always have the positive mindset of success. There is substantial evidence that suggests that a school principal must first understand the school's culture before implementing change (MacNeil et al., 2009). When faculty and students see the positive attitude toward success, they want to work harder for more success (Leroy & Symes, 2001). Having achievement or mastery is important, it is essential to show that progress toward those goals is also a success. Students will realize that they can succeed academically in the process as they continue to work (Bradley & Corwyn, 2002).

Valuing education and the importance of hard work are two of the many overlapping values that economically disadvantaged families feel are important for their children to learn (Gorkski, 2008). These students have unique characteristics that they must work with daily. Many must rely on free or reduce lunch and work with schools and community centers with resources like clothes, food, counseling services and housing accommodations. Children living in this environment are more likely to give up or become passive and uninterested in school (Gorkski, 2008). Therefore, an open school-home parent and teacher communication is important for children in economically disadvantaged communities to support in facilitating better

educational outcomes. Children living in this type of environment are more likely to lose courage or become passive and not show any interest in school (Gorski, 2008).

Performing below those from higher socioeconomic backgrounds on tests of intelligence and academic achievement is common for children from economically disadvantaged backgrounds (Bradley & Corwyn, 2002). Poverty is a major at-risk factor in the classroom that impacts learning. Children who grow up in economically disadvantaged communities have been known to have a lesser vocabulary than privileged children do; this by itself raises the risk of failure (Leroy & Symes, 2001). Disadvantage children who are on this path are considered at times, failures before they even walk into the classroom. Being able to identify and comprehend children who are at-risk is critical to support their growth and development.

The challenges economically disadvantaged students show are cognitive problems, including difficulty generating new solutions to problems, difficulty monitoring the quality of their work, high levels of distractibility and short attention spans (Alloway et al., 2009). Supporting these challenges creates an awareness to assert the needs and to support the student along the process of learning and growing.

Demographics

Economically disadvantaged schools have become community centers for families (Reardon, 2011). Families rely on a school for resources by providing services that will help families with food, shelter, and clothing. Many studies have shown that parents in economically disadvantaged communities are unable to attend many school activities involving their children (The Annie E. Casey Foundation, 2021). It is beneficial to include every aspect of a community within daily school life (Reardon, 2011). Creating an environment that promotes family and community will allow students, parents, and teachers to feel more comfortable and model

positive interactions amongst each other. Ensuring that their building has a structured learning environment with aligned programs and a supportive atmosphere is the work of a school leader (Reardon, 2011). A sense of community and pride promotes growth among administrators, businesses, teachers, parents, support staff, students, and any other stakeholder of the school; this includes all taxpayers (Reardon, 2011).

Learning Opportunities

A successful classroom is one in which students feel known, appreciated, and comfortable taking emotional and intellectual risks (Keown et al., 2020). Creating a supportive environment is also about cultivating an appreciation of diversity—it's critical that both the curriculum and the classroom environment honor and reflect the lives of the students (Keown et al., 2020). Poorer communities struggle to meet the learning needs of their students and aid them in fulfilling their potential because of under-resourced schools (Arlestig, 2007). This comes to a time when technology is in great demand in education and schools must budget a high cost of expenditure to provide the essentials. Society needs to comprehend the needs and challenges public education faces today. This will change the perspective towards the needs a school has to meet for students to receive a significant education (Lichtenfeld & Stupnisky, 2012).

Allowing students time to experience the intellectual and social skills needed to become successful human beings makes it imperative that educators look beyond the economically disadvantaged environment (Jacobson et al., 2005). Promoting a vision and goals, and by ensuring that processes and resources are in place to allow teachers to teach, will help leaders to influence student learning (Leithwood & Riehl, 2003). Learning opportunities will provide student drive and success along with deterrents along the way that will create challenges for schools to provide the best opportunities.

Covid-19 Pandemic

During the start of this study, COVID-19 began to spread, and many people began to get ill. By March 11th, 2020, COVID-19 was a global pandemic. Governments around the world implemented measures and restrictions to prevent its further spread. As the first preventive measures, virus screening and quarantine were implemented, as treatments or vaccines remained unavailable (Wu et al., 2020). Instead, physical distancing procedures were employed, as such efforts proved useful in tackling previous outbreaks of the SARS-1 in 2003 (Ferguson et al. 2006). As the number of cases rapidly increased globally and measures were enacted to isolate people from one another, people began to experience an increase of anxiety and stress (Galea et al., 2020). The impact was felt globally, with some countries imposing stricter restrictions than others. The researcher began this study before the start of the pandemic and the school closures that took place. As a result of these closures, the researcher was limited on the information that could be gathered to analyze how growth mindset enhances academic achievement with 5th grade EL students. Therefore, the researcher had the challenge to conduct research during the pandemic and work with secondary data that could be used to continue the study of growth mindset.

As a modification to the study, the researchers selected data from pre-Covid and data from Covid school years to analyze growth mindset. The study did show some comparison to how students viewed growth mindset but also academically saw the results that show a difference in performance. The Covid pandemic was a challenging time for student's well-being with having to work isolated from home and not having the traditional interactions that once occurred prior to covid.

As the researcher gathered the data provided by the district. The data was collected in-

person, in the classroom, on computers, in 2019 and through virtual learning in 2020. Data was available to analyze to see how a growth mindset affects students during this process.

Summary

Teachers and students take on challenges and stick to them, not worrying about how smart they will appear (Dweck, 2006). In the growth mindset, students care about learning. Research has found significant positive effects on student academic engagement, achievement, and the development of new skills using growth mindset activities in the classroom. This chapter presents the rationale for researching the relationships between mindset interventions and changed behavior. Researchers have studied the constructs of learning incapability's and student achievement for several decades. Student perception of intelligence and increased academic achievement has been associated with mindset interventions. Understanding how students shut down and building relationships is the first step in creating a growth mindset understanding. The following review of the literature represents the literature pertinent to this research study, namely, on theories of intelligence, mindset studies, self-efficacy, intrinsic motivation, extrinsic motivation, academic context, learning opportunities, and grit. As we move forward to the next chapter, we will discuss the methodology that was used to collect and analyze data, including, validation measures, student responses along with student academic assessment results.

CHAPTER 3: METHODOLOGY

Research Design and Rationale

The design for this study is a mixed method where quantitative and qualitative data is combined for a comprehensive study result. The term “mixed methods” refers to an emergent methodology of research that advances the systematic integration, or “mixing,” of quantitative and qualitative data within a single investigation or sustained program of inquiry. The basic premise of this methodology is that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis (McMillan et al., 2019). The quantitative part of this research study focused on a quasi-experimental design analyzing students’ MAP reading and math scores as the outcome for 2019-2020 Fall/Winter school year versus 2020-2021 Fall/Winter school year. Another focus was the Panorama data that was a survey students took in 2019 and compared responses to 2020. The survey questions pulled out of this survey were from the growth mindset section of the survey. As for the PACE/CORE survey, the percentages of how students responded towards growth mindset questions were compared with Fall of 2019-2020 and 2020-2021 school year. All the quantitative data gathered was from data provided by the school district. In designing the qualitative part of the research study, the researcher focused on his own life experience as a school administrator working with a school with a large EL population. Also, as an EL student during his early student years. His perspective will provide a better understanding of how a growth mindset enhances academics in reading and math. Using the experience as a student and an administrator will give the qualitative data by using a self-reflection on how growth mindset supports improvement in reading and math with English Language Learners. As the researcher the purpose is to seek to understand how a brief growth mindset implemented by classroom

teachers might impact student growth in reading/math on a norm-referenced standardized assessment and reading grade trajectory.

Setting and Participants

The researcher gathered data from a school district that is the 10th largest public K-12 school district in California and the second largest in Orange County, serving over 45,000 students. This area serves a high need student population that has been negatively impacted because of the COVID-19 pandemic. The demographic of this district is 96% Latino students; 80% eligible for Free and Reduced Lunch; 37% are identified as English Learners; 13% of students are homeless; 13.5% are students with disabilities and the district serves 226 foster youth. Low-income communities are in this area and are more likely to be exposed to the virus, having higher mortality rates, and suffer economically. In times of economic crisis, these vulnerabilities will be more pronounced (CDE, 2020). As of August 27, 2020, Orange County had 44,212 cumulative COVID-19 cases. This district had the highest number at 9,207, over 19.4% (or roughly 1 out of every 5) of the county's cases. Eighty percent of our families have lived with significant economic hardship (CDE, 2020). Many of these students and their families have been impacted economically as they have lost employment if their work was not considered "essential" during the State closure or if they needed to stay home to care for children during the school closure.

Many families depend on jobs in fields like retail, hospitality, childcare, that cannot be performed remotely, and in the U.S. the majority do not offer paid sick leave or health insurance. Well over 80% of the families do not have the resources necessary to weather a lack of income, even stocking up on food can represent an impossible financial hurdle. Many families have not qualified for support through the government relief programs, such as the Families First

Coronavirus Response Act, due to their lack of awareness, or lack of eligibility due to employment type, income threshold, or immigration status (Edsource, 2020). Key areas of concern are lack of computer devices and internet access as well as academic support at home. Our migrant education families continue to be heavily impacted during the COVID-19 pandemic. Among the most pressing issues that families have shared, include access to food and other essential items such as diapers. Although many of the families are considered essential workers, some parents have been sent home without paid leave.

There has been much anxiety surrounding the issue of being able to afford rent and other essential items. Many migrant parents have asked questions regarding legal rights and government financial relief. Transitioning to distance learning has also created issues even for families with internet access since many families are in crowded spaces with multiple students online at the same time. Students have voiced their concern regarding how the current pandemic will impact their college experience (SAUSD, 2020).

The population studied was on 5th grade students in a large district in Southern California ($n = 2,000$). The focus was on the English Language Learner population which included over 37% percent of the population in the district. Students who are currently labeled as EL students where targeted to show the data of assessments and grades during the school year. Secondary data was used to analyze how students are performing from pre-Covid-19 and Covid-19 Fall and Winter school years. The data used is provided by the district with the approval of an IRB application stating the purpose of my study along with how this study will support the district. The data utilized was Pulse, MAP and Panorama data which gave SEL data for every 5th grade student. Random sampling and structured data collection instruments that fit diverse experiences into predetermined response categories were used. These produce data results that are simple to

summarize, compare, and generalize. Additionally, a unique feature of this study was the qualitative piece. The research told his story as an administrator in the district.

Sampling Procedures

The researchers' goal for the sample was to work with 5th grade students in a large district in Southern California. This set the number to about 50 classes with each averaging about 27 to 30 students each ($n = 1,500$). Of those classes the categories were set up with students who are English learners who might be about 50% to 60 % of the classroom. Then within those classes the researcher had the category of students who are AVID in their classes and make that a group as well. Ideally, this was the goal of the researcher.

However, when the researcher discussed the study with the district research team, they suggested that instead of collecting primary data (during a Covid-19 pandemic), the researcher would be provided with access to district wide standardized assessments for MAP, Panorama, and PACE/CORE data. The researcher obtained data from all 5th grade classes in the district through secondary data. Sampling was stronger than if data had been collected independently. The secondary data was available as only numbers and responses to questions. No student names were used to keep all data anonymous. The student sample population for the study was Cluster sampling, the researcher was able to divide the population into groups. Separating the 5th graders into English Language learners and those who are non-English Language learners. The clusters would be randomly selected and each element in the selected clusters would be used.

Instrumentation and Measures

These following statements were the start of the exploratory sequential mixed methods study and were used to determine the focus of the growth mindset strategy tools.

1. I can change my intelligence.

2. I can increase my intelligence by challenging myself.
3. I am capable of learning anything.
4. I can do well in a subject even if I am not naturally good at it.

For the quantitative analysis, the researcher gathered all results from MAP, Panorama, and PACE/CORE data that were provided by secondary data.

MAP (Measurements of Academic Performance)

This research used the Measures of Academic Progress (MAP) that measures student growth and is aligned with the Smarter Balanced assessment, as well as reading grades. As a standardized assessment, MAP scores are built to measure performance and growth on specific reading and math content standards. All questions are in a multiple-choice or multiple-selection format, with no open-response items. Grades on the other hand are meant to measure performance in an individual course and include a component of subjectivity (nwea.org, 2021). MAP scores and GPA have different strengths. Thus, both the Fall to Winter MAP growth results and Fall, Winter reading grades were analyzed after the growth mindset intervention. Due to the COVID-19 pandemic, Fall and Winter are the only data available for analysis. This assessment would be taken into consideration annually and would compare all 5th grade groups in reading and math. Pulse data would be gathered to analyze reading and math with EL students.

MAP Growth is the most trusted and innovative assessment for measuring achievement and growth in K–12 math, reading, language usage, and science. It provides educators with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. It also connects to the largest set of instructional content providers, giving educators flexibility in curriculum choices

(nwea.org, 2021). MAP assessments are used to measure a student's growth in Mathematics and Reading.

The Fall assessment gathers the baseline and the Winter gathers what the student has learned, and the final is spring, this shows how much growth the student made for the year. It is used to chart a student's academic growth from year to year. The RIT (Rasch Unit Scale) is not a measure of mastery or a grade, rather it provides information about what a student is ready to learn. This scale measures the value of a student's score in relation to his or her scores on previous tests. Each RIT score indicates a point on a continuous scale of learning. MAP provides measures of growth and allows each individual student to see what their challenges are and how they can improve their level of learning. Through the MAP assessments students can see their progress through their learning from K-12. The data that is provided allows educators to set up students into learning groups that will help them in support of progress through what they know and need to know. The MAP data allows educators to see what efforts a student needs to continue progress in learning.

Panorama (SEL) Data

The Panorama Education Well-Being Survey (2019) creates surveys and through results build data for each question and give specific analysis of how students feel and what areas of need must be addressed. Panorama believes analyzing data is an essential part of listening to stakeholder voices. Since 2012, Panorama Education has helped thousands of schools run feedback survey programs to improve outcomes for over 10 million students (panoramaed.com, 2021). Panorama designs to gather feedback and information from stakeholders while in distance or hybrid learning continues in the 2020-2021 year. The data provided can help schools or districts take quick action to improve the learning environment, academic and social-emotional

support systems, and health and safety procedures. For students, the data gathers student perceptions of the learning environment, school public health measures, engagement with school, relationships, and more. It includes developmentally appropriate questions for grades 3-5 and 6-12.

Panorama has worked with thousands of districts to navigate the challenges of building data-driven practices, creating strong academic and social-emotional support systems, and responding equitably to student needs. Panorama Education helps educators measure how students are doing across academics, attendance, behavior, and college readiness, and then coordinate action to support each child. Panorama's platform also helps educators collect data about non-academic factors that are key to each child's success in school and in life, such as social-emotional skills, safety, and family engagement. Today, 1,500 school systems serve 10 million students' partners with Panorama, including the New York City Department of Education, Dallas Independent School District, and San Francisco Unified School District (panoramaed.com, 2021).

PACE/CORE

PACE is an independent, non-partisan research center led by faculty directors at Stanford University, the University of Southern California, the University of California Davis, the University of California Los Angeles, and the University of California Berkeley. PACE bridges the gap between research, policy, and practice, working with scholars from California's leading universities and with state and local decision-makers to achieve improvement in performance and more equitable outcomes at all levels of California's education system, from early childhood to postsecondary education and training. We do this through bringing evidence to bear on the

most critical issues facing our state; making research evidence accessible; and leveraging partnership and collaboration to drive system improvement (PACE, 2021).

The district uses the CORE unique SEL survey to address two broad questions: How do the four SEL constructs assessed by that survey—growth mindset, self-efficacy, self-management, and social awareness—develop from Grade 4-12? And how do these patterns vary by gender, socioeconomic status, and race/ethnicity? The analyses are based on self-report surveys administered to nearly 400,000 students in the 2014-15 and 2015-16 school years (PACE, 2021). With two years of data, we can only track the development of SEL for a given student over the course of a single school year. However, we can aggregate information on these changes across multiple grade levels to simulate long-term trends for students expected to remain enrolled in participating districts through middle and high school. More specifically, we calculate mean score gains for students who completed the survey in both years, and we use these gains to extrapolate from Grade 8 (the midpoint of our sample) to both prior and subsequent grades.

The results of these simulations show how the SEL constructs develop among students who would be expected to attend schools in participating districts continuously from Grade 4 through Grade 12, if everything else about those districts (including selection into and out of the districts, as well as all aspects of the educational environment relevant to SEL development) remain as they were in the 2015-16 school year. In reporting these trends, the emphasis is that the measures gathered by the CORE districts' SEL survey are self-reports and therefore reflect students' subjective assessments of their social-emotional skills. Students evaluating their own skills must employ an external frame of reference to reach a judgment about their relative standing. As a result, differences in self-reports over time or across students may reflect differences in normative standards rather than authentic differences in skills—a phenomenon

known as reference bias (Claro & Loeb, 2019). This data allows the gathering of a large sample to provide strong research with validity and reliability. The instrument used for qualitative analysis was a self-reflection of the researchers experience as an English Learner and a school administrator.

Reliability and Validity

All data acquired was used to provide a large sample and analyze comparisons of pre-Covid and Covid school year. Creswell (2013) referred to validation in qualitative research as being an attempt to assess the accuracy of the findings, as best described by the researcher and the participants. With this stance, the researcher shares that any report of research is a representation by the author. By following the procedures in collecting the data and reading it to create results is a way to show a reliable result.

To ensure validity, secondary data was provided by the school district, allowing data to be analyzed and compared to show a large sample and provide high validity for the research. The researcher worked with a dissertation committee to gather the data and provided a strong case of how a growth mindset supports learning enhancement. The data was collected by the researcher by gathering all responses and creating a coding process to create valid and reliable data. The researcher followed protocol for sampling strategy, developing means for recording information both digitally and on paper, storing the data, and anticipating ethical issues that may arise (Creswell, 2013).

The researcher considered the following when gathering data for the research study: Prolonged engagement and persistent observation, Triangulation – multiple sources, methods, investigations, and theories to provide corroborating evidence, Peer review or debriefing – external check much like interrater reliability in quantitative research, Clarifying researcher bias,

and Member checking. Creswell (2013) advises engaging in at least two strategies to validate findings. Procedures such as triangulating among different data sources and writing with detailed and thick descriptions, are reasonably easy procedures to conduct (Creswell, 2013). The researcher used triangulation to increase validity. Triangulation refers to the application and combination of several research methods in the study of the same phenomenon. The researcher analyzed data reports of student survey results and provided rich descriptions which provides triangulation, thus increasing validity. The researcher also participated in member checking which increases validity of the findings for both research questions.

Data Collection

The data collection process was gathered through secondary data provided by the school district. PACE/Core data was provided by numbers only. There were no names shared in these reports due to privacy. MAP data was also available by grade level with no student information provided. By using MAP tests, schools can gain insight into the growth of all students, both low and high achievers. What makes it possible is the NWEA MAP norms study, which is representative of schools across the nation. NWEA norms enable the researcher to compare student achievement in a single term, as well as across terms. Using growth norms to project the amount of growth that is typical for similar students, set appropriate growth targets, based on the projection (nwea.org, 2021).

The value of using secondary data is the large sample size. “Data from 3 million students show panorama surveys are highly valid and reliable” (Panorama Education, 2021, Chatovich pg. 1). The issue of non-response bias is eliminated, as over 95% of the participants responded to every question. Convergent and Discriminant Validity clearly validate the connection to theoretical constructs.

Evaluate the observed growth in a subsequent term Panorama data was shared by student number and how questions were responded by students. Finding data points to analyze is by selecting a topic, narrowing in on a topic you feel strongly about and selecting a specific question that stands out to you as actionable (Panorama Education, 2021). All secondary data was provided with more accurate information and was applied to Stats Plus to create charts and graphs to show comparisons and analyze available trends.

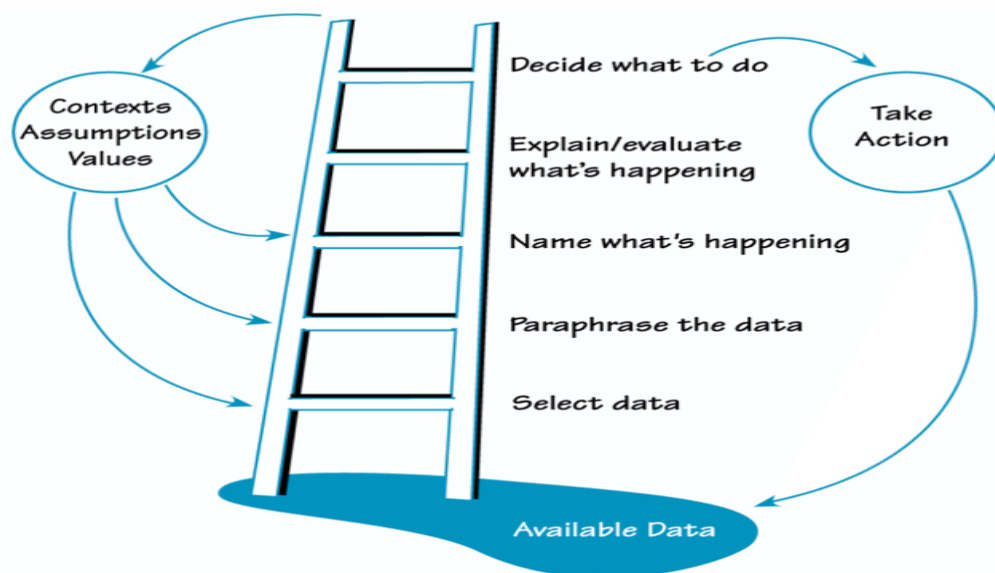
Data Analysis

The purpose of this study was to describe how student perception of intelligence and student academic achievement would improve with the implementation of growth mindset strategies. Analysis for this study included triangulation of research narrative and data from three instruments. Maxwell (2013) suggests writing a validity matrix toward against validity threats. Taking the time to think through the ways in which the possible conclusions to research could go wrong is an important process when checking for validity.

The Data Inquiry Protocol & Reflection Guide, guides in this Ladder of Inference (Panorama Education, 2021). Popularized in education by Peter Senge in the Fifth Discipline, the ladder of inference is an effective mental model for understanding and analyzing data. The purpose is to help reduce bias in data analysis. The ladder of inference describes the thinking process that we go through, usually without realizing it, to get from a fact to a decision or action (Senge, 1990). This helps the researcher to truly contemplate what could possibly be a validity threat and plan strategies for dealing with them.

Figure 2. 1

The Ladder of Inference. (Senge,1990).



To analyze the data, the researcher used various reports provided with the data to be analyzed for all English Language Learner 5th graders in the district. MAP data from 2019-2020 was used to analyze 2020-2021 from the Fall period of the year. This data allowed the researcher to analyze the comparisons of scores and the toll the pandemic had with these assessments. This data was used because in 2020 the Covid pandemic shutdown in-person learning. This created a holt in data and assessments. In gathering the data for surveys, Panorama and PACE/CORE were used to analyze the 2019-2020 to 2020-2021 school year individual surveys on their idea of what growth mindset is and what their understanding of it is. Students took this survey online during both school years and comparisons were analyzed. Charts and tables were used to show the results of the surveys and principal narrative to display the trends on how questions are answered. Also, data was used to input and show correlations by using Stats Plus. An ANOVA verifies if there is a difference between groups on to the data and the answer to enhancing academically through growth mindset.

The researcher decreased error on coding the data by using the secondary data provided. The researcher created reports to get a reliable and more accurate interpretation. Finally, having someone double check the work along with being familiar with the programs being used to gather the information and transferring it to create a report was important in decreasing error.

Ethical Issues

Weis and Fine (2000), claim that the researcher must embrace roles as insiders/outsideers to the participants by (a) assessing issues that they may be fearful of disclosing; (b) establishing supportive, respectful relationships without stereotyping and using labels that participants do not embrace; (c) acknowledging whose voices will be represented in the final study; and (d) writing the researcher into the study by reflecting on who the researcher is and the people being studied. Prior to conducting the study, an Institutional Review Board (IRB) approval and site authorization were gained. See appendix for materials used to describe the program and the CITI of the researcher. The researchers' use of secondary data allowed for access to all school data for grade five however, school sites will not be disrupted. Analyzing data was done in an authentic, truthful manner without disclosing confidential information collected during the study. There was no falsification of evidence, data, findings, or conclusions during the study. The published study included documentation of compliance with ethical issues and a lack of conflict of interest was transparent (Creswell, 2013, p. 59). The instruments used were adequately piloted and permission to use secondary data was acceptable. Other anticipated ethical issues would be that the data provided is not accurately written or district name or any school is mentioned.

Summary

In Chapter 3, the researcher discussed how data was gathered and how this data supports the findings of growth mindset in EL 5th graders. The chapter also discusses the steps it took to

gather the data to create a fair and valid process along with reliable information that will be used in the findings. In the next chapter, the results of the findings will be explained and how these findings supported the idea of growth mindset on 5th grade English Language learners' academic achievement and social emotional learning.

CHAPTER 4: RESULTS

Quantitative Data Analysis

The purpose of this study was to show results of growth mindset in rural communities using the secondary data provided by the school district. The data for academics in reading and math was gathered by using the MAP (Measures of Academic Progress) Assessment. In the area of SEL (Social Emotional Learning) the researcher used the Panorama Survey conducted every year to students in the district. In this survey there is a growth mindset section in which the questions and answers used are part of the analysis of this study. Using the data provided by the district was useful to select only 5th grade English Language Learners. Using this data, the researcher collected the data and created charts that display the percentages in each of the category's students performed on the MAP test and compared the 2019-2020 Fall school year to the 2020-2021 Fall school year.

Description of Participants

Demographic information was gathered and specifically selected EL students in 5th grade ($n = 1,500$). Student names were not provided and only by category (EL, EO, RFEP) was provided. Students were selected by EL status to make the analysis of growth mindset during pre and post Covid-19 in 2019-2020 and 2020-2021. Students in this classification were mostly Hispanic students from low socio-economic status according to district demographics information. Students who took the survey were selected by their grade level and EL status. These numbers were gathered along with the questions asked on the survey with the percentage of student responses to that question. In the Qualitative study the researcher used his own life experience as an English Language Learner student to currently a school administrator. The

researcher used his experience as an EL student and described his story with the questions presented on this research.

Research Questions

The survey questions for this study were designed to facilitate dialogue that would allow an in-depth analysis of the study's four foundational questions:

1. How do growth mindset interventions affect students in economically disadvantaged communities?
2. What role does motivation play in mindset?
3. What happens when students are empowered to take ownership over their own learning?
4. How can educators encourage students to develop a growth mindset?

And these in turn would answer the two primary research questions:

1. Does the Growth Mindset model support 5th grade English Learner students' academic achievement on norm-referenced, computer adaptive reading/math assessments and class grades?
2. What can be learned from the analysis of SEL data of 5th grade English language learners?

The first hypothesis was correct. Students that show a growth mindset, the belief that intelligence is not fixed and can be developed is reliable and predicts achievement across a large sample of fifth grade students.

And secondly, the hypothesis that reading and math intervention with growth mindset approach improves students' skill was also proven. The data within this study has moved the bar up in these areas.

The primary hypothesis of this study was that students that show a growth mindset, the belief that intelligence is not fixed and can be developed, is reliable and predicts achievement across EL students in the 5th grade by showing academic improvement in the areas of reading and math in classroom, district, and state assessments. This hypothesis was met.

The following math results in the MAP test show growth percentages from Fall to Winter in 2019-2020 and 2020-2021. The data shows that students in the (red) during this time show a far below level within their grade level. In the general population it shows that all 5th grade students show from 31% to 38% with an increase of 7% during pre-Covid-19 to Covid-19 school year. As for EL learners, it shows that a 5% increase was developed in the area of below level, showing a 25th percentile position in students in the district. EL's show a growth from 35% to 40%. There is an increase of students who showed a lower growth in test scores during Fall to Winter. This data shows how Covid-19 made significant changes on students' potential to show growth.

The MAP tests percentiles are set up to compare students nationally in the 5th grade. The district EL students show lower growth progress during the 2020-2021 school year. In reviewing the next section of the test, reading, it reveals a significant difference in achievement and will compare how reading and math show the pattern of change during the following school years during Fall to Winter.

MAP Data Analysis

Figure 3. 1

All 5th Grade Level Math Results

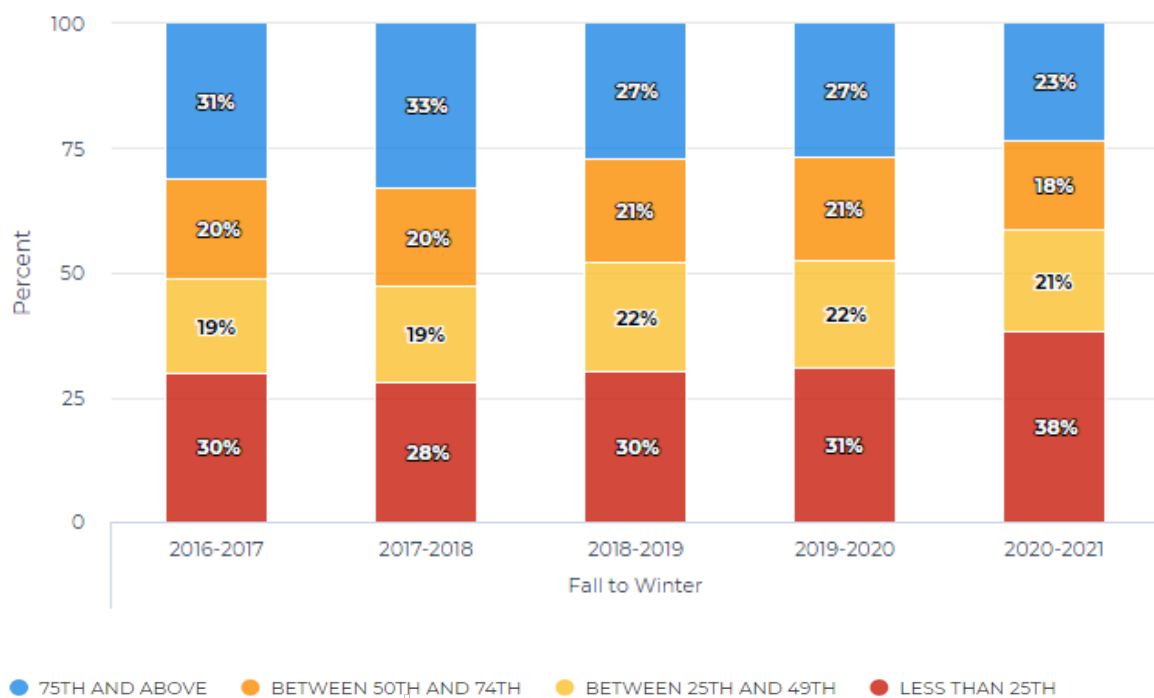
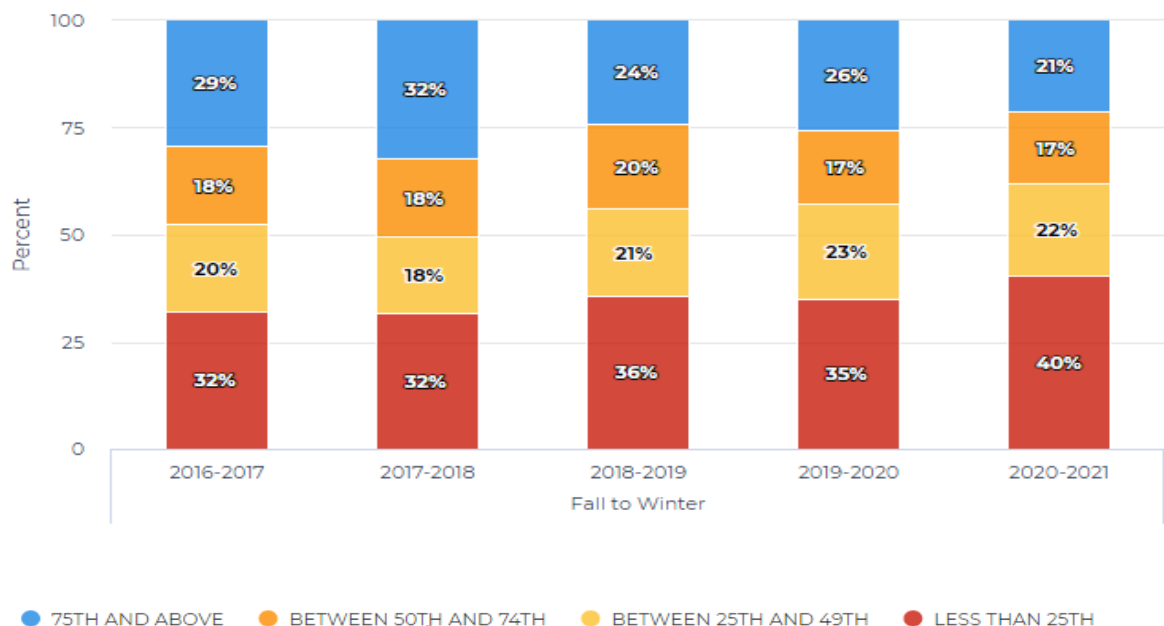


Figure 4. 1*EL 5th Grade Level Math Results*

The following analysis of reading results from the MAP assessment shows a decrease in student performance during Fall to Winter during 2019-2020 and 2020-2021. This makes it during the time before and during the Covid-19 pandemic.

A careful analysis of all the 5th graders, demonstrates an increase of students who performed below the 25th percentile increased 9% in the 2020-2021 school year. This also shows that the number of students who performed above the 50th percentile decreased in improvement.

As for EL students, they also show a pattern of increase in progress in reading. Pre-Covid-19 we see that students did better and decreased in reading during the Pandemic. EL students increased 10% in 25th percentile or below. This shows that reading was a struggle for our EL students during the 2020-2021 school year. EL students also show that they decreased in

the areas of 50th percentile which is the goal for every student to achieve to see significant growth.

Overall, the MAP test shows that our EL learners compared to everyone else traditionally always score lower. In reflecting on the data, a significant decrease has occurred possibly due to the many challenges during the pandemic. Students did show a disconnect working online versus being present in class (Loab, 2020).

The final analysis shows that all 5th grade students show a change in growth and EL students compared show a difference between 2019-2020 and 2020-2021 by showing lower progress during the pandemic in math and reading. The data also reveals that the greatest impact was in the reading section of the assessment during Fall to Winter.

Figure 5. 1

All 5th Grade Level Reading Results

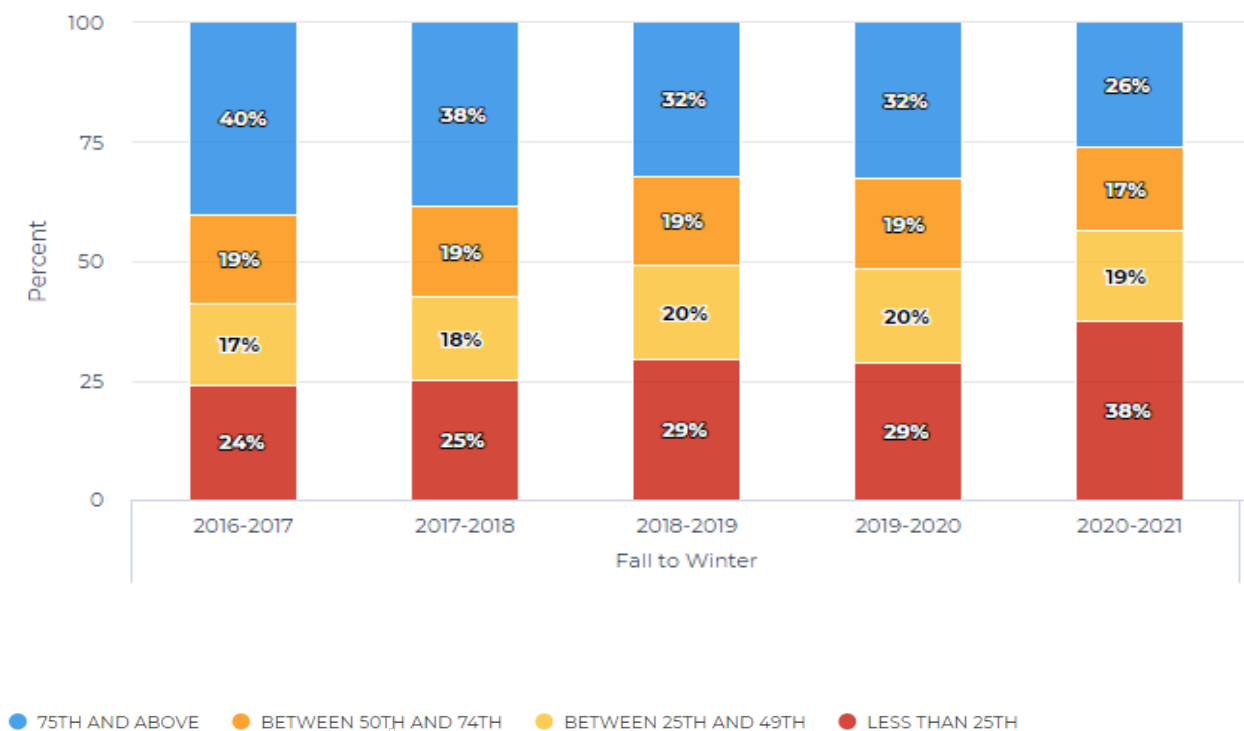
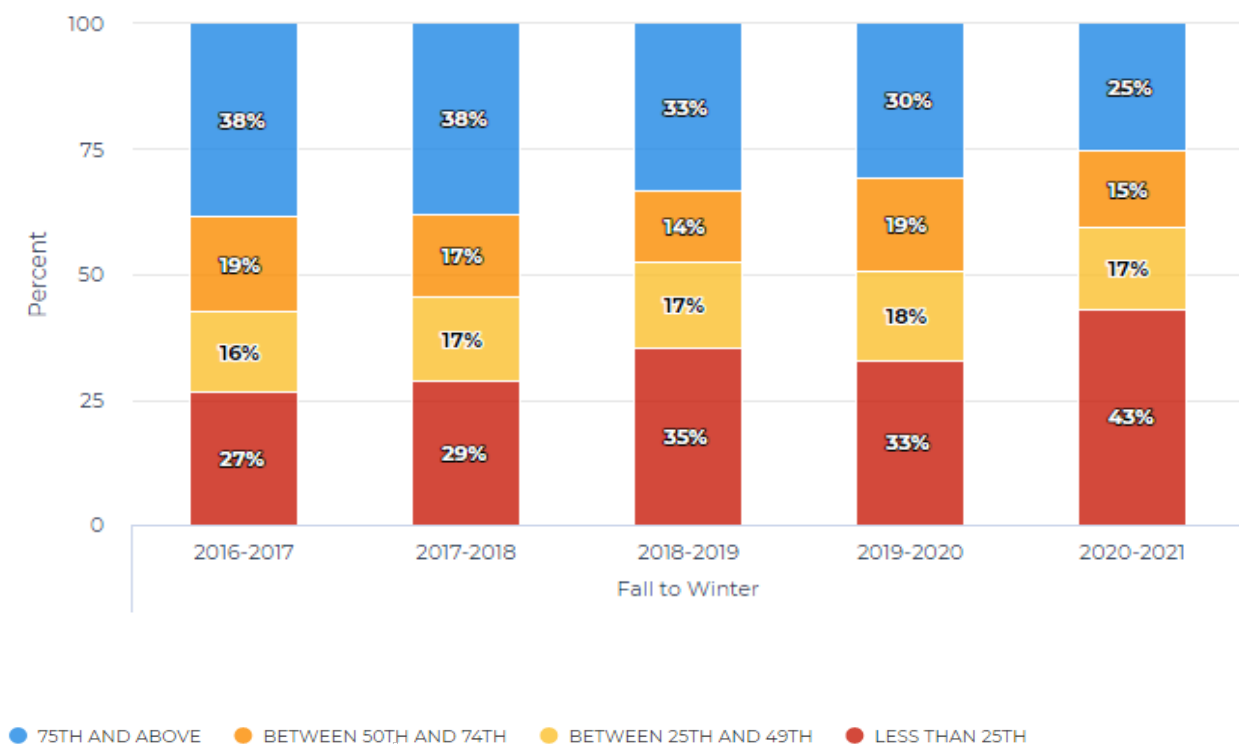


Figure 6. 1*EL 5th Grade Level Reading Results*

The following tables show the number and percentage of students who performed in the rubric of Advance, Proficient, Basic, and Below Basic. In the section of advance, this is an area that shows students exceeding their grade level amongst students who take the MAP test nationally and fall under the same growth rate level. These are students who will most likely have the opportunity to score proficient or advanced on the state test. They have shown that they are in the top percentile of their fellow 5th graders.

In the proficient section students continue to show promising growth and show a higher percentage of opportunity to score proficient on the state test. Students at the proficient level work to improve their scores towards Advance. In the Basic section, students are struggling, and

their performance shows that these are students who need intervention support to improve and possibly get towards proficiency on the state assessment. Below Basic, this section shows that the student is struggling and needs extensive tutoring, one on one support to find the areas that the student is struggling in. The goal for this group of students is to gradually improve over time. The goal for these students is to be able to reach basic at the state assessments.

Table 1. 1

Results of MAP Assessments

	<i>n</i> = 1,121	<i>n</i> = 1,028
	2019-2020	2020-2021
75 and above (Advance)	26% (291)	21% (216)
Between 50 and 74 (Proficient)	17% (190)	17% (173)
Between 25 and 49 (Basic)	23% (255)	22% (223)
Less Than 25 (Below Basic)	35% (395)	40% (416)

5th grade ELA Math results from Fall to Winter in Growth Percentage.

Table 2. 1*Results of MAP Assessments*

	<i>n</i> = 1,121	<i>n</i> = 1,028
	2019-2020	2020-2021
75 and above	30%	25%
(Advance)	(336)	(257)
Between 50 and 74	19%	15%
(Proficient)	(212)	(154)
Between 25 and 49	18%	17%
(Basic)	(201)	(174)
Less Than 25	33%	43%
(Below Basic)	(369)	(442)

5th grade EL Reading results from Fall to Winter in Growth Percentage

In Tables 3. 1 and 4. 1 we gather the quantitative data from the Panorama survey that focuses on growth mindset. The following questions are used to check on student understanding on what growth mindset is and how important it is to the individual answering the questions.

1. I can change my intelligence
2. I can increase my intelligence by challenging myself
3. I am capable of learning anything
4. I can do well in a subject even if I am not good at it.

The Panorama survey is given every year for students to share their input on their understanding of growth mindset. As we look at the data collected from pre-Covid and Covid, the researcher shows that there is a change in 2019-20-20 data compared to 2020-2021 with a slight percentage difference. For example, when students were asked if they can change their intelligence, 34% responded completely true in 2019-2020 whereas in 2020-2021 they responded with 29%. There is a 5% differentiation showing students understanding of growth mindset while in-person learning compared to virtual learning. In addition to these, there were 1,024 students responding to the survey during pre-covid compared to 917 during virtual learning. As the reader analyzes the next three questions there is a difference on how students responded to growth mindset during pre-Covid and Covid virtual learning. The following data on Panorama supports the significant difference on how growth mindset is more effective during in-person learning compared to virtual learning.

Table 3. 1*Panorama Growth Mindset Survey 2019-2020*

	Not all true	A little true	Somewhat true	Mostly true	Completely true
I can change my intelligence.	(31) 3%	(123) 13%	(196) 21%	(293) 32%	(268) 29%
I can increase my intelligence by challenging myself.	(58) 6%	(137) 15%	(188) 21%	(274) 30%	(301) 33%
I am capable of learning anything.	(29) 3%	(133) 15%	(203) 22%	(285) 31%	(253) 28%
I can do well in a subject even if I am not naturally good at it.	(43) 5%	(164) 18%	(229) 25%	(289) 32%	(190) 21%

5th Grade EL 2019-2020 Panorama Survey on Growth Mindset n =1,024

Table 4. 1*Panorama Growth Mindset Survey 2020-2021*

	Not all true	A little true	Somewhat true	Mostly true	Completely true
I can change my intelligence.	(33) 3%	(137) 13%	(157) 15%	(347) 34%	(346) 34%
I can increase my intelligence by challenging myself.	(42) 4%	(122) 12%	(178) 17%	(313) 31%	(346) 34%
I am capable of learning anything.	(32) 3%	(145) 14%	(182) 18%	(332) 32%	(364) 36%
I can do well in a subject even if I am not naturally good at it.	(39) 4%	(180) 18%	(208) 20%	(324) 32%	(269) 25%

5th Grade EL 2019-2020 Panorama Survey on Growth Mindset *n =917*

In the PACE/CORE Survey the researcher gathered data that shows results on how students responded at the end of that academic school year. In the 2019-2020 school year the COVID-19 pandemic caused the closure of most schools and the cancellation of summative assessments. As a result, the traditional system of producing 2019-2020 growth and other 2019-2020 metrics that rely on student assessment data have been suspended. The following table demonstrates the growth mindset, self-efficacy, and self- management results for the 2019-2020 school year with ELA and math having no results due to pandemic closures. In this data we do see that the Growth Mindset is at 62% showing a higher percentage than 2020-2021 school year results. Self-Efficacy shows 47% making this higher than 2020-2021 results. The exception to this data is the self- management having 55% making this higher than 2020-2021 results. Overall, Table 5. 1 shows that the Growth mindset was the highest in answering with confidence.

Table 5. 1

PACE/CORE EL Survey 2019-2020

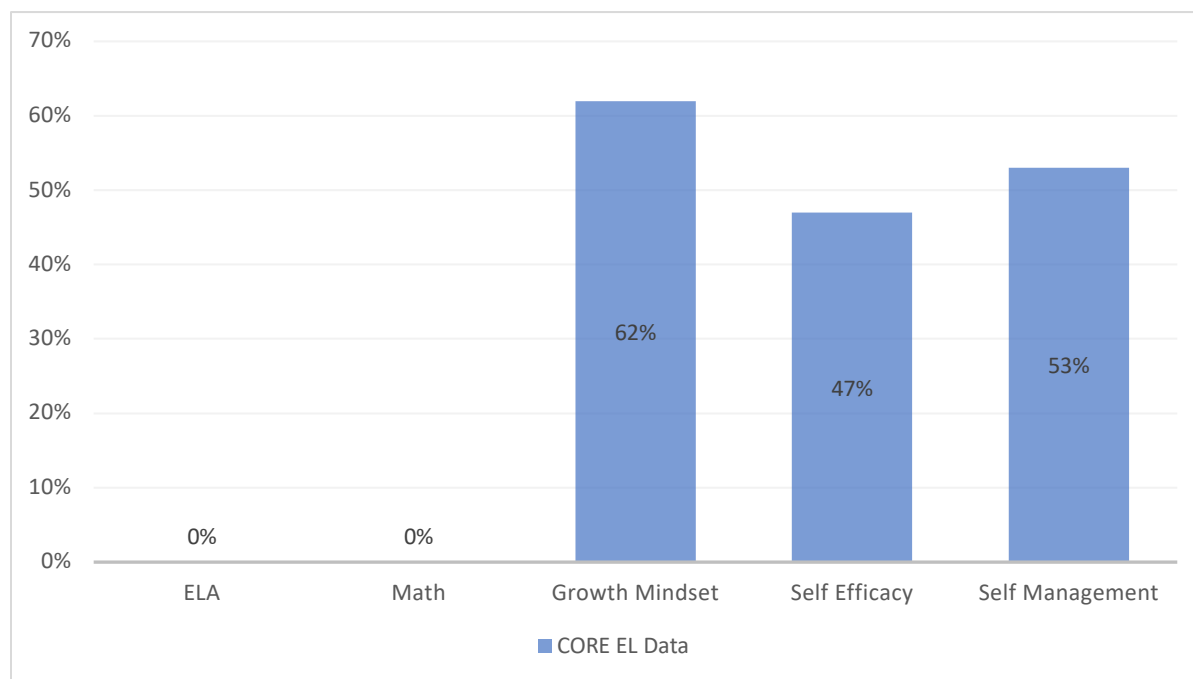
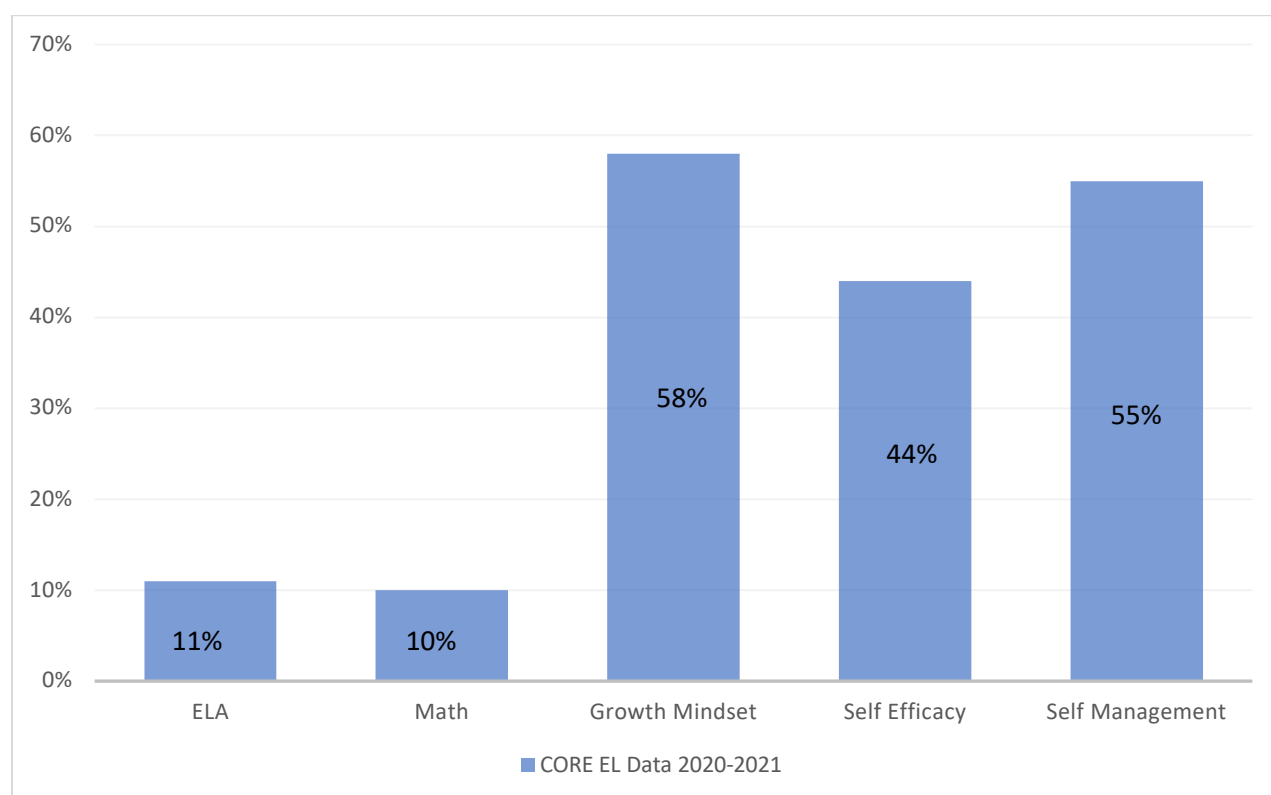


Table 6. 1 displays the results of the PACE/CORE survey results for 2020-2021 school year. This table includes results of summative assessments in ELA and math. No comparison can be made with the 2019-2020 school year due to the closures of the pandemic. In the area of growth mindset, we can analyze that a student's confidence and knowledge did go down compared to Table 5. 1. For self-efficacy we see that students went down to 44%. As for self-management, there was an increase of 55% during the 2020-2021 school year. The researcher finds that in this chart we can see the decrease of understanding of growth mindset during virtual learning compared to in person learning. As for self-management, students did improve in this area due to the requirement of independent learning through online learning.

Table 6. 1

PACE/CORE EL Survey 2020-2021



The Qualitative Narrative

The researcher was an English Language Learner who grew up in the same city as the data highlighting was gathered. The following is a narrative of the researcher's perspective first, as a student and then as a principal, highlighting how Growth Mindset affects and plays a role in this area of Southern California in academic achievement. As a student the researcher came to the United States at the age of four years old. An undocumented student, the researcher needed to learn the English Language as quick as possible to show improvement in academics and move on to the next grade. The researcher was retained in kindergarten since he did not know the English Language. This allowed the researcher to push for improvement at no cost. This type of motivation allowed the researcher to go through challenges and continue to be persistent no matter what failures came his way. Adversity was an advantage for the researcher because this allowed him to have the growth mindset idea to pursue improvement in academic achievement.

As the years followed as a student, the researcher worked hard and was successful in academics through never giving up on failures and taking these failures as a learning moment to improve. For example, as the researcher continued in middle school and high school. One of the tools that supported Growth Mindset was the involvement of school sports. With school sports the researcher learned to be resilient and show self-advocacy to succeed with the goals ahead. The researcher learned that with failure, if you learn from it, you can be successful. This growth mindset was apparent in the successful years of secondary school. The researcher completed high school and moved on to college with the expectation that sports would continue in the academic college experience.

College Life and Teaching Career

During the time of college, there were many obstacles and challenges because the researcher was not fully prepared academically for college. The researcher had to take introductory classes to begin to take classes that counted towards credit to graduate. These classes, also called intervention courses, had to be taken in English, math, and science to begin the required courses for credit to graduate. This was a challenging time for the researcher during these years but again, his growth mindset allowed him to learn from the mistakes and challenges in front of him. The researcher was able to advance and graduate with his bachelor's degree and decided to pursue a credential in teaching. The credential process was equally challenging, but the researchers continued to be persistent and continue to utilize the Growth Mindset Model to complete the requirements and complete the required credits to receive the credential and begin a teaching career.

During the time the researcher was teaching, he began to investigate receiving a Master's degree in Education which led him to pursue the next level in education by taking classes for a Master of Science in Administration, with a second credential in Administration. The classes were challenging but again the Growth Mindset Model was evident in the researcher by taking a task one step at a time. As the researcher continued to work as a teacher and complete the Administration Credential along with a masters, he began his career as an administrator and worked closely with students from several schools in the same city. Most of the students in the city were from low economic status which created a connection to the researcher because he came from the same city and neighborhood as the other students.

Administrator Perspective on Growth Mindset

The researcher has worked in this same district with a high population of English language learners with low socioeconomic situations. For over twenty years, he has been employed as a teacher, coach, and administrator at all levels in K-12 education. The motivation of choosing the topic of study for this dissertation is the connection of self-efficacy amongst English Language learners and how Growth Mindset supports learning and academic achievement. As an administrator, the researcher views the Growth Mindset Model being used with 5th grade English Language learners daily. There is a trend of improvement not only academically, but socially. The confidence level of students raises the desire for students to learn the English language much faster and improve on their reading and math curriculum.

For 5th graders, the idea of a growth mindset also has promoted students more confidence going into middle school. Prior to the pandemic, there was an increase of EL students being redesignated prior to middle school. Once the pandemic hit, these numbers have dropped, due to the lack of meeting in person and EL students being able to communicate with peers and teachers. During virtual learning, many EL students had a disadvantage because they did not understand the teacher and did not know how to ask for help. They would get lost in the lesson based on lecture style on the computer. This was revealed through data showing attendance, surveys, reading, and math assessments.

These EL students have performed at a lower rate during Covid-19. Students have struggled with not only academically, but socially due to the lack of in person interaction with peers and teachers. Many students have had the challenges of adversity as implemented in the district. The Growth Mindset Model has supported these students to be prepared and not give up on anything they work on at school or at home.

As an administrator, the Growth Mindset Model has been one that is necessary for student success to break through various barriers students have to learn, improve, and be their very best individual. Effort has been the key factor for students to show a growth mindset and the success it provides even when students are being challenged and not moving forward. The effort idea comes from not only academics but also the daily challenges students already have in their daily lives. Food, shelter, and family dynamics have been part of the challenge's students learn to face while at school.

The researcher has been able to see that students who use the skills necessary to develop a Growth Mindset Model idea have had success in whatever they put effort towards. As for academic achievement, we have seen that students who focus on effort and are taught growth mindset strategies have a better opportunity to work through adversity during their learning experiences.

The researcher concludes that effort is the key to Growth Mindset and has supported his success, the success of the students he has observed at his school site and will support the success of anyone else. Whether you are a student, teacher, administrator, or parent. When one understands The Growth Mindset Model, that with effort and learning from your mistakes, anyone can work towards challenges and achieve progress in whatever the efforts are being directed towards.

Today, the researcher is a principal of an elementary school with a population of low social-economic students. Most students have many challenges but with those challenges the researcher knows, creating an environment of growth mindset for students to grow confidently and show their best, they will succeed. Creating a culture of effort and a culture of growth are two key principles of The Proposed Growth Mindset Model. The researcher has reflected on the

beginnings and the road traveled to get to today. The connection with growth mindset is not only an idea to the researcher but it is a personal connection that has been part of his journey and of other students' lives. Educators can begin teaching the Growth Mindset Model with understanding the struggles and the needs of the community being served.

The researcher has approached the administrator role as one that is a Servant Leader. Serving a community similar to one's own and supporting students to understand the value of effort has been a huge component of the Growth Mindset Model. Having the opportunity to serve the community and be able to say that you have roots in that community has been an inspiration to the researcher and to those he has served. The researcher, life and journey reflect effort and proof that the idea of growth mindset can truly support and favor opportunities and success to those who apply it to their lives.

Summary

Throughout this study the researcher has had the opportunity to analyze secondary data from a large school district. The secondary data clarified how 5th grade English Language Learners depend on in person learning to grasp the understanding of the idea of growth mindset. In this chapter the researcher was able to share data from district assessments and surveys. In this data, the researcher was able to see how growth mindset varied in one year to another, having the Covid-19 pandemic and its challenges.

This chapter shows that students have a significant limitation in learning and understanding growth mindset when presented the skills during in person learning as compared to online learning. The data in this chapter allows us to see how EL students worked through these challenges and demonstrated grit and self-efficacy. The Growth Mindset role played an important role in learning. In Chapter 5 the researcher will summarize findings of this study by

defining The Growth Mindset Model used in the district of study. The researcher will also discuss how growth mindset supports academic achievement in 5th grade EL learners and the limitations encountered to provide continuous research to come.

CHAPTER 5: DISCUSSION

The data was collected from a large district in Southern California through summative assessments and surveys conducted annually by the district. A total of 1,200 English Language student responses were used for this study in order to analyze Fall of 2019-2020 and Fall of 2020-2021 results on MAP, Panorama and PACE/CORE data.

Summary of the Study

The study identified EL students in 5th grade in how growth mindset contributed to their academic achievement through pre-covid and during covid conditions in virtual learning. This study verifies the differences between students' performances through the various challenges during the pandemic. Challenges were considered during this study by analyzing results from pre-Covid before the school shut down in March of 2020. The data gathered during 2021 was considered for only the Fall to compare the differences.

The primary Growth Mindset Strategies used in this district were Positive Behavioral Interventions and Supports (Baker & Ryan, 2014). The impact of school culture is promoted and encouraged through a strong Advancement Via Individual Determination (AVID) program (Watt et al., 2010). These programs have been embedded in the district for over five years. As with any research study, the researcher cannot be 100% certain that these programs have been implemented with fidelity. However, having served as an administrator in the district and talking and working with educators during the five years, it can be inferred that the program existed and focused on mindfulness to the best of the educator's ability to implement.

Looking at the tables and charts provided, the trend in students showed a greater growth mindset knowledge during the Fall of 19-20 school year. Students had a better sense of what growth mindset was and showed better academic scores on the MAP reading and math sections.

As for the Panorama SEL survey, students also showed that prior to the pandemic shutdown, they had higher scores and better knowledge of growth mindset through the surveys provided in this study.

Additionally, in the Fall of 2020-2021 a decrease of scores in reading and math on the MAP assessment were seen. The decrease of knowledge on the growth mindset surveys by a range of six to ten percent change in these areas proved significant.

The study reported that students show a better growth mindset understanding when they attend school in person versus virtual learning. The data in Chapter 4 shows how 5th grade EL students continue to rely on a growth mindset so that they can have positive academic success and continue to learn about what growth mindset is by strategies used in the classroom by the teacher.

Does Growth Mindset support academic achievement?

During this study the data continually points to the fact that 5th grade English Language learners show better scores in the Fall of 19-20 school year. This school year was in-person instruction prior to the shutting down of schools when the Covid-19 pandemic occurred. In the tables and figures presented in Chapter 4 the researcher was able to visually demonstrate how students' scores were at a higher percentile in meeting the 50th percentile mark which meets a growth in the areas of reading and math in the MAP test results for 5th grade EL's. Having been widely documented, Dweck's (2008) Growth Mindset theory and its application are significant to educational achievement (Dweck, 2010).

Student mindsets and academic attainment are linked in many other studies. Student achievement has increased because of the positive influence of integrating growth mindset has had in the field of education. After gathering the data, the researcher can answer the question that

growth mindset does support academic achievement in EL 5th grade students. As the data presented, the study showed a strong correlation of in-person learning and virtual learning and how growth mindset was affected by it. The hypothesis was that students that show growth mindset, the belief that intelligence is not fixed and can be developed is reliable and predicts achievement across EL students in the 5th grade by showing academic improvement in the areas of reading and math assessments. Due to the pandemic growth mindset did not improve thus the hypothesis was not accepted.

What's learned from the analysis of SEL data of 5th grade English language learners?

This study illustrated that students who had a better idea of growth mindset did better academically and were able to deal with challenges faced. During the pandemic, students did show a difference in their perspective of growth mindset by showing data that students had a higher percentage of growth mindset during in-person learning compared to virtual learning. Growth mindset demonstrates that being able to improve intellectual abilities with practice will support student learning. Being open to challenges, emphasizing effort over ability, and valuing mistakes as learning opportunities are important parts of growth mindset mentality (Dweck, 2010).

I can change my intelligence

The analysis of the statement, I can change my intelligence, was completely true for students during the 2019-2020 in-person learning. Students revealed a higher response compared to virtual learning in 2020-2021. This statement is essential to the belief that the brain can continue growing and that growth can occur with simply not giving up and learning from one's mistakes.

I can increase my intelligence by challenging myself

In the analysis that I can increase my intelligence by challenging myself, the researcher was able to show that in-person learning during 2019-2020 was higher than 2020-2021. Students also verified higher percentages in completely true and mostly true answers. Students' mindset belief that they can increase their intelligence by challenging themselves lowered in 2020-2021.

I am capable of learning anything

Students responded to the statement, I am capable of learning anything, with a higher percentage of completely true and mostly true in 2019-2020 compared to 2020-2021. Even though these comparisons are true, the numbers are still low with most students not showing average understanding of growth mindset.

I can do well in a subject even if I am not naturally good at it

In the statement, I can do well in a subject even if I am not naturally good at it, students did respond at a higher percentage in completely true and mostly true in the 2019-2020 school year compared to 2020-2021 school year. Students in this statement showed a mindset of perseverance and grit. During this statement an overall number of students still showed a low percentage, although showing a higher rate with in-person learning as to virtual learning.

In the qualitative section of this study the researcher referred to his academic story as an EL student himself and having a growth mindset along with grit to overcome the challenges presented in his path towards higher education. The story of the researcher depicts the challenges along with the grit and perseverance needed to exceed through life.

Implications for Practice

How can this study support the needs for 5th grade EL students? Educators should be creating an environment based on growth mindset concepts that can be created easily through ongoing professional learning. This may include

- Discussions of specific lessons and hearing other teachers and students share their experiences. This can lead to stronger programs.
- Supporting academic achievement through mindset interventions, where it can become a tool to support growth mindset.
- Working to include a whole school climate supports a positive impact on student achievement.

Sparks (2013) concluded that while working on school improvement strategies, a shift needs to occur in teachers' and students' sense of themselves and each other.

For there to be a noticeable effect, every part of school life needs principles of growth mindset applied for it to work. Understanding school climate, according to current research, is essential to the effort for achievement in students. A sense of community and pride promotes growth among administrators, businesses, teachers, parents, support staff, students, and any other stakeholder of the school; this includes all taxpayers (Reardon, 2011). According to educators, it is feasible to implement a school-wide policy on growth mindset. Across the curriculum, teachers can use principles of mindset as a teaching method. As a tool for promoting student achievement, districts could implement a process for learning using a growth mindset. It should affect motivation and performance nationwide.

Ongoing professional development is needed to implement a climate of a growth mindset in schools properly. Training is essential in the aspect of neuroscience to expand their knowledge

in the area. Understanding how the brain develops might be beneficial to support student learning and development (Hohnen & Murphy, 2016). To instruct on the aspects of mindset, teachers would require effective training.

Providing professional development for all teachers about mindsets and how best to cultivate the growth mindset in all students is needed. Teacher preparation programs should include studying brain development and the connections it builds over time. Educators will get a deeper understanding of how the brain processes more effectively by studying the topic of neuroplasticity.

More clear and effective, research-based teaching strategies are needed so that students understand their thinking. They need to be coached to be metacognitive regarding their mindset, moving the students along the continuum toward a growth mindset, which is desirable. However, according to Dweck's (2006) Implicit Theory of Intelligence, the effect would likely be more significant if students were aware of how their thinking has changed, and what benefits they will likely bring because of the change.

All students who are experiencing academic struggles could be assessed for their perceptions of intelligence, and a portion of the time spent on interventions could be used to teach the growth mindset. Dweck (1999) asserted that focusing on study skills alone showed no gains in moving students toward a growth mindset, but study skills with instruction comparing the mind to a muscle that must be worked to become stronger made a significant difference. The qualitative data suggested that lessons and teaching strategies appear to be influencing students to adopt attitudes and beliefs not only about intelligence, but also about school in general, and their futures specifically.

Growth mindset as a concept for creating a whole school climate and language. This in turn, can allow achievement and student motivation to be affected. Developing professionally through knowledge sharing and experiences may be a worthwhile endeavor to increase the application of growth mindset dialect. A powerful strategy of being productive and proactive could assist teachers in acquiring new skills (Joyce & Showers, 2002).

Leaders at the school and district levels should consider this when planning professional development sessions. Regarding the growth mindset, materials, experiences, and knowledge should be shared among teachers during times of collaboration. Leaders should model the growth mindset idea for all stakeholders to see a sample of what it is and create an expectation for the culture of the school or district.

Parental influence on students is a viable difficulty to control, but also a likely means as role models for children. Parents should be encouraged by the benefits and supported to engage in these principles at home. Fixed mindset, at least in low- income schools, is mostly because of low expectations by both parents and students for children to be high-achievers. Working with whole communities, allows schools to reach their full potential in creating a whole school climate with the support of the home environment.

For students and teachers who do not hold the growth mindset, additional instruction is needed for assisting them in understanding how intelligence can be acquired and that it is not innate. For students who do show at least some preference for the growth mindset, the implication is that they are not aware that their perception of intelligence was moving from fixed too malleable.

Recommendations for Further Research

Every elementary school in the district used for this study employs the Positive Behavioral Interventions and Supports (PBIS) model with their 5th graders. The PBIS framework and growth mindset programs go hand in hand. PBIS is based on the recognition that students come to school with a range of needs and skills beyond academic skills. This framework empowers schools to identify their values and priorities to teach students the behaviors and social-emotional skills that will lead to greater academic success (Whitley, 2021).

PBIS is not a curriculum - rather it is a process that helps schools organize and coordinate nonacademic supports to make sure they educate the whole child (Whitley, 2021). This framework aims to provide supports to students ranging from school-wide to individualized supports, depending on student need. One component of the PBIS model is the growth mindset strategies used to support students with Social Emotional Learning and academic learning. Throughout the school year classrooms at the district offer practice growth mindset strategies as part of the PBIS curriculum.

During the Covid-19, 20-21 school year, classes were virtual and in person instruction was not available. All classes were online with limited internet capabilities from most students. Growth mindset strategies were not thoroughly discussed during online learning, so growth mindset was not integrated as well online than in person.

This study can only infer a connection, however, if future research found verification of the PBIS model and Growth Mindset together as a research tool to explore and find specific strategies in PBIS to support growth mindset in the classroom, this would be very beneficial. Dweck (1999), coined this thought that describes the belief that talents and abilities can be developed through hard work and education.

The AVID program, Advancement Via Individual Determination, as used in the district of study, is recommended to support students with a growth mindset. Through AVID, students can learn about growth mindset with various lessons and learning programs. One of the best ways to learn about growth mindset is through the lessons that are available to students. Teachers are encouraged to teach about growth mindset and allow students to understand how the brain works and the benefits of hard work. Like any other skill that students need to develop, students must receive instruction about the concept and skills related to growth mindset. Ten suggestions about how to teach the concept of growth mindset are the include:

1. Maintain rigor and high expectations in the classroom. Students will then be able to practice growth mindset during rigorous learning and refer to the growth-mindset lessons as students experience challenges in their learning.
2. Develop your students' stamina for learning challenges. Start new learning with more scaffolding and teacher directions, and then work toward more student-directed learning as students gain confidence and skills.
3. Start with smaller, frequent learning challenges, and then extend to more lengthy and complicated learning tasks.
4. Expect students to be more independent learners and teach them to use a strategy that encourages them to use resources available to them, such as Google, YouTube, and peers, before seeking support or answers.
5. Empower students by giving them voice and choice in their learning and if students have a voice in their learning, they will be more motivated to persevere through the learning challenge.

6. Guiding students in setting their own SMART learning goals that are broken into attainable and specific action steps.
7. Breaking down the larger learning goal into smaller goals will help them to experience more frequent success and gain confidence along the journey toward achieving the more challenging main goal.
8. Establish opportunities for students to receive timely feedback, so they can monitor their own progress toward their learning goals.
9. Emphasize learning as a process by providing opportunities for students to reflect on their learning journey.
10. Recognize students' effective efforts and accomplishments as they experience success and growth in their learning. Implementing and doing further research on AVID is recommended to correlate lessons with student growth mindset and academic and social learning performance. The researcher makes these recommendations for further study of growth mindset and its effects on academic achievement for EL students.

The qualitative narrative in chapter four told the researchers perspective over the course of his childhood through adulthood. In addition to the strategies used by the district in this study (PBIS, AVID) the researcher recommends The Growth Mindset Model to Support enhancement of Motivation and Achievement in EL students (Figure 7. 1) be implemented.

The premise is based on four prongs, Self-Efficacy, Culture of Growth, Effort, and Grit to reach higher achievement. Each of these is explained in more depth in the paragraphs below.

Self-efficacy is positive talk and being able to say you can do something. An example of this is telling yourself that learning is my goal. Having a set goal and staying to yourself what

your goal is will help you with Self-Efficacy. It is important that you are positive towards your goal to support you through the journey of learning and achieving a goal.

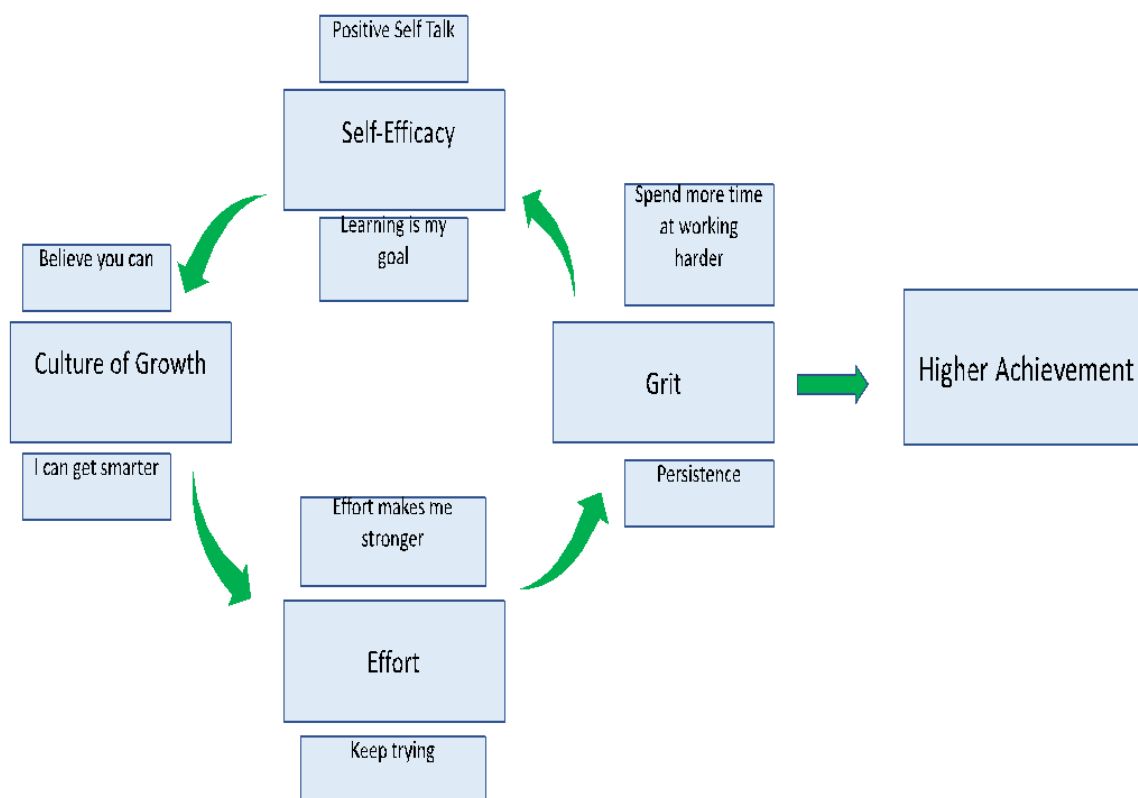
Culture of Growth is believing that you can do something. For example, you can get smart is a belief that will drive your motivation to work towards any of your goals. This practice will allow you to set precedence that you can do anything by believing that you can.

Effort is what allows you to keep trying and not give up on a challenge or difficult situation. Knowing that your effort will only make you stronger will support you in trying and not giving up. Effort must be a consistent practice to become stronger to allow you to reach achievement.

Grit will support you in the task of spending more time working harder. To reach achievement, you must have persistence and continue trying to achieve goals. Challenges that come your way will be countered by Grit and will give you the strength to move through the challenge.

Figure 7. 1

The Growth Mindset Model to Support Enhancement of Motivation and Achievement in English Language Students



Educators can use the four prongs to enhance and provide support to students to nurture their growth mindset. Educators can use lessons that teach about how the brain works and how important the growth mindset model is to support them in their journey in learning. They can also use role play and testimonies of people to relate to the belief that you can grow in intelligence or any skill that requires practice to support a growth mindset.

Limitations

The challenges faced by the researcher in carrying out this study were unique to the circumstances encountered. This study was limited by a few key factors that may have led to specific results, although exciting findings were produced. The Covid-19 pandemic was the first

obstacle in which interviews were a challenge to conduct due to the overwhelming task of teachers and students having to go to school virtually. Secondary data was used with surveys and summative assessments.

All the data came from participants from the same district, community, and school; the use of elementary school educators was relevant and useful. This, along with similar experiences may have steered data in one direction. Economic status and low academic achievement in the district might have played a role in the data collection. Therefore, a possible drawback of the results was that this sample might not be a generalized representation of the broader example of students since broadband was a challenge for most students in the district.

Recommendations for future study include data collection from districts with multiple levels of community support, academic achievement, and broader age demographic. Conducting research from home and not having access to the school sites and school district due to the pandemic was also a limitation of the study. Participants might have been limited with their answers to specific interview questions on the survey. They were assured of their right to withdraw from the study at any time and were offered complete confidentiality throughout the survey. This limited participants in that access to broadband and working devices was limited to complete surveys and questionnaires. The closure of most schools and the cancellation of summative assessments did not allow to gather more data for comparisons.

Conclusions

Throughout this study the researcher has had the opportunity to analyze secondary data from a large school district. The data clarified how 5th grade English Language Learners depend on in person learning to grasp the understanding of the idea of growth mindset. The researcher was able to share district assessments (MAP) Measures of Academic Progress and surveys

(Panorama and PACE/CORE) to analyze the data. In this data, the researcher was able to see how growth mindset varied from one year to another during the Covid-19 pandemic and its challenges. This study shows that students have a significant limitation in learning and understanding growth mindset when presented with the skills during online learning as compared to in person learning. This study shows us how EL students worked through these challenges and demonstrated how grit and self-efficacy played an important role in learning by looking at their academic assessments and surveys during in-person learning compared to virtual learning.

After analyzing the data, we find that a growth mindset does enhance academic achievement when growth mindset strategies are used, and the student has the belief that your brain can grow, and challenges can be overcome with effort. The researcher has concluded that a growth mindset is beneficial to an individual who is an EL learner. Further research would have to continue to get a better and more accurate picture of what strategies to use and how effective these strategies are when applying a growth mindset to academic and social emotional challenges.

Summary

Research has shown that growth mindset education assists in cultivating a culture that promotes the development of grit and the belief that you can grow in intelligence (Duckworth, 2013). The current research supports and enhances the findings of grit and resilience by highlighting the fact that implementing a growth mindset environment for teachers and students is beneficial in the long term. Students from disadvantaged backgrounds need academic interventions; however, they also need the ability to persist in the face of failure, to understand the connection between effort and success, and to understand that intelligence is not something one is either born with or without.

There is no one solution to the development of a growth mindset. It cannot be found in one specific curriculum. It is a result of beliefs, expectations, mindsets, and the developed culture. It is believing that all can grow, including teachers, parents, and students of any background. It is helping students grow their Social Emotional Learning and feel positive about themselves. The 5th graders in this study showed resilience during the pandemic of 2020-21. Future data post-pandemic may show a stronger growth mindset and grit.

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APPENDICES

Appendix A: CITI Program Course Completion



Appendix B: PowerPoint Presentation for IRB Application

TYPES OF DATA

Qualitative Data

Names as John, Patricia, Mary...

Smell e.g. aromatic, buttery,....

Colors e.g. green, white, blue,...

Quantitative Data

Scores on exams e.g. 85, 67, 90...

The weight of a person or a subject

Your shoe size

GROWTH MINDSET

"Failure is an opportunity to grow"

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

DISSERTATION PRESENTATION

SAM E. PERLA
CONCORDIA UNIVERSITY, IRVINE

TOPIC

How can Growth Mindset strategies enhance Academic Achievement for English Learners in 5th grade from low socio-economic areas.

PROBLEM STATEMENT

The achievement gap is wide for underserved students, specifically for Hispanic students (Muhammad, 2015). Dweck (2010) states that students with a fixed mindset lag far behind students with a growth mindset, particularly in mastering academic content.

Students who are underprivileged and who are English Language learners show a significant struggle academically when it comes to how they perform in the classroom, district and state assessments (Dweck 2010).

State data makes it clear that as a whole, the "English learner" group faces particular hurdles to academic success (Williams, Hakuta, Haertel, Edsource, 2008).



PURPOSE OF STUDY

The purpose of this grounded theory study is to understand how English Language learners can enhance academic achievement by using growth mindset strategies and knowing the idea that we can grow in intelligence. The central phenomenon of the study is to show that growth mindset will enhance reading scores for EL students in the 5th grade from low socio-economic areas.

At this stage in the research, the growth mindset model will be generally defined as an idea that will allow students to take on challenges and believe that with effort, they will accomplish anything.

Research in educational psychology has uncovered that students may hold different theories about the nature of their intelligence (Dweck, 1999).



The hypothesis is that students that show a growth mindset, the belief that intelligence is not fixed, and can be developed is reliable and predicts achievement across EL students in the 5th grade by showing academic improvement in the areas of reading in classroom, district and state assessments.

INTRODUCTION



The design for this study will be a Mixed Methods Exploratory Sequential Grounded Theory Design.

The basic premise of this methodology is that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis (McMillan, Schumacher, Sally, 2019).

In designing the qualitative part of the research study, the researcher focuses on teachers' and students' perceptions on what strategies are effective to support Growth Mindsets in the classroom setting. Much of the qualitative research in the area of growth mindsets uses clinical experiments to examine the effects of teachers' language, such as praise, on students' task choice. (Cimpian, Arce, Markman, & Dweck, 2007; Kamins & Dweck, 1999; Mueller & Dweck, 1998).

CODING/RESULTS

Grounded theory is the narrative structure that the researcher has selected to proceed with the study of growth mindset and enhancing academic achievement in reading for 5th grade EL students.

Memorial becomes part of developing the theory as the researcher writes down ideas as data are collected and analyzed. (Creswell, 2013).

The primary form of data collection is using data from various programs in the district to show reports. Interviewing in which the grounded theory researcher is constantly comparing data gleaned from participants with ideas about the emerging theory.

Open categories, selecting one category to be the focus of the theory, and then detailing additional categories (axial coding) to form a theoretical model.

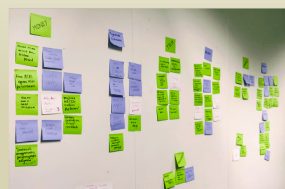
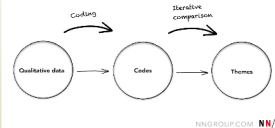
The intersection of the categories becomes the theory (selective coding).

The first stage of this mixed methods study was the preliminary qualitative data collection which was carried out through student interviews followed by the qualitative coding of interview transcripts.

Nvivo program is used to transcribe and support in creating themes.

The interviews with all the students were individually or collectively conducted by the interviewers.

THEMATIC ANALYSIS



DATA COLLECTION

Before analyzing the qualitative portion of the study, the procedure included gaining permissions, implementing a good qualitative sampling strategy, developing means for recording information both digitally and on paper, storing the data, and anticipating ethical issues that may arise (Creswell, 2013).

Triangulation – multiple sources, methods, investigations, and theories to provide corroborating evidence.

Clarifying researcher bias (Train other individuals who will be willing to ask questions and report responses).

Member checking

Creswell (2013) advises engaging in at least two strategies to validate findings.

Procedures such as triangulating among different data sources, writing with detailed and thick descriptions, and taking the entire written narrative back to participants in member checking are all reasonably easy procedures to conduct (Creswell, 2013).



Questions? SAMPLING PROCEDURES

Would I be able to use data that shows assessment performance by 5th grade EL students from various data programs? (quantitative)

Would I be able to use qualitative secondary data (Panorama, AVID, MAP, Elevation, data hub, SEL surveys, ect.)

Would I be able to set the number to about 8 classes with each averaging about 27 to 30 students each (n=240). Of those classes the categories would be set up with students who are English learners who might be about 50 to 60 percent of the classroom?

Would I be able to use 4 schools?

As for teachers, the researcher would like to get all 8 (n=8) for the surveys completed.

The researcher would like to focus on the English Language Learner population which makes over 60% percent of the population in SAUSD.

Students who are currently labeled as EL students will be the sample in order to show the data of assessments and grades during the school year.



RESEARCH QUESTIONS

Does the Growth Mindset model enhance 5th grade English Learner students' academic achievement on norm-referenced, computer adaptive reading assessment and their trimester reading grades?

What are effective methods for teaching Growth Mindset to English Language Learners?

What are the effects of Growth Mindset on psycho-emotional health?

