

Culminating Project Growth Mindset

By: Ally Rogalski



Program Overview

Details

Four Classroom
guidance sessions

Number of students

15

When

Once a month

Where

McDowell Program
room





Data Sources/Needs Assessment summary

Is there a need?

Consultation- I asked the school counselors and the program directors what the McDowell students need most. All agreed on motivation

Teachers supported

Grades and attendance checked out for the need

Behaviorally students needed it as well

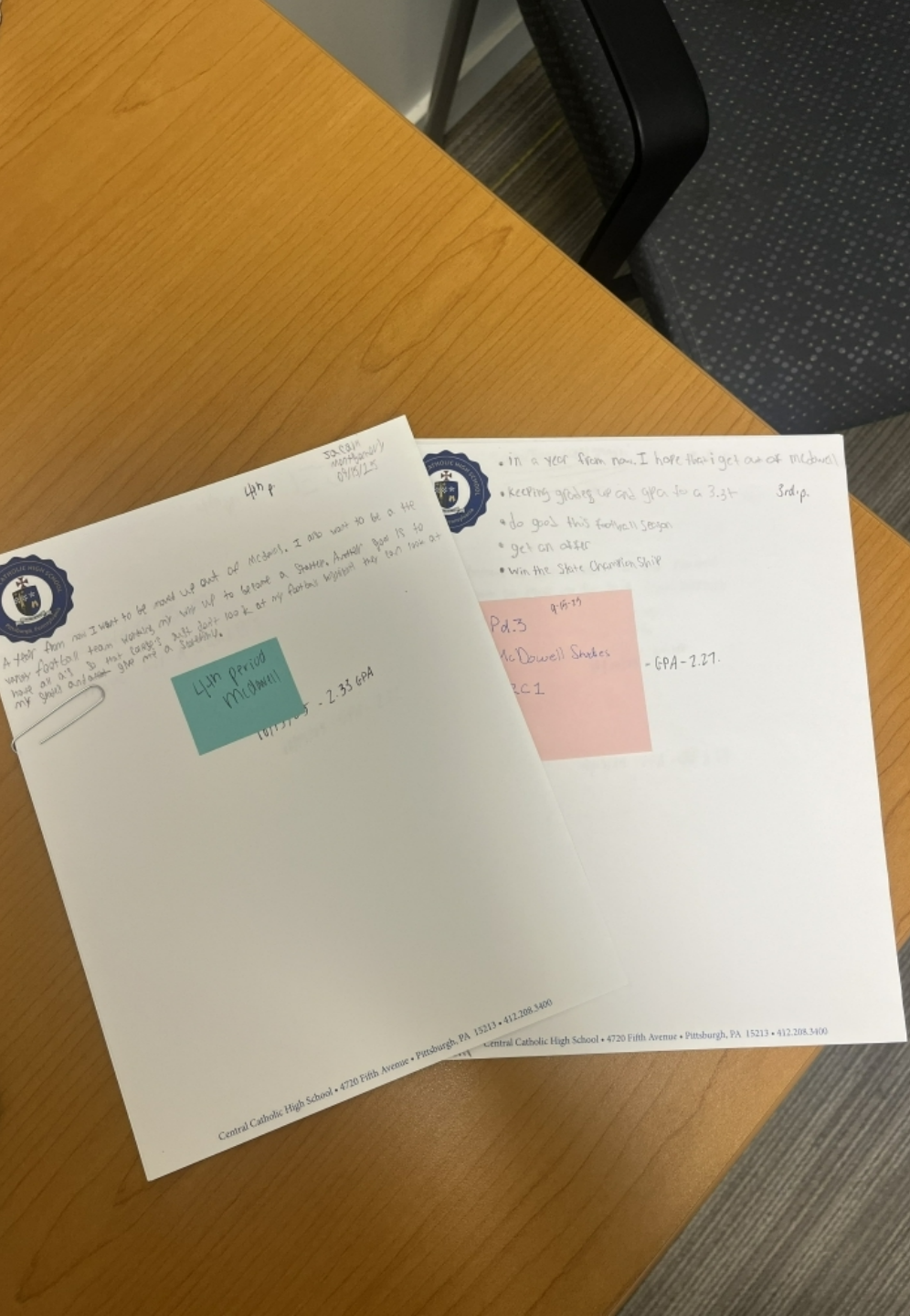
The Program

Mindset vs. Environment- 4 sessions of psychoeducational lessons on the power of the mind

Between having them write out their goals, to having them write their "systems" on paper and come up to the board to as well. Explaining how each system effects their daily life and their goals

Coming back to their goals by passing their written notes back out when they did not know I still had them, with updates next to each of their goals to mark completion or progress.

One-on-one sessions to further drive motivation of what we learned in class if needed.



Visuals of Project

Goal setting project for growth mindset. Conducted on session one

AIA Standards

CAEP (A1.1d,f)

Demonstrates self-awareness, sensitivity to others, and the skills

- I understand these students do not know me prior to this, building rapport and trust came first.

ISTE (7a; 7b; 7c)

Assesses barriers that impede students' academic, career, and social/emotional development

- Seeing what school they came from and the education they had there to better prep for their future



ASCA

B-SS 3.

Positive relationships with adults to support success

- Build relationship with program teachers/consultation on how we can aid in the student's success

B-LS 7

Long- and short-term academic, career and social/emotional goals.

- Written yearly goals and coming back to them halfway



Program Evaluation



Pre/posttest- I will evaluate this to determine the effectiveness of the program

Grades/ attendance/ motivation

I will compare these from before the program to see if there has been adequate progress made. I will also ask the students if it helped.

Go back over their goals with them to see if they reached or came close to reaching them

Cultural Sensitivity

Does this program
promote inclusion?

The first thing I stated to the boys was that "You can do whatever you want in this life. It does not matter where you come from, what you have or do not have, you possess the capabilities to accomplish the goals you are about to write down."

These students range anywhere from millionaires to not being able to pay for their lunches. Inclusion of all is one of the biggest proponents of this program.

Our first lesson was Mindset vs. Environment. To have them take a deeper dive into each



Thank you

