

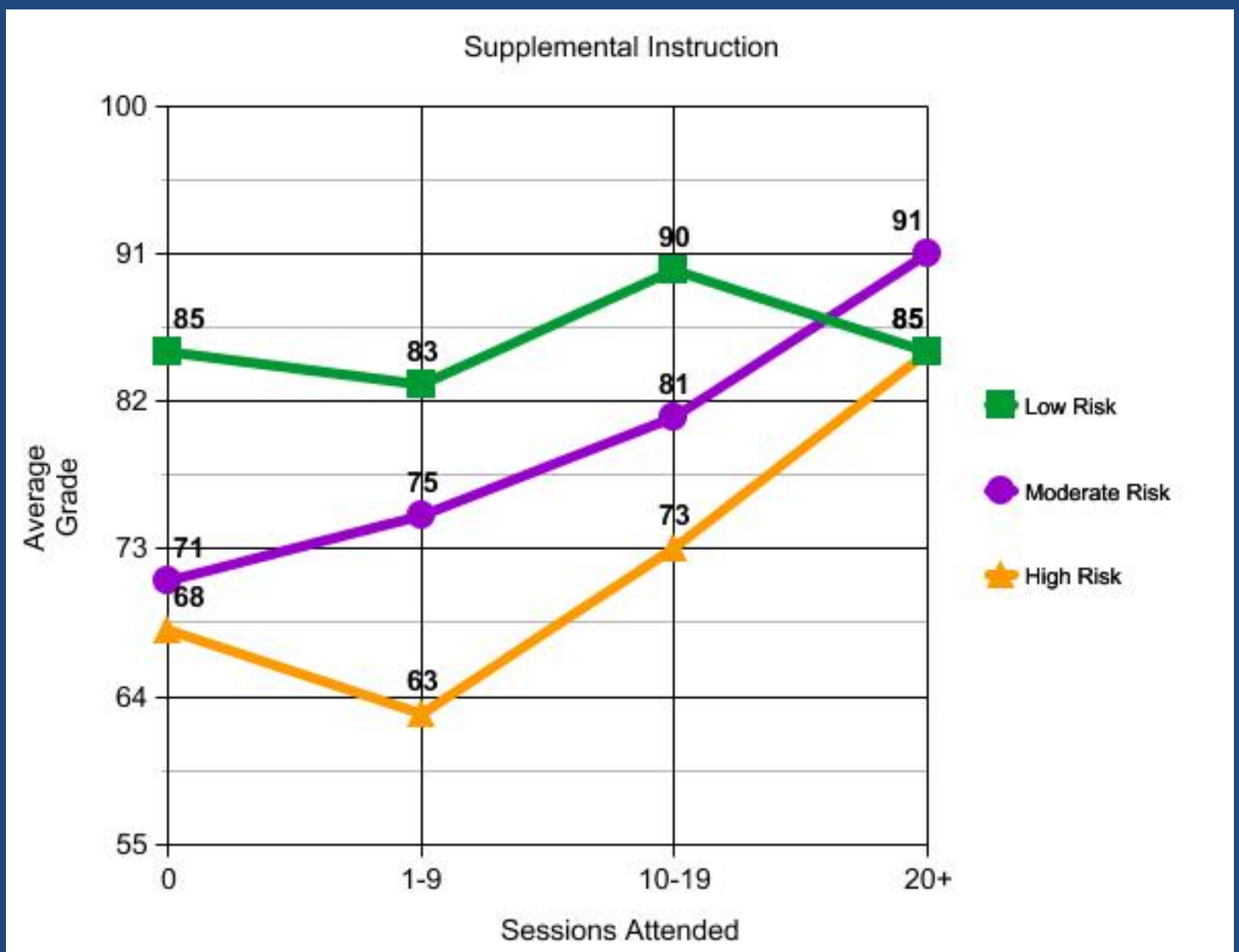
INCREASING STUDENT SUCCESS WITH INTERVENTION TUTORING



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RESULTS: SUPPLEMENTAL INSTRUCTION

| Sessions attended | Low Risk | | Moderate Risk | | High Risk | |
|-------------------|----------|---------------|---------------|---------------|-----------|---------------|
| | N | Average Grade | N | Average Grade | N | Average Grade |
| 20+ | 1 | 84.7% | 3 | 90.8% | 3 | 87.0% |
| 10-19 | 3 | 89.6% | 15 | 81.3% | 13 | 73.0% |
| 1-9 | 16 | 82.8% | 40 | 74.7% | 28 | 62.5% |
| 0 | 33 | 85.0% | 47 | 71.4% | 31 | 68.3% |



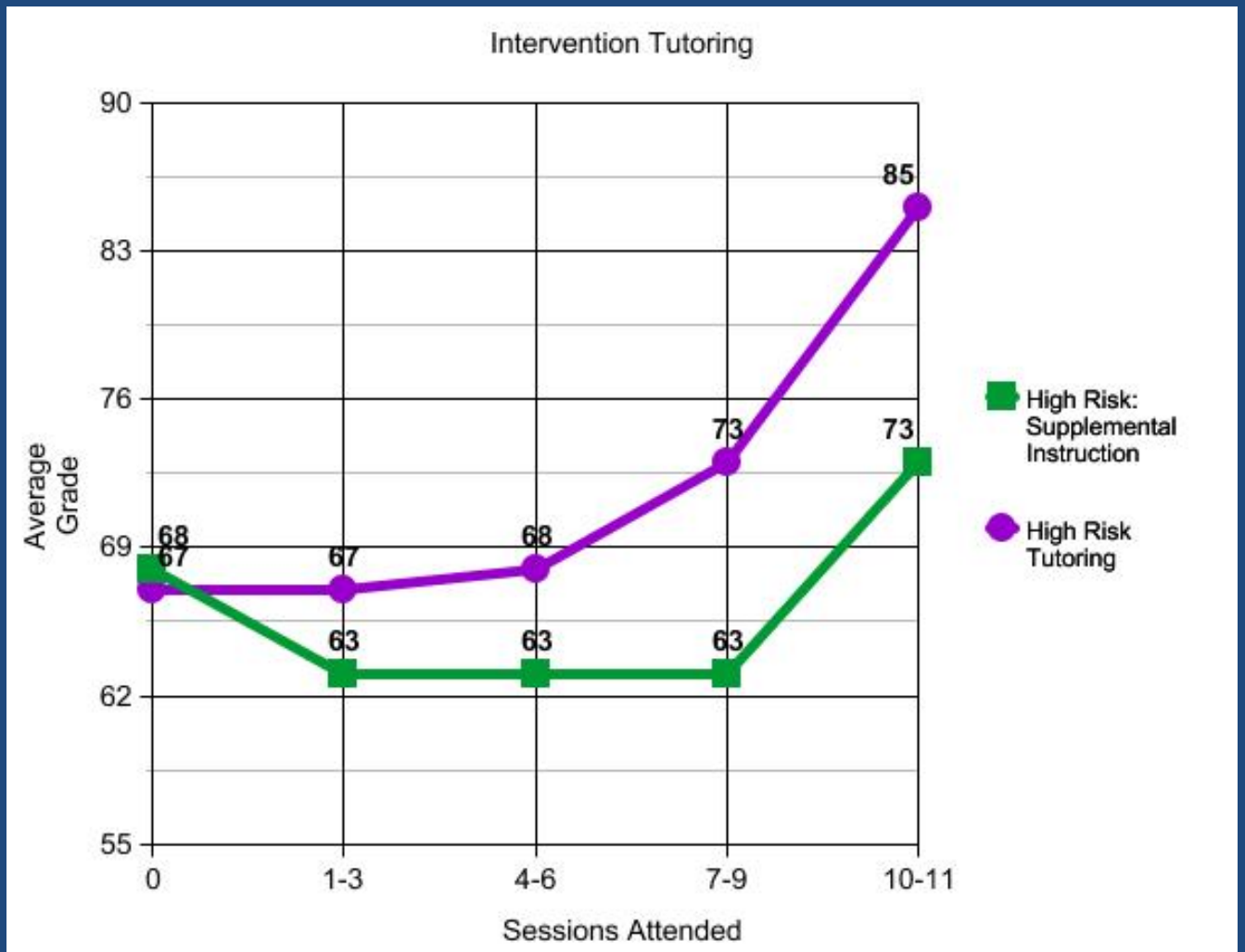
Intervention Methods

- Students were given a PreQuiz on the first day of class to determine their Risk of failing the class: Low Risk, Moderate Risk, or High Risk (this was for targeting and data purposes).
- Students were asked to come to my office to discuss their tutoring options for the class. Students were encouraged to sign up for Intervention Tutoring or attend Supplemental Instruction.
- Students that signed up for Intervention Tutoring committed to following certain policies in order to stay within the program.
- Students were encouraged to work hard, and were told that they were indeed capable to making a good grade.
- Students were monitored for the duration of the semester.



RESULTS: INTERVENTION TUTORING

| Sessions Attended | High Risk Students | |
|-------------------|--------------------|---------------|
| | N | Average Grade |
| 10-11 | 5 | 84.8% |
| 7-9 | 2 | 73.2% |
| 4-6 | 6 | 67.5% |
| 1-3 | 3 | 67.1% |
| 0 | 15 | 66.5% |



FIXED MINDSET

“In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort.”

GROWTH MINDSET

“In a growth mindset, People believe that their most basic abilities can be developed through dedication and hard work - brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.”

How does Intervention Tutoring implement a growth mindset?



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INTERVENTION TUTORING: ENCOURAGING A GROWTH MINDSET

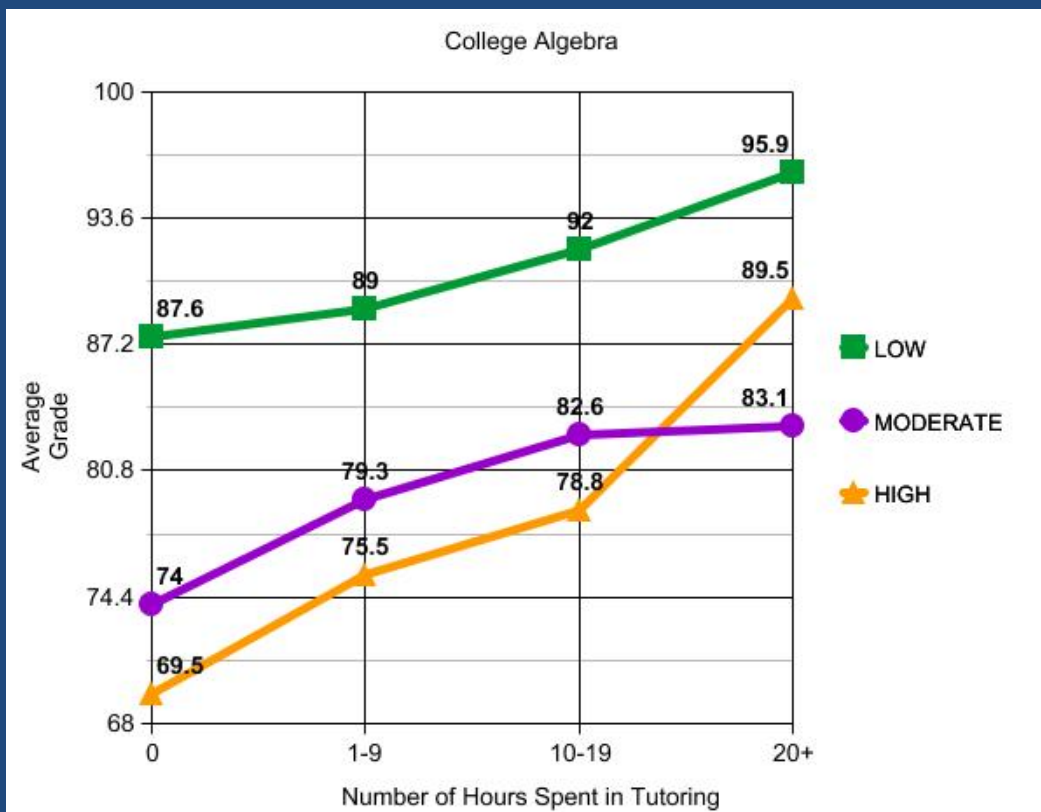
- 1) Initial student-teacher meetings.
- 2) Students commit to policies.
- 3) Students are held responsible for their actions.
- 4) Effort and improvement is celebrated, not ability or talent.
- 5) Standards are not lowered.



FALL 2015 AND FALL 2016 DATA COLLEGE ALGEBRA

| Sessions attended | Low Risk (28.2%) | | Moderate Risk (44.3%) | | High Risk (27.5%) | |
|-------------------|------------------|---------------|-----------------------|---------------|-------------------|---------------|
| | N | Average Grade | N | Average Grade | N | Average Grade |
| 0 | 52 | 87.6% | 74 | 74.0% | 16 | 69.5% |
| 1-9 | 29 | 89.0% | 49 | 79.3% | 38 | 75.5% |
| 10-19 | 6 | 92.0% | 15 | 82.6% | 31 | 78.8% |
| 20+ | 2 | 95.9% | 2 | 83.1% | 2 | 89.5% |

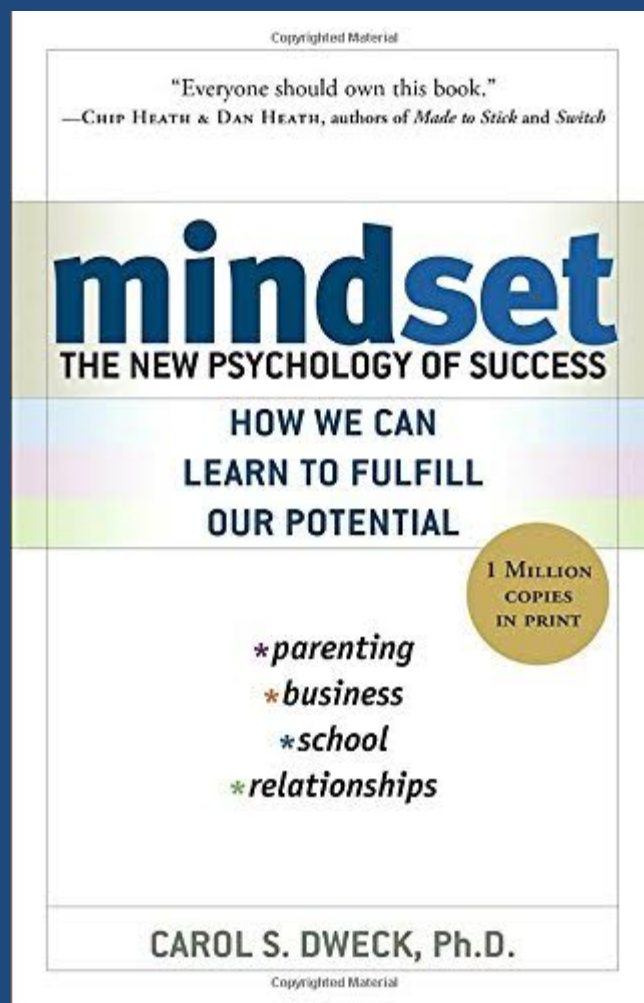
High Risk: 71/87 (81.6%) attended at least 1 hour of SI/tutoring
 Moderate Risk: 96/170 (56.5%) attended at least 1 hour of SI/tutoring
 Low Risk: 37/89 (41.6%) attended at least 1 hour of SI/tutoring



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CONVERSATION TOPIC: How can you implement a Growth Mindset in the classroom, in business, in your relationships, or with your children?

Recommended Reading: “*Mindset: The New Psychology of Success*” (2006) by Carol Dweck.



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