



New York City!  
Hilton New York  
February 5-8, 2017



# NCCEP/GEAR UP CAPACITY-BUILDING WORKSHOP

**EXCEL • PROVE • MOBILIZE**

**SKILL-BUILDING SEMINAR:**

*Promoting Noncognitive Skills Through Classroom*

*Guidance Curriculum*



This session describes noncognitive skills critical for success and demonstrates several engaging activities that help students build knowledge and skills in growth mindset, optimism, and personal responsibility.

### Facilitators:

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# Outline



- Context
- Define Noncognitives
- Noncognitive Assessment – ACT Engage
- Guidance/Small Group Activities
- Discussion and Questions

# Success?



# Success?



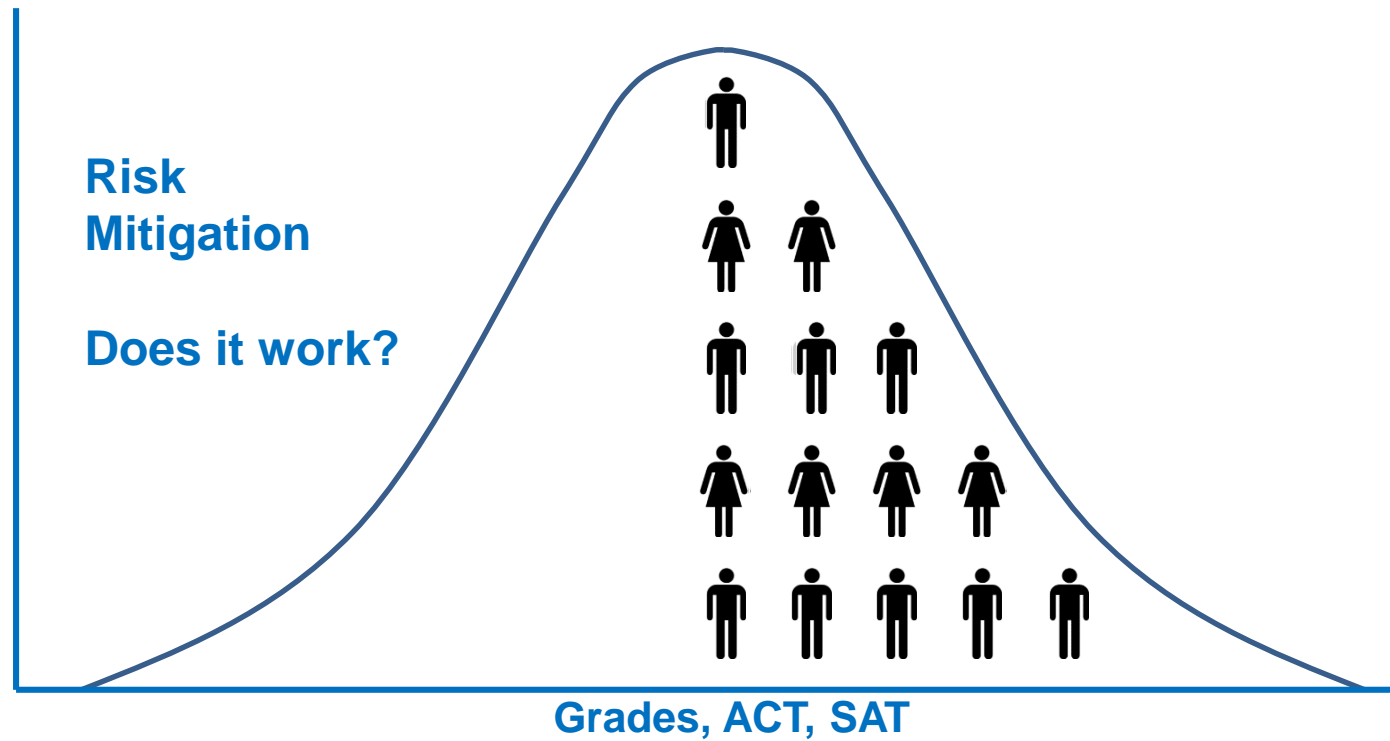
First  
Generation  
& Students  
of Color



# Success?



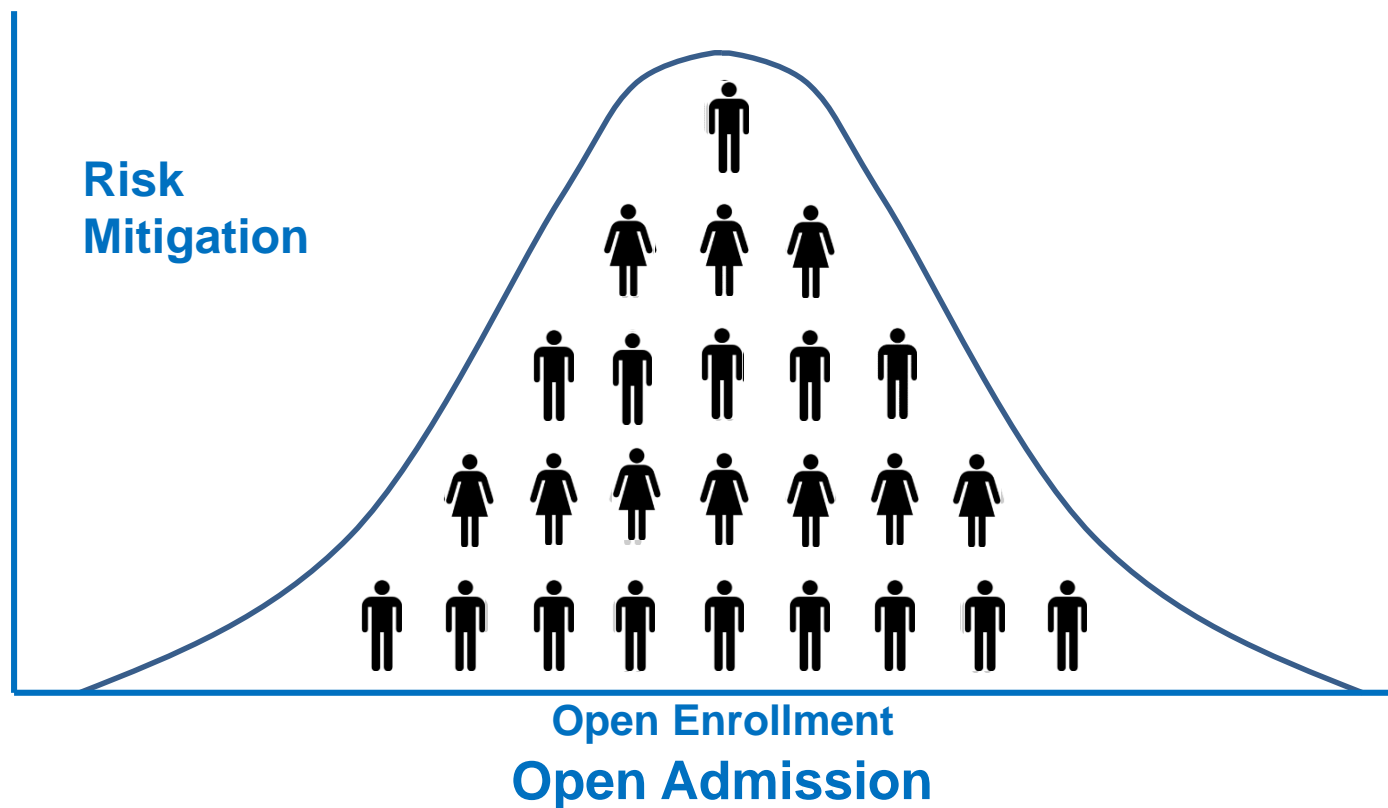
## 4-Year University



# Success?



## 2-Year College



# Noncognitive Skills



Student Academic  
Performance  
& Persistence



# Noncognitive Skills



## Definition

‘In addition to content knowledge and academic skills, students must develop sets of behaviors, skills, attitudes and strategies that are crucial to academic performance in their classes...’

- Farrington et al. (2012) p.2



# Noncognitive Skills

- Research clearly establishes the relationship between noncognitive skills and student success outcomes
  - Academic success and retention predicted by self-efficacy, academic engagement, goal setting
- Noncognitive skills promote academic stamina – persistence in the face of adversity and higher levels of performance

# Noncognitive Assessment



- Think about an actual student who *should* have been successful but was not
- Estimate noncognitive skills on worksheet



# Noncognitive Assessment

- Complete and score the noncognitive survey
  - Respond as imagined/actual unsuccessful student
- Record your survey scores on the worksheet
- Mark your true score
- What could you do with this information?
- As teacher, counselor, coach, administrator, or advisor what type of conversation could you have with this student?

# ACT Engage



- 3 versions
- 10 noncognitive skills
- Multiple reports

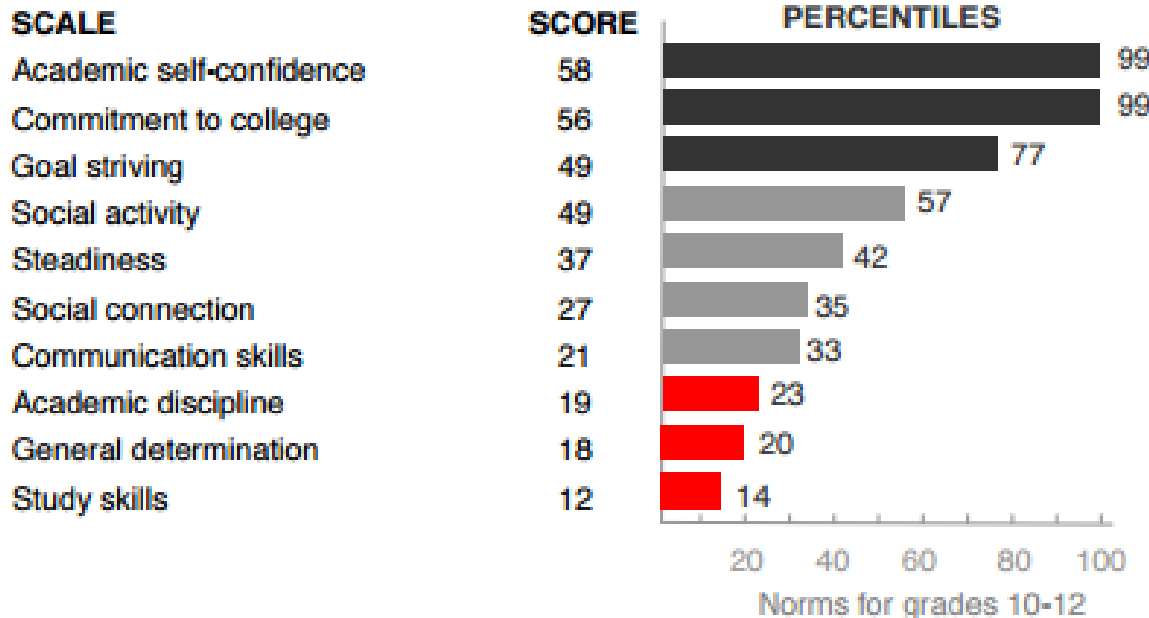
# Sample Student

Tested on MM/DD/YY  
11<sup>th</sup> Grade · ID 926096433



**SAMPLE HIGH SCHOOL** Class/section: 006

ACT Engage Grades 10-12 measures personal, behavioral, and academic skills critical to high school and college achievement. Low scores on ACT Engage represent areas that, when improved, may increase your grades and make it easier to focus on being successful as you transition into college. This report is designed to help you identify your strengths and weaknesses in order to ensure that you are successful in your academic career.



## UNDERSTANDING YOUR SCORES

Your scores are reported in terms of percentiles. Your percentiles tell you the approximate percentages of students in schools like yours who took ACT Engage and scored at or below your score.

Scales highlighted in red are areas that you may want to focus on developing as you continue your education.

## STUDENT SELF REPORT

High school GPA: (C- to C) 1.5 - 1.9

## Capitalize on your strengths

### 99 Academic self-confidence

*The belief in one's ability to perform well in school* — Your score on this scale suggests you feel highly confident in your ability to succeed academically. Confidence in your abilities is critical to your academic success.

### 99 Commitment to college

*One's commitment to staying in college and getting a degree* — Your response suggests that you feel confident in your reasons for continuing your education. You see yourself as determined to invest the necessary time and effort required to attain a high school diploma and college degree.

### 77 Goal striving

*The strength of one's efforts to achieve objectives and end goals* — Your response indicates that you see yourself as goal driven. You generally set appropriate goals and you feel confident in your ability to achieve these goals. Establishing and accomplishing goals is an important life skill that is essential for success in high school and beyond and will help you to maintain your motivation, energy, and focus.

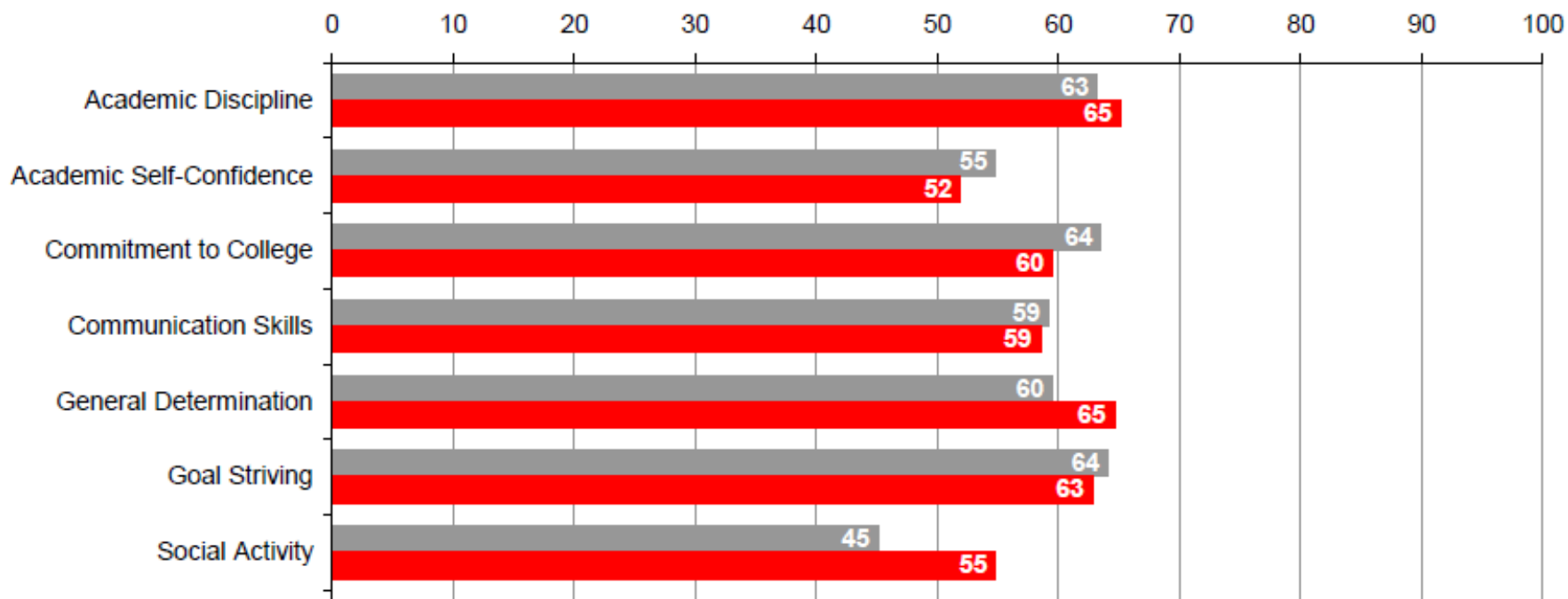
## Continue to develop your skills

### 57 Social activity

*One's comfort in meeting and interacting with other people* — Your response suggests you feel relatively comfortable interacting with people you do not know and making new friends. Your social skills may benefit you in courses that emphasize team projects and other collaborative assignments.

**Figure 1. Average ENGAGE Percentile Scores for Your School and Your District**

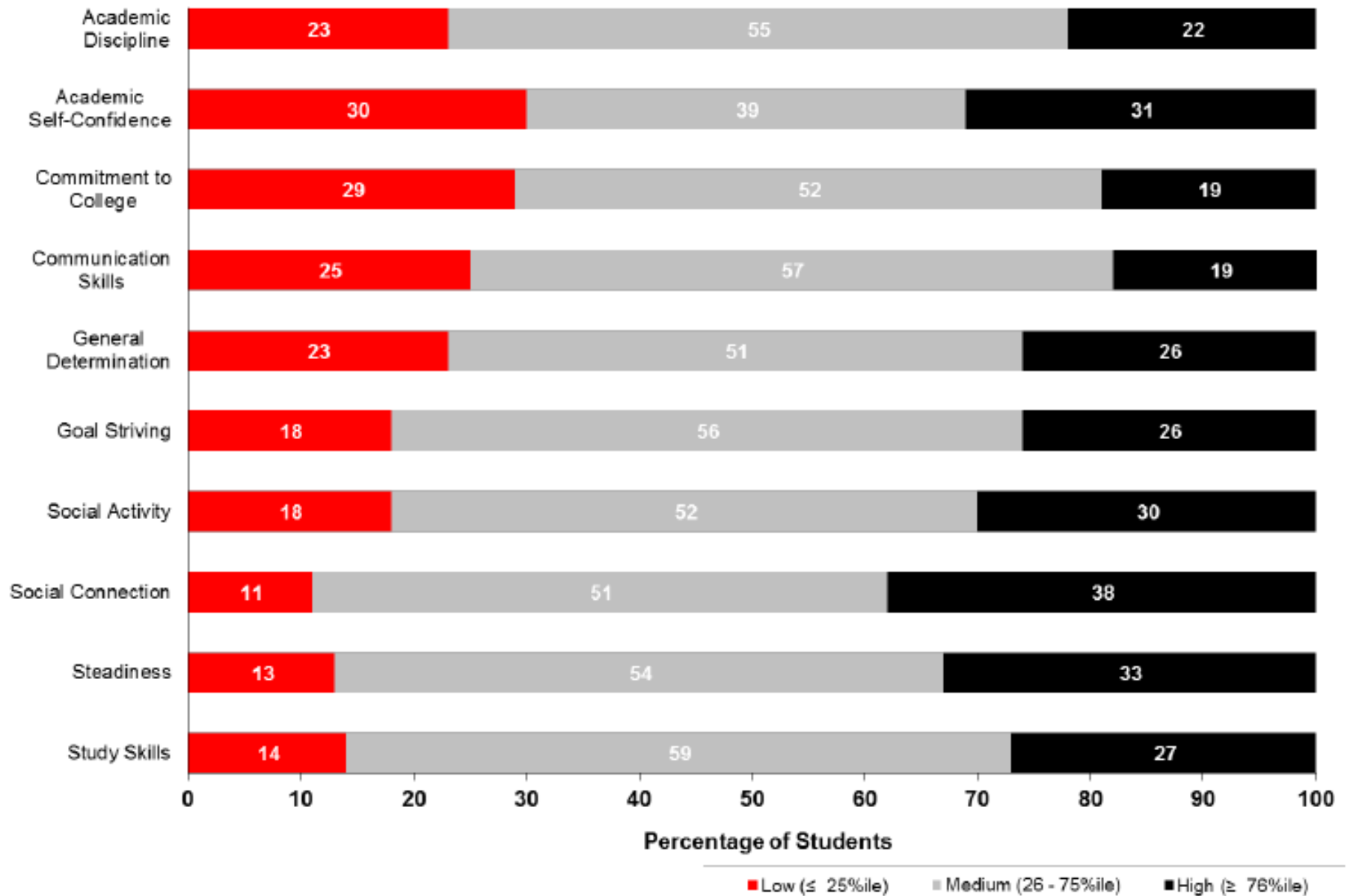
**Mean Percentile-rank Scores for ENGAGE Grades 10-12 Scales**

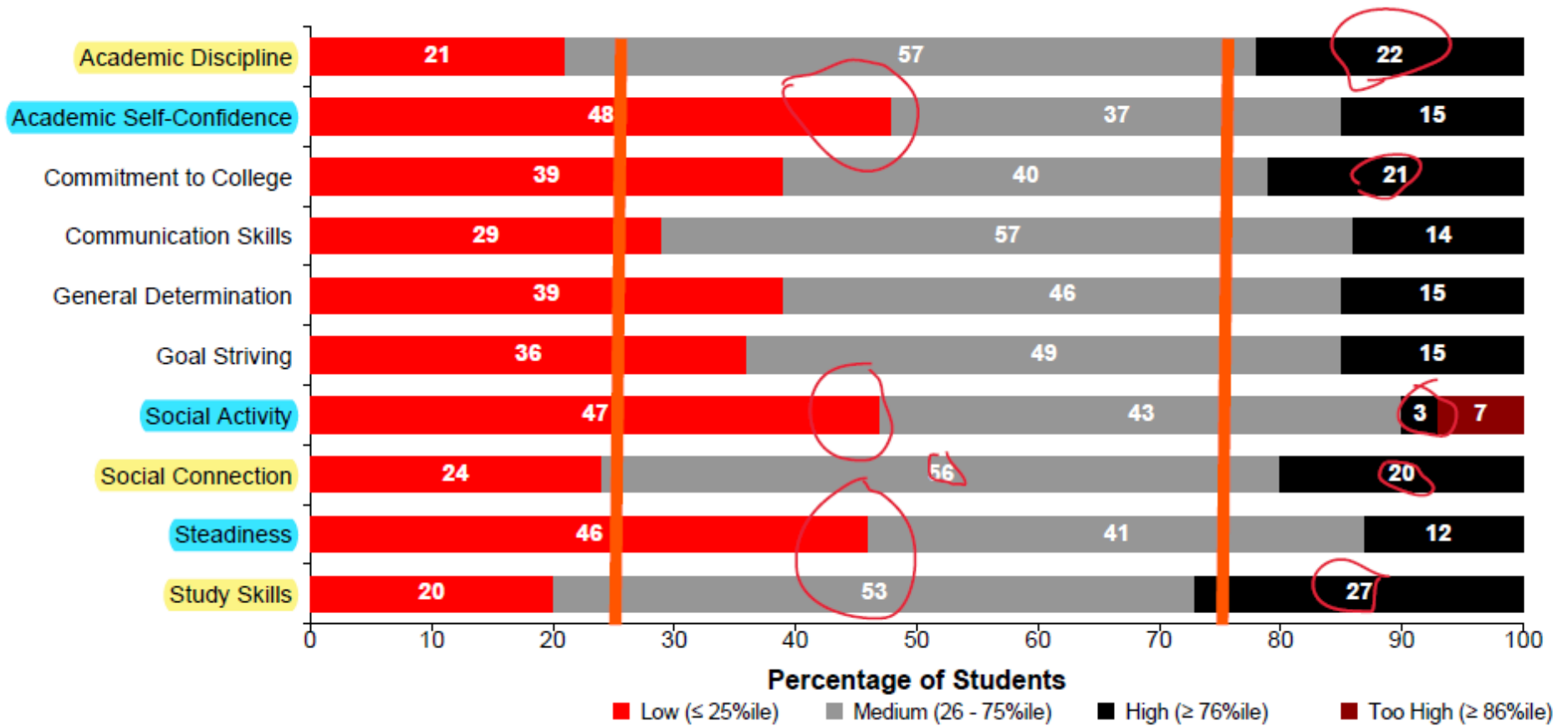


ENGAGE Scales



**Figure 2. Percentage of Students with ENGAGE Percentile Scores in each Broad Range**





	A	B	C	S	T	U	V	W	X	Y	Z	Sc
L	Student ID	Last Name	First Name	Retention Index Percentile	Commitment to College Percentile	Goal Striving Percentile	Academic Discipline Percentile	General Determination Percentile	Study Skills Percentile	Communication Skills Percentile	Social Activity Percentile	Cc Pe
2	1	anderson	miguel	6	15	1	9	1	3	16	22	
3	2	butler	demarious	1	8	1	5	11	3	10	2	
4	3	denver	kevin	3	3	1	5	2	4	6	37	
5	4	espinosa	scarlett	13	5	1	9	15	3	30	37	
5	5	gardner	denzel	1	2	1	1	1	1	3	4	
7	6	hernandez	faith	1	2	1	2	1	5	1	3	
3	7	johnson	francisco	2	10	1	11	2	8	8	1	
9	8	leary	roberto	1	1	1	1	1	1	3	1	
0	9	myers	mike	1	1	1	1	1	1	1	1	
1	10	newman	frederick	10	35	1	17	1	1	1	44	
2	11	ruiz	jim	1	3	1	8	2	1	3	3	
3	12	struthers	sally	1	11	1	1	1	1	2	1	
4	13	thompson	destiny	10	6	1	8	5	1	10	3	
5	14	winters	hazel	14	7	1	13	5	14	27	15	
6	16	zest	carter	7	12	1	35	4	8	4	60	

2016-17 GEAR UP Iowa  
**Noncognitive Curriculum**





# Noncognitive Curriculum

- 1 activity to understand ACT Engage results
- 5 lessons on growth mindset
- 4 lessons on optimism
- 2 lessons on personal responsibility
- 1 lesson on time management
- 2 lessons on goal setting/action planning



# Noncognitive Curriculum

- 5 lessons on growth mindset
  - Learning includes mistakes/power of yet
  - Neuroplasticity
  - Fixed and growth mindsets
  - Reframing fixed mindsets
  - Application of growth mindsets

# Growth Mindset



- Power of Failure
- <https://www.youtube.com/watch?v=45mMioJ5szc>
- What was Michael Jordan saying?
- How can failing help you succeed?

# Growth Mindset



- Power of Yet
- <https://www.youtube.com/watch?v=1SwFso7NeuA>
- What happens repeatedly in this video?
- How did these kids grow up to be Olympic athletes?
- Think for a moment about the word yet. What does it mean?
- What does the word yet have to do with this video?  
With the Michael Jordan video?



# Growth Mindset



- Neuroplasticity
- <https://www.youtube.com/watch?v=ELpfYCZa87g>
- What is neuroplasticity?
- Think of an example of a time when you demonstrated neuroplasticity.
- What are some implications for this idea for students?  
For your work?

# What Kind of Mindset Do You Have?



I can learn anything I want to.  
When I'm frustrated, I persevere.  
I want to challenge myself.  
When I fail, I learn.  
Tell me I try hard.  
If you succeed, I'm inspired.  
My effort and attitude determine everything.



I'm either good at it, or I'm not.  
When I'm frustrated, I give up.  
I don't like to be challenged.  
When I fail, I'm no good.  
Tell me I'm smart.  
If you succeed, I feel threatened.  
My abilities determine everything.

I can learn anything I want to

When I'm frustrated I persevere

I want to challenge myself

When I fail, I learn

Tell me I try hard

If you succeed, I'm inspired

My effort and attitude determine everything

I'm either good at it, or I'm not

When I'm frustrated, I give up

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When I fail, I'm no good

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My abilities determine everything

# Complete the Mindset Organizer

# Noncognitive Curriculum



- 4 lessons on optimism
  - Imagining a Positive Future - Best Possible Self
  - Optimistic Inspirations
  - Overcoming Negative Thinking
  - Apply Optimistic Thinking



# Optimistic Inspirations

- accepting
- brave
- calm
- cheerful
- confident
- considerate
- enthusiastic
- funny
- friendly
- generous
- good listener
- happy
- hard worker
- helpful
- honest
- humble
- humble
- kind
- outgoing
- respectful
- strong
- thoughtful
- well-liked

# Personal Responsibility



- Self-Management
- Choose 1 piece of your favorite type of candy
- Wait for instructions



# Personal Responsibility

- What was difficult about this challenge?
- What was easy about this challenge?
- For those who delayed – what was your strategy?
- What were your peers doing that seemed to work well?
- Who can define delayed gratification?



# Noncognitive Curriculum

- Quasi-experimental design during 8<sup>th</sup> grade
- Curriculum strongly impacted students attitudes about school and learning
- Impact on grades and attendance was not statistically significant





# Discussion & Questions

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Thank you for attending this skill-building seminar.

To download materials used during this session,  
please visit

<http://www.edpartnerships.org/materials>