STUDENT PROFILE DISCUSSION GUIDE

Slides 5-8: Ask participants to select the mindsets that they feel each learner needs support with and review the results as a group.

Amber (Participants will likely choose numbers 2, 4 and 7)	*"Math is really hard—that's why I need to keep practicing. I know one day this will get easier for me."*

- Comes in for non-required tutoring frequently.
- Doesn't always get the best grades but takes initiative to reflect on her mistakes.

1	All students can learn math to the highest levels.	
2	Mistakes are valuable.	Amber can identify that her mistakes are the areas in which she can grow as a student. We can help her by validating that her mistakes are valuable learning opportunities.
3	Questions are important.	
4	Math is about creativity and making sense.	Maybe this is one of the reasons she's still struggling. If we think about it, the student is trying hard but not necessarily putting all the pieces together. What are some ways we can help her make sense of math and feel confident in the connections she's making?
5	Math is about connections and communicating.	
6	Value depth over speed.	
7	Math class is about learning, not performing.	We can remind Amber that her diligence is for the purpose of learning.

Mariah (Participants will likely choose numbers 2, 3 and 7)	*"I have to get this done correctly the first time. Otherwise, someone will think I don't know what I am doing!"*

- Has a 98% average in the class, but never asks for help or answers a question.
- Has been labeled as gifted; does very well, but struggles the moment she doesn't understand something.

1	All students can learn math to the highest levels.	
2	Mistakes are valuable.	Mariah doesn't want to make mistakes and has to prove she's always correct. She stops before taking on challenges when she fears she'll fail.
3	Questions are important.	She doesn't ask questions because she sees them as a sign of weakness.
4	Math is about creativity and making sense.	
5	Math is about connections and communicating.	
6	Value depth over speed.	
7	Math class is about learning, not performing.	She's very much about performing. Every time she does something she wants to be the best.

Alex (Participants will likely choose numbers 1, 2 and 3)	*"I don't get these problems and I never will.* *Why should I even bother?"*	
● Is always polite and seems to be on task.		
● Consistently gets bad grades on assignments and tests.		
1	All students can learn math to the highest levels.	Alex doesn't believe that she can learn to a high level, and therefore doesn't see why she should try. This is a closed mindset! We can show her that we believe she can do it.
2	Mistakes are valuable.	She doesn't see the opportunities in her mistakes; rather, she takes them as evidence of her inability to ever get it.
3	Questions are important.	Alex's belief that she will never understand math has barred her interest, and therefore she sees no value in asking for help to get a better understanding of the materials.
4	Math is about creativity and making sense.	
5	Math is about connections and communicating.	

6	Value depth over speed.	
7	Math class is about learning, not performing.	

Brittany (Participants will likely choose number 6)	*"My teacher said I need to show my work when I am doing math. Although this comes easily to me, I know that I need to work out the problems on paper. This way, if I make a mistake, I can find and fix it!"*

- Does well but makes sloppy mistakes because she wants to rush through her work.
- Understands the concepts easily and gets good grades regularly.

1	All students can learn math to the highest levels.	
2	Mistakes are valuable.	
3	Questions are important.	
4	Math is about creativity and making sense.	
5	Math is about connections and communicating.	
6	Value depth over speed.	Brittany wants to rush through her work and move on. She feels like she's doing well, so why bother doing more work? We can reinforce that we aren't here to just learn and move on but to connect our learning and dig in deeper in our understanding.
7	Math class is about learning, not performing.	If we jump from the problem to the answer, we are reinforcing performance rather than connections, creativity, and finding a way for the information to really make sense.