

# The Psychology of Achievement

*Improving Behaviors, Habits and  
Outcomes by Developing  
Students' Noncognitive Skills*

**Donald Kamentz**

Managing Director of College & Career Initiatives  
YES Prep Public Schools

[donald.kamentz@yesprep.org](mailto:donald.kamentz@yesprep.org)

# Today's Agenda

- **Introductions & Overview**
- **Research & Overview – Grit & Mindset**
- **Putting Theories into Practice**
- **Reflection**
- **Closing & Wrap-Up**

# My Request

Our Norm-

*Be open minded to*

*what's possible...*

# DO FIRST



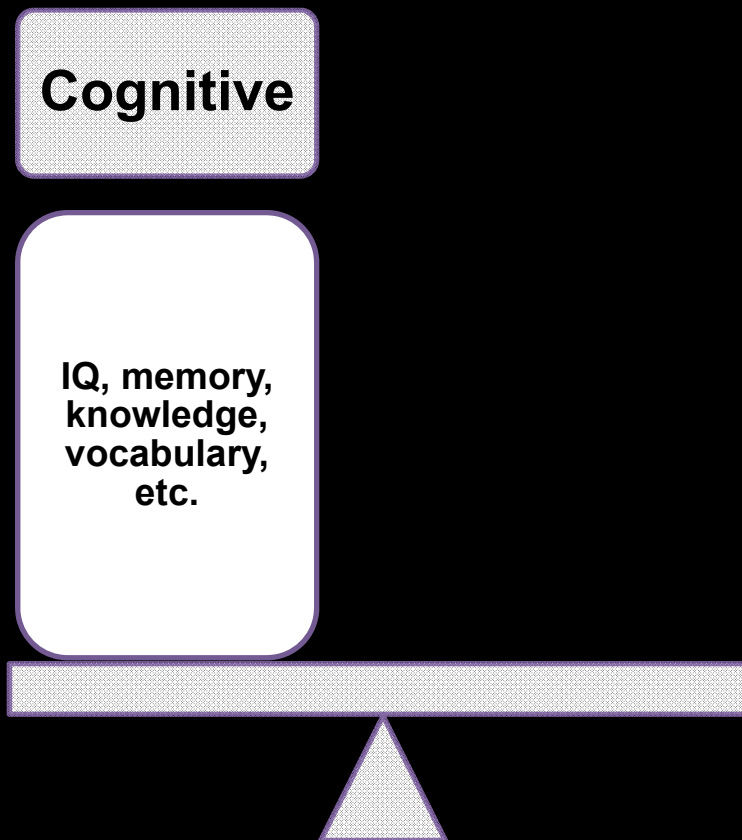
## Hands Up -

*Do you know*

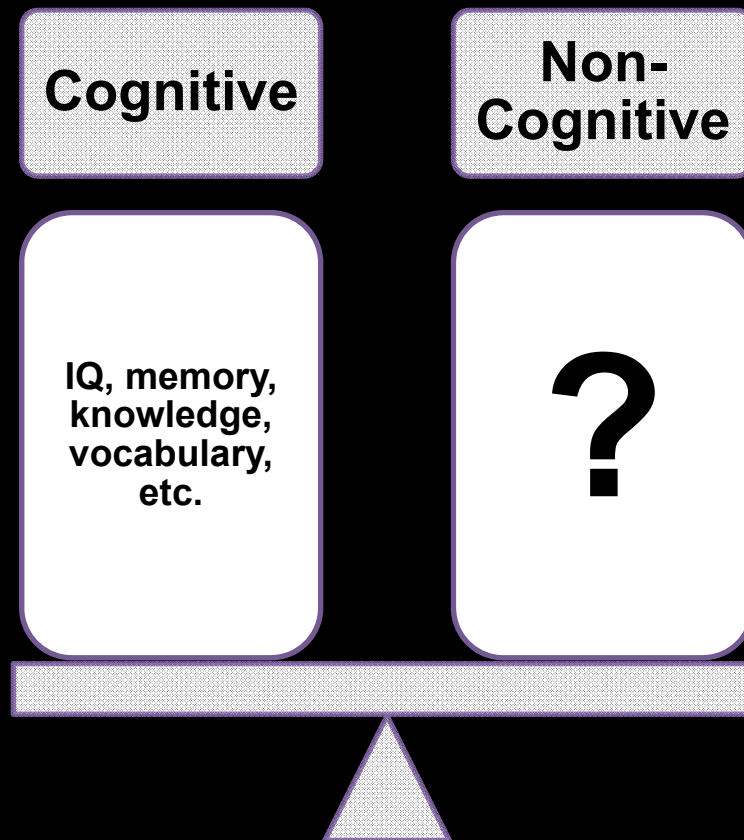
*noncogs?*



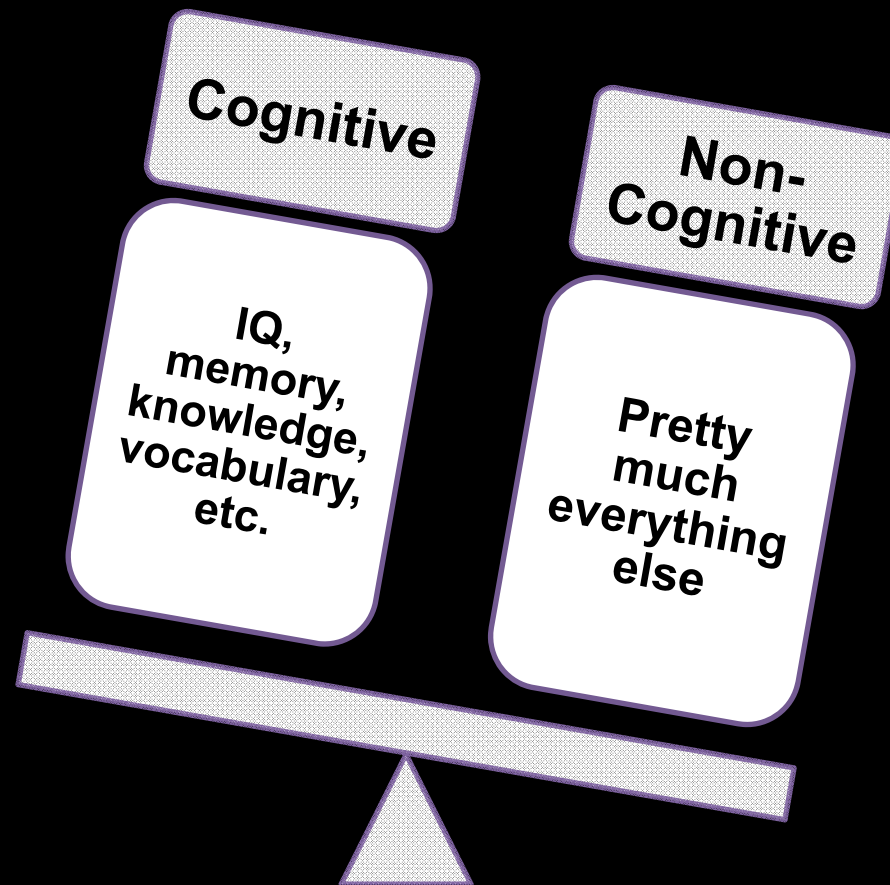
# What predicts achievement?



# What predicts achievement?



# What predicts achievement?



# The Treadmill





# Non-Cogs – The Research Mosh Pit



A word cloud of non-cognitive terms on a black background. The words are arranged in various orientations and sizes. The most prominent word is 'mindset' in large, light blue letters. Other large words include 'SOCIAL' in light blue, 'grit' in yellow-green, and 'growth' in green. Smaller words include 'motivation', 'attainment', 'non-cognitive', 'perseverance', 'goal-setting', 'belonging', 'self-efficacy', 'self-advocacy', 'self-control', 'resilience', 'capital', 'fixed', 'volition', and 'goal'.

motivation  
attainment  
non-cognitive  
perseverance  
goal-setting  
belonging  
SOCIAL  
self-efficacy  
self-advocacy  
self-control  
grit  
mindset  
resilience  
growth  
capital  
fixed  
volition  
goal

# National College Persistence Study

Research Focus	Academic Partners	K-12 Practitioners Partners
<i>Correlation between non-cognitive traits and college enrollment and persistence</i>	<b>Angela Duckworth</b> (UPenn) <b>Sidney D' Mello</b> (Notre Dame) <b>Chris Gabrieli</b> (Harvard) <b>John Gabrieli</b> (MIT)	<b>District(s)</b> School District of Philadelphia Upper Darby School District Boston Public Schools
<i>Malleable intelligence, fixed vs. growth-mindset, social belonging</i>	<b>Carol Dweck</b> (Stanford) <b>Greg Walton</b> (Stanford) <b>Geoff Cohen</b> (Stanford) <b>David Yeager</b> (UT-Austin)	<b>Districts</b> Spring Branch ISD (TX)  <b>CMOs</b> Achievement First Aspire Public Schools Mastery Charter Schools YES Prep Public Schools

# Practitioner Framework

## Key “Non-Cognitive” Habits

**Motivation and Volition**  
*the “want” and “will”*

Mindset

Self-Control

Grit & resilience

**Learning Strategies**  
*self-management skills*

Goal setting and attainment

Meta-cognition

**Social Capital**  
*interpersonal skills*

Belonging

Self-advocacy

# What is “everything” else?

## PSYCHOLOGICAL FACTORS

Motivation

- Mindset
- Belonging
- Self-efficacy
- Value/interest
- Locus of control
- Goals

Self-Discipline

- Self-control
- Grit

Behavior

- Homework effort
- Study habits
- Attendance
- Participation

Outcomes

- Performance
- Attainment

"Grit is living life like it's a  
marathon, not a sprint."

- Angela Lee Duckworth, Professor,  
Psychology, Univ. of Pennsylvania



# GRIT

passion and perseverance  
for long-term goals

	Not at all like me	Not much like me	Some what like me	Mostly Like Me	Very much like me
<b>New ideas and projects sometimes distract me from previous ones.</b>	5	4	3	2	1
<b>My interests change from year to year.</b>	5	4	3	2	1
<b>Setbacks don't discourage me. I don't give up easily.</b>	1	2	3	4	5
<b>I am an extremely hard worker.</b>	1	2	3	4	5
<b>I often set a goal but later choose to pursue a different one.</b>	5	4	3	2	1
<b>I have difficulty maintaining my focus on projects that take more than a few months to complete.</b>	5	4	3	2	1
<b>I finish whatever I begin.</b>	1	2	3	4	5
<b>I am diligent. I never give up.</b>	1	2	3	4	5
<b>I have achieved a goal that took years of work.</b>	1	2	3	4	5
<b>I have been obsessed with a certain idea or project for a short time but later lost interest.</b>	5	4	3	2	1

# National Spelling Bee





# West Point Beast Barracks





# Assessing/demonstrating grit



# Measuring Grit

0	No multi-year involvement in any activities
1	Member of the swim team for three years but did not advance or win an award; no other multi-year activities
2	Member of the mock trial team for two years and won the most improved award; no other multi-year activities
3	Member of a fraternity for three years but no leadership roles; Assistant manager at the local movie theatre for three years
4	Camp counselor at local summer camp for three years; Player on the volleyball team for three years and captain in her senior year
5	President of the student body for three years; treasurer for the Kite and Key Club for two years
6	Member of the cross-country team for four years and voted MVP in senior year; Founder and President for two years of the University's Habitat for Humanity chapter

# What Type of Culture Has Been Built at Kamehameha?

context  
relevant



# From strategies to habits

“Our virtues are habits as much as our vices...our nervous systems have grown to the way in which they have been exercised, just as a sheet of paper or a coat, once creased or folded, tends to fall forever afterward into the same identical folds.”

– William James (1899)



# MINDSET

THE  
**NEW**  
PSYCHOLOGY  
OF  
**SUCCESS**

CAROL S. DWECK, PH.D.



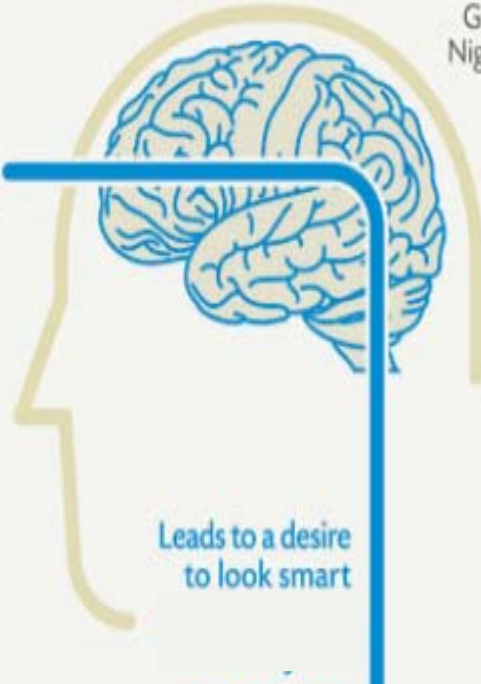
# Growth mindset

## TWO MINDSETS

CAROL S. DWECK, Ph.D.

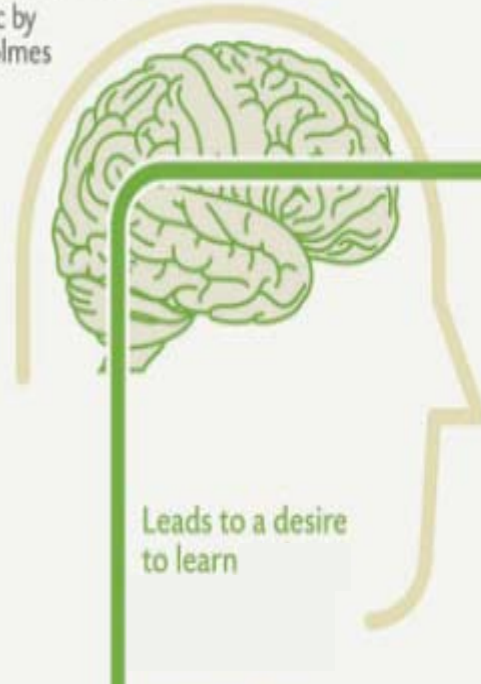
Graphic by  
Nigel Holmes

**Fixed Mindset**  
Intelligence is static



Leads to a desire  
to look smart

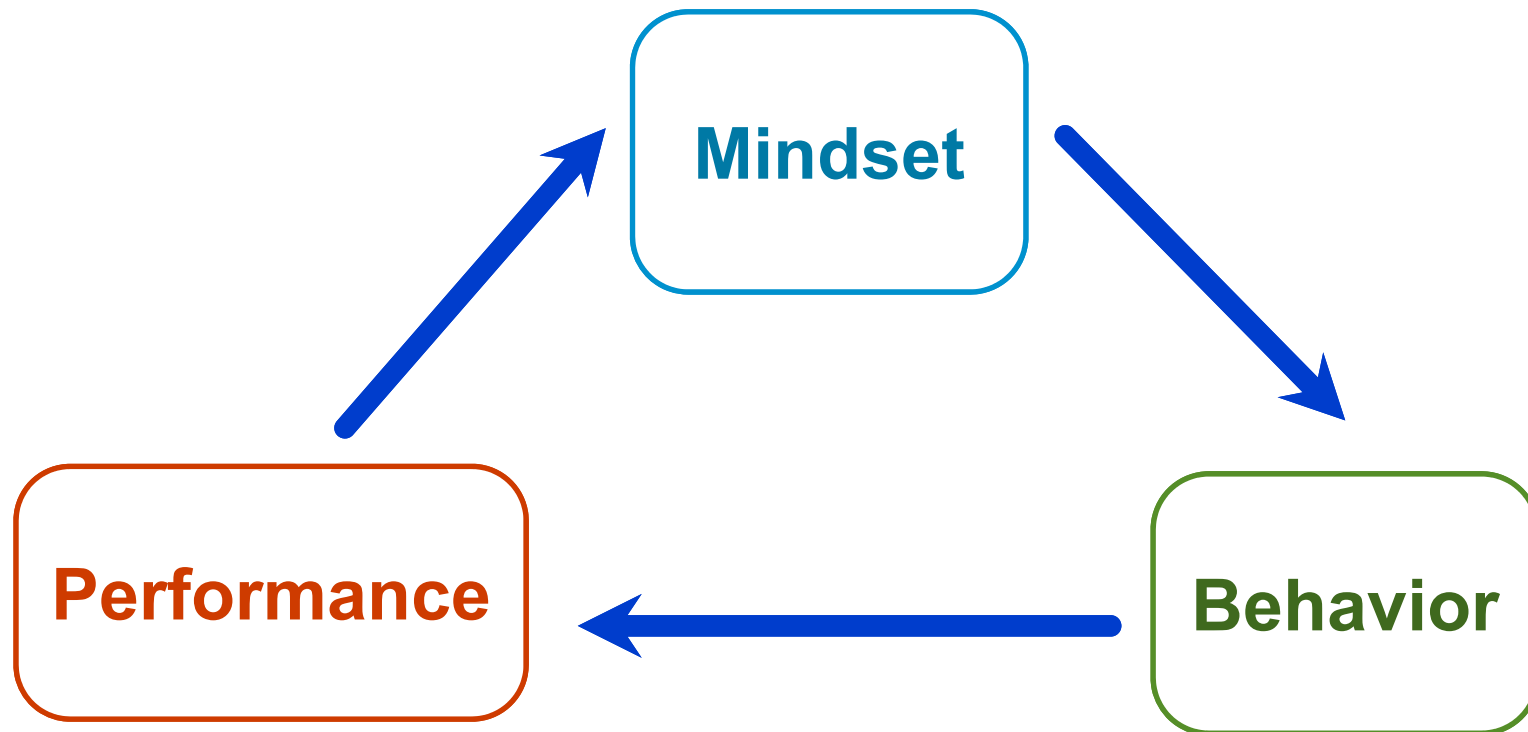
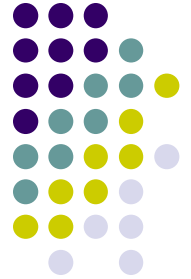
**Growth Mindset**  
Intelligence can be developed



Leads to a desire  
to learn

# Mindset:

*(Carol Dweck / Greg Walton / David Yeager)*



# Two Beliefs about Intellectual Ability

- Intelligence is innate
- Intelligence can be developed



# Dr. Carol Dweck (Stanford) distinguishes between two student mindsets regarding the malleability of intelligence

## Fixed Mindset

## Growth Mindset

- Looking smart is most important

### Goals

- Learning is most important

- Effort is a negative—no point in trying if you're not a "natural"

### Beliefs about effort

- Effort is positive—the harder you work at something, the better you'll be at it

- Helplessness and reduced time spent on the subject

### Response to failure

- Resiliency and increased work and effort

*"Intelligence is a fixed trait—you've either got it or you don't"*

### Overall mindset

*"Intelligence is a malleable quality, a potential that can be developed"*

# Questions to Consider

- Which belief most empowers students?  
Why?
- Which belief most empowers teachers?  
Why?
- How do we create a strong shared belief in effort-based ability, behavior and intelligence throughout our schools?

# Implementation: Putting Theories Into Practice

- **What to implement?**
  - A psychological experience
  - **NOT** a handout
- **How do you change psychology and make it matter over time?**
  - “Stealthy”
  - Self-reinforcing through school experience
- **What do you need to design and implement?**
  - Student-centered approach
  - Continued evaluation



# Mindset Pilot Intervention



*"...Not all students know that the brain can get smarter, even though it may help them succeed..."*

*Write a letter to your friend telling them about what you just learned about the brain and why they shouldn't be discouraged..."*

# Social Belonging Pilot Intervention



*"The most difficult transition from high school to college was coming from a situation where I knew every student for the past seven years to a new situation where I did not know one student before I arrived... I was pretty homesick, and I had to remind myself that making close friends takes time..."*

# Putting Theories Into Practice

- **Educator as Coach: *Making Them Thirsty***
- **“Stealthy” Messaging**
- **PD: “Wise Feedback”**
- **Experiential Learning**
- **WOOP it out!**

# Educator as Coach

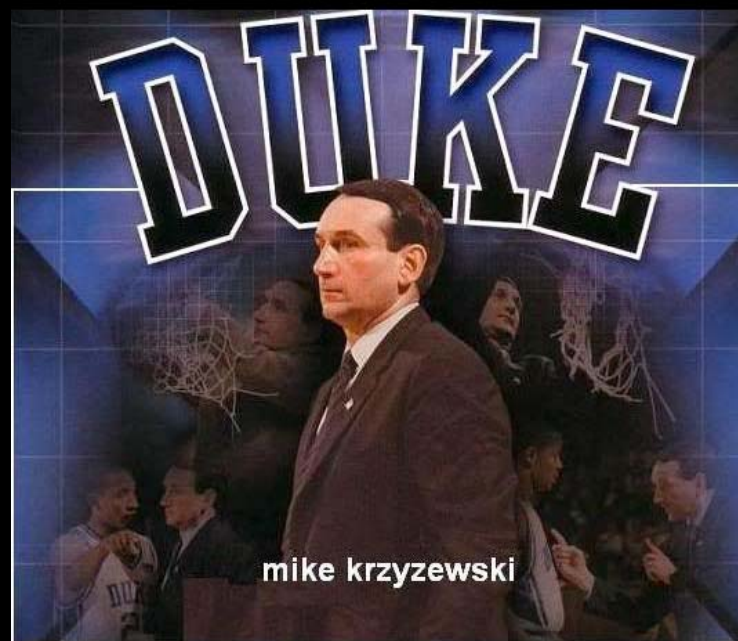
*“You can lead a horse to water, but you can’t make it drink.”*



But how do we  
make it thirsty?

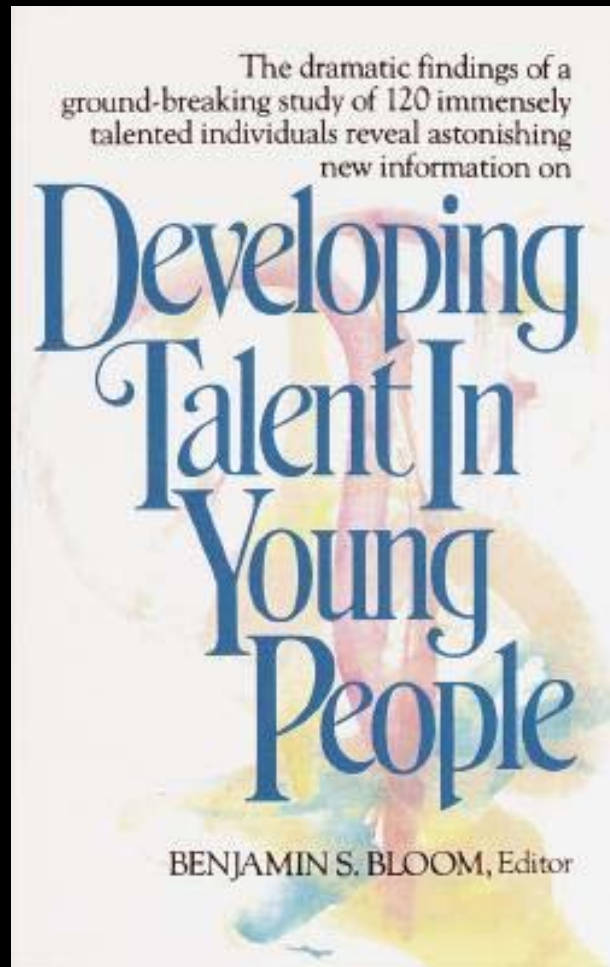




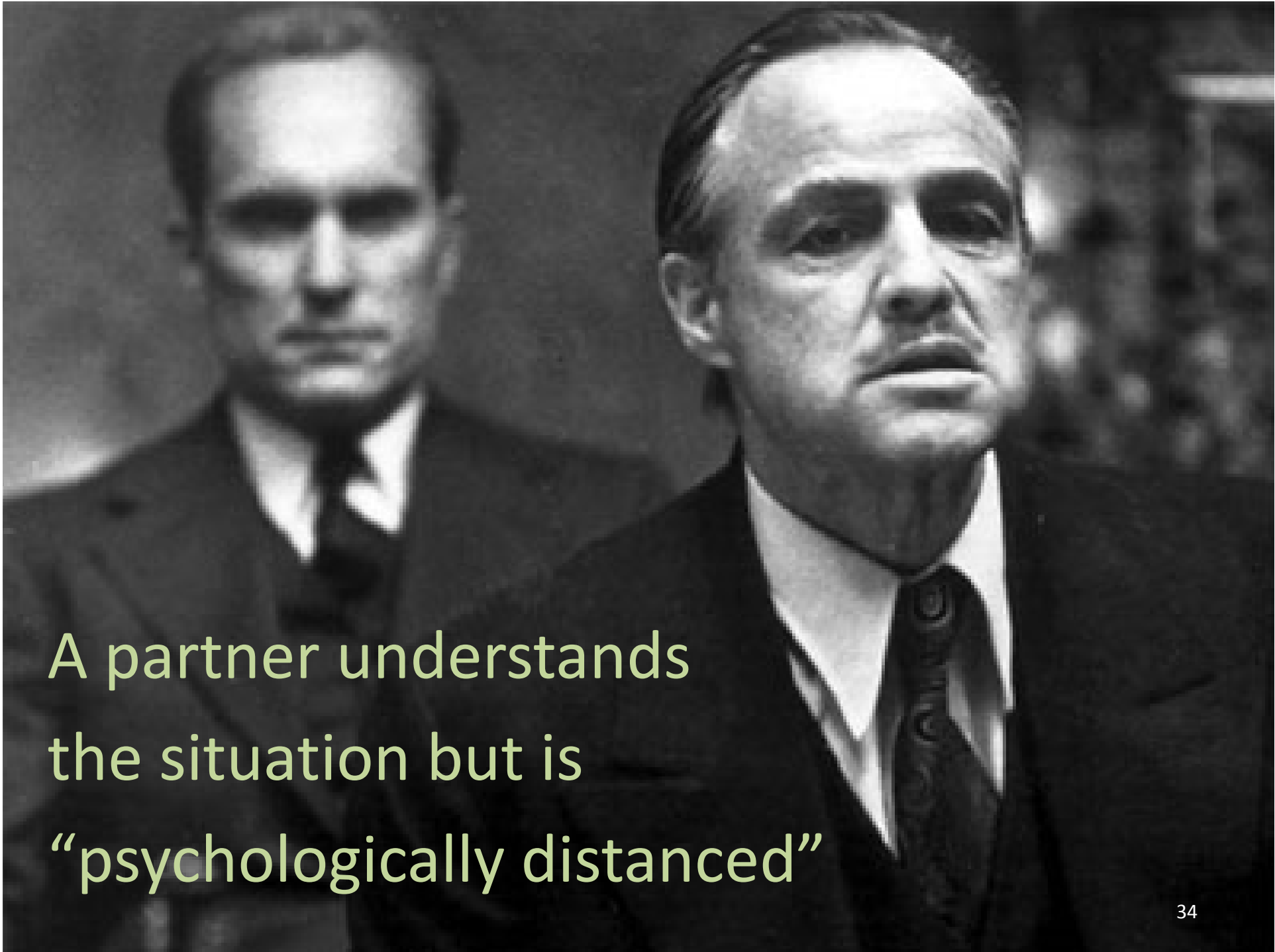




# Find a partner/mentor/coach



- “At eleven, I wanted to bag it because I was doing very badly..”
- “My dad at that point did something that was very important. He said, ‘If you want to quit, that’s fine. But I don’t want you to quit simply because you’re losing...So, I’m going to continue to drive you to workouts and force you to swim and once you turn 12 and are at the top of your age group, you’ll start to do well. If you want to quit then, that’s fine.” (pp. 207-208)



A partner understands  
the situation but is  
“psychologically distanced”

# “Not-so-stealthy” Messaging



## Request:

**Before you leave,  
remember, pick up all  
your trash.**

## Context / Relevance:

***We always leave a place  
better than we found it.***

## Intended Purpose vs. Outcome:

**Statement of Compliance vs. Way of Being**

# Senior Signing Day Celebration





# “Wise Feedback” and Trying Again...

MY HERO

7 edits

Dear Mr. Warner Prouty,

My hero is Dr. Martin Luther king JR. My hero has courage to do what he has to and when he has to do it. He is a testimony to others, and when he was tested he over came it. He went through trials after trials and he did not hold a grudge.

First Dr. Martian Luther king JR has courage. He did not have to speak for “his people” but he did it because he cares. King lead some civil rights movements in his time. Dr. King also gave a speech in front of 200, 000 of his supporters. — where?

Second Dr. Martian Luther king is a testimony to me and others. He is a testimony to me because he did everything he could do to fight for the freedom for him, his family, and others. Now when I look at the simplest things and complain I think of what Dr. King would do.

Finally Dr. King is my hero because when he was tested he did not complain instead he over came the worst. Dr. King had many good reasons to quit what he was doing and curse everyone. but he didn't. In the worst of times Dr. King kept his chin up. When King's home was bombed all he said was “We must learn to meet hate with love” Dr. King was a great man and he helped change our world as we know it. say more about the change

In conclusion Dr. Martian Luther King JR is my hero because he had courage. He is a testimony to me and to others. Also he over came his troubles when he was tested.

“I have a dream that little black boys and little black girls will be able to join hands with little white boys and little white girls and walk together as sisters and brothers.”

*use past tense for someone no longer living*

*give me detail - use the article*

*good - use this earlier w/ courage maybe*

*had the*

*had*

*define hero*

*had or was courageous*

*give more detail*

*what do you mean by testimony? freedom to fight from what say more about the*

*turn away*

*use this in the essay.*

# “Wise Feedback” and Trying Again...

## Control group:

I'm giving you these comments so that you'll have feedback on your paper.

Second Dr. Martian Luther king is a testimony to me and others. He is a testimony to me because he did everything he could do to fight for the freedom for him, his family, and others. Now when I look at the simplest things and complain I think of what Dr. King would do.

Finally Dr. King is my hero because when he was tested he did not complain instead he over came the worst. Dr. King had many good reasons to quit what he was doing and curse everyone, but he didn't. In the worst of times Dr. King kept his chin up. When King's home was bombed all he said was "We must learn to meet hate with love" Dr. King was a great man and he helped change our world as we know it.

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7 edits

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have to speak for "his  
s movements in his time. Dr.  
— where?

give me detail -  
use the article

good -  
use this  
earlier w/  
courage maybe

⑦ turn away

say more about the change

define hero

give more detail

what do you mean by testimony?

freedom to fight from what  
say more about the

use this in the essay.

# “Wise Feedback” and Trying Again...

“Wise feedback”

group:

I’m giving you these comments because I have very high expectations and I know that you can reach them.



*Fedits*

*(2) had*  
ge to do what he has to and  
as tested he over came it. He

*define hero*

*(5)*

have to speak for “his  
s movements in his time. Dr.  
— *where?*

*give more detail*

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*what do you mean by testimony?*

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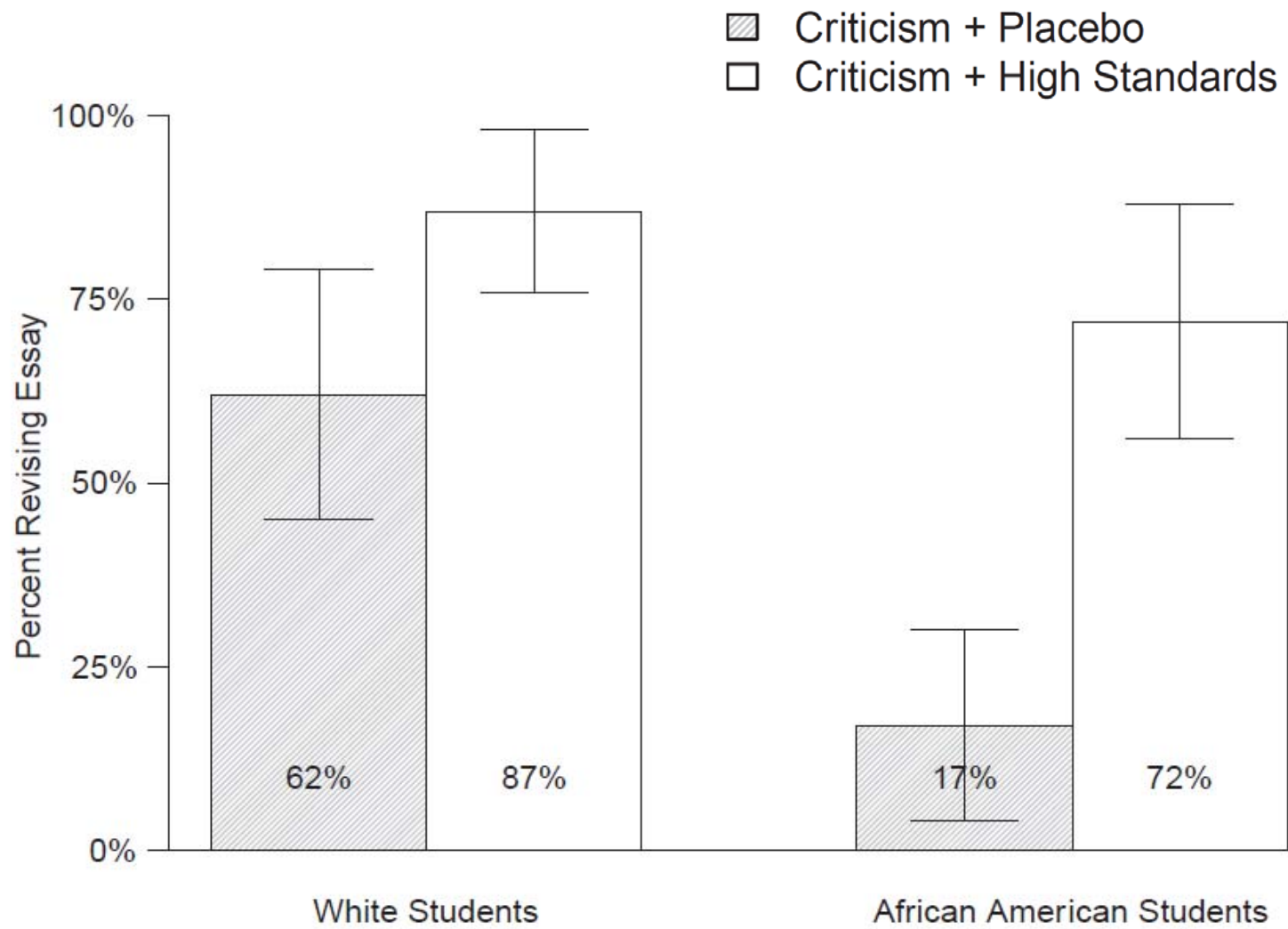
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“I have a dream that little black boys and little black girls will be able to join hands with little white boys and little white girls and walk together as sisters and brothers.”

*use this in the essay.*





# Experiential Learning to Build Social Capital



Internships



Summer Opportunities



College Visits

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# Real-life Situation

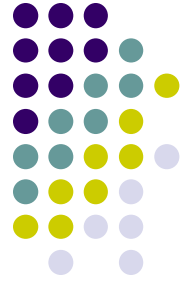


## Karina's Story



# Goal Setting & Goal Planning:

*Gabriele Oettingen & Angela Duckworth*



**Volition -  
"The Will"**




If you dream it, you  
can predict and plan  
for obstacles and then  
achieve it!

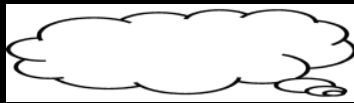


If you dream it, you  
can achieve it.

# Making plans...

**W**  Today's study wish: \_\_\_\_\_

**O**  Best outcome: \_\_\_\_\_



**O**  Obstacle: \_\_\_\_\_



**P** If-then plan:

If \_\_\_\_\_, then \_\_\_\_\_

Obstacle (time and place)

Action to overcome obstacle



# Will Power

“I consider myself to be of basically average talent...”

“The key to life is on a treadmill...When I say I am going to run three miles, I run five. With that mentality, it is actually difficult to lose.”



**Q & A**

**TIME**

**THANK  
YOU!!!**



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