

Socioeconomic status could predict teachers' own and their students' views on intelligence.

METHODS:

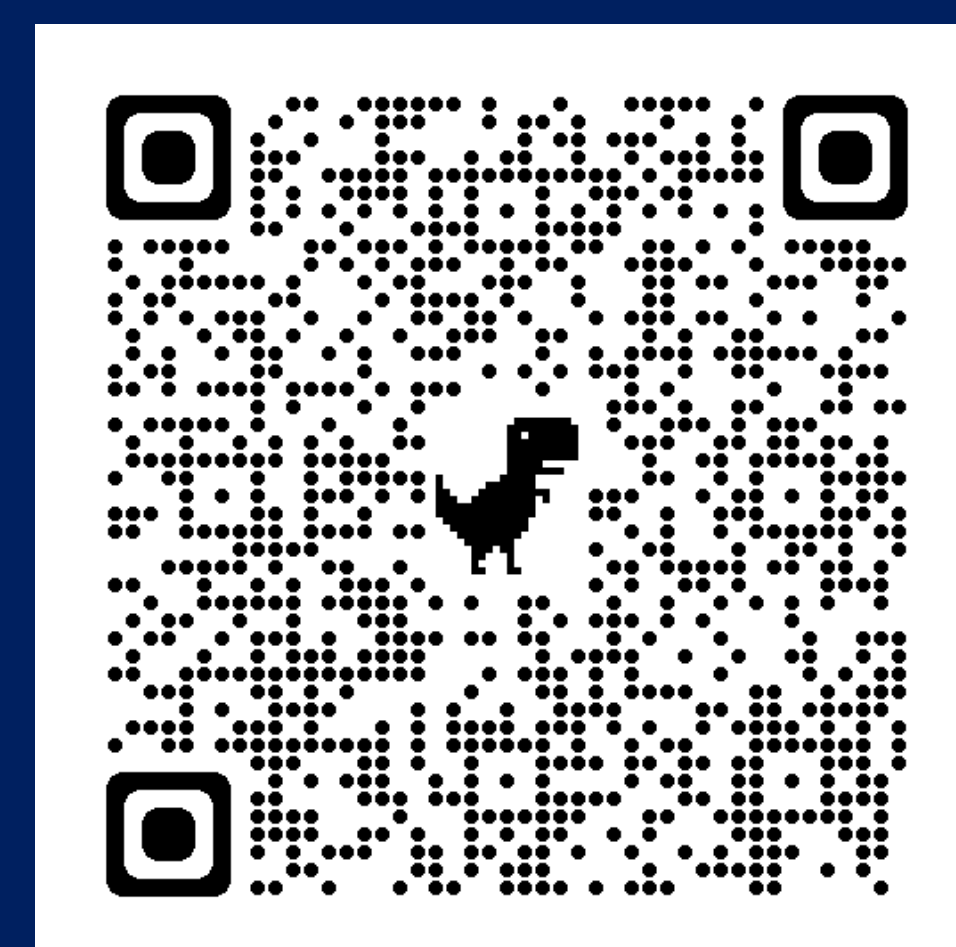
- Participants include students and teachers 10 years old or older and in grades 6 or above.
- We are implementing an online survey assessing their POI. SSES is measured by the publicly available Stanford Education Data Archive.
- So far, 91 students and 5 teachers have participated.

DATA ANALYSIS:

- To derive a POI score, each survey response will be coded, based on the extent to which it exhibits a positive or negative POI belief, and then averaged.
- If a sufficient sample size is obtained, using multilevel modeling, these scores will then be compared to gauge if teachers' POI predict students' POI as a function of SSES.
- These regression models will be executed on the level of individual classrooms, schools, and districts of varying SSES.

ACKNOWLEDGEMENTS:

- This project is funded by the Carolina Diversifying Psychology and Neuroscience Summer Research Award.
- I am indebted to the support and guidance from my faculty advisor, Dr. Jeffrey A. Greene.



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BACKGROUND:

- School socioeconomic status (SSES) group outcomes are diverging, a sign of increasing inequity in schools.
- SSES may affect student performance through students' and teachers' perceptions of intelligence (POI).
- POI refer to beliefs about intelligence, including those of fixed and growth mindsets of intelligence, associations of intelligence with school performance and qualities, and self-perceptions of intelligence.
- Therefore, the purpose of this study is to examine how POI in middle and high school teachers and students vary as a function of SSES.
- This proposal could help identify students and teachers for whom targeted POI interventions would be most helpful, ultimately improving student success.

HYPOTHESES:

- SSES will be positively correlated with teachers' and students' POI survey scores.
- Teachers' POI survey scores will predict students' POI survey scores.
- Students' and teachers' associations of intelligence with school performance and qualities will moderate the relationship between their self-perceptions and their fixed and growth mindsets of intelligence.