

**Department of Mathematics and Statistics Colloquium**

# **Exploring the Role of Mindset in Mathematics Teacher Development**

Job Candidate

**Abstract:** The construct of mindset, broadly defined as an individual's beliefs regarding the malleability of an attribute, has been studied in a wide range of contexts including academics, athletics, and leadership. However, despite the success of the theory in predicting achievement through self-regulatory processes, its role in the development of mathematics teachers has not been well examined. In this presentation I describe a research trajectory that establishes the significance of mindset in this area and provides a foundation for future work. This trajectory features three exploratory studies considering: (a) the uniqueness of mindset regarding mathematical ability and its prevalence among K-12 teachers; (b) the role of mindset in elementary mathematics teachers' professional development experiences; and (c) an elementary mathematics teacher's operationalization of mindset in the classroom. The results of these studies suggest that mindset is a significant factor in mathematics teacher development that warrants continued consideration.

**Tuesday, November 10 at 3:45 in Roop 103**  
**refreshments at 3:30**