



LILIE, LLC Course

Information

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Title of Course (45 hours): Changing Mindsets: Using Growth Mindset to Encourage Student Development

Course Description:

The image of a successful person can vary from one individual to the next; however, upon closer inspection those who succeed share a common quality: their mindset. Teachers will examine various ways to positively alter their own lives as a result of mindset, but equally important, how students can benefit from a growth mindset culture in the classroom. This course provides the foundation for understanding mindset, the difference between a fixed and growth mindset, the importance of the brain and how it works, specific ways to foster a growth mindset environment, the role of critical thinking and differentiation, ways to change mindsets, and strategies that promote a growth mindset. An educator can use this information to continue to develop challenging instruction that is also designed for students to recognize how potential and effort impact the outcome in any situation.

With the expectation for educators to consistently challenge students, many students are encountering new learning difficulties and experiencing feelings of frustration and failure. Since a growth mindset is the belief that dedication and hard work can produce positive results that lead to success, it is an idea that all educators should learn. Through understanding course content, self-reflection, and the opportunity to develop lesson plans that promote critical thinking skills and the philosophy of differentiation, participants will complete this course with a new methodology that will become an integral component in their teaching repertoire. Ultimately, participants will learn a new way of thinking that can transform students' learning experiences.

Overall Course Objective and Expectation(s):

Participants will be able to

- identify the differences between a fixed and growth mindset and the impact on student success
- describe how a growth mindset environment supports preparation for college and career (21st century skills)
- observe and/or recall five different ways to respond and provide feedback to students
- evaluate personal mindset by completing a quiz to determine the role this has in life and teaching practices
- explain the importance of understanding how the brain functions and its influence on mindset
- develop and implement a lesson plan that highlights critical thinking skills to encourage development of a growth mindset
- assess the use of critical thinking in the lesson and its effectiveness in promoting a growth mindset
- view Carol Dweck's video to develop a deeper understanding of a growth mindset
- state how to apply this information to instruction and assessment
- design and implement a lesson that includes differentiated strategies that encourage a growth mindset

- identify successful forms of feedback and recognize the difference among praise, motivation, and failure
- assess personal responses to students from week one and explain the impact of this week's learning
- relate how cultivating a growth mindset culture can result in changing mindsets
- review Carol Dweck's reminders about the real use of a growth mindset to avoid misuse of this idea
- list specific strategies that foster a growth mindset
- implement two of these strategies in two different lesson plans
- explain how growth mindset successfully supports all learners (special education students, ENL, and advanced learners)
- analyze course content to determine how to improve instruction

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom.

Suggested Readings, Websites, Articles & Videos *(subject to change):*

Books:

Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom Sousa, David and Tomlinson, Carol Ann
Drive: The Surprising Truth About What Motivates Us Pink, Daniel H.
How the Brain Learns Sousa, David
Mindset The New Psychology of Success Dweck, Carol
Mindsets in the Classroom Ricci, Mary Cay

Websites/Articles:

http://www.eosdn.on.ca/docs/Dweck_Mindsets%20%20Equitable%20Education_JR_2010_copyright.pdf
<http://mindsetonline.com/whatisit/about/>
<https://www.mindsetworks.com/page/what-is-the-growth-mindset.aspx>
<http://edglossary.org/growth-mindset/>
<http://mindsetonline.com/howmindsetaffects/mindsetforachievement/index.html>
<http://learngrowflourish.com/2015/03/11/growth-mindset-classrooms/>
<http://jamesclear.com/fixed-mindset-vs-growth-mindset>
<http://michaelgr.com/2007/04/15/fixed-mindset-vs-growth-mindset-which-one-are-you/>
<https://www.brainpickings.org/2014/01/29/carol-dweck-mindset/>
<http://www.brainfacts.org/Brain-Basics/Brain-Development/Articles/2015/Can-You-Think-Yourself-Into-a-Different-Person>
<http://faculty.washington.edu/chudler/books.html>
<http://science.howstuffworks.com/life/inside-the-mind/human-brain/brain.htm>
<http://www.brainfacts.org>

Videos:

<https://www.youtube.com/watch?v=PVhUdhZxbGI>
<https://www.youtube.com/watch?v=-71zdXCMU6A>
<https://www.youtube.com/watch?v=5e4smtPKcuI>
<https://www.youtube.com/watch?v=brpkjT9m2Oo>
<https://www.youtube.com/watch?v=ElVUqv0v1EE>
<https://www.youtube.com/watch?v=hiiEeMN7vbQ>

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week 1

Topic(s):

- Personal introductions and reasons for taking this course
- What is a mindset?
- Fixed mindset and growth mindset
- Examples of feedback and responses to students: Possible participant examples: high academic expectations, modeling, teachers as learners, self-reflection, formative feedback, and the welcoming of mistakes.

Objectives:

This week provides the foundation for learning about growth mindset in the rest of this course. Through class discussions and examining resources, participants will be able to explain mindset and determine the differences between a fixed and growth mindset. As a result of examining both types of mindsets, participants will be able to identify how a student's mindset will have a direct correlation to his/her academic success and the ways in which an educator can promote a positive mindset. Participants will also begin to evaluate the ways in which they respond to students and the modifications that can be made when responding to students in the future.

Impact on Classroom Instruction:

Participants will begin to understand mindset and recognize the differences between a fixed and growth mindset and how these differences impact the way that students behave, perform, motivate, and apply themselves. Through the understanding of how critically important a mindset can be, participants will be able to evaluate their own role in creating an environment that fosters a growth mindset based on how they respond to students. During this first week, participants will record five different ways that they provide feedback to their students and then share them with our class. Later in the course when we discuss praise, failure, and motivation, participants will be able to identify changes they should make to the way they respond and then apply them with their students during the rest of the month. At the end of the month participants will be able to compare their responses from this week and critique the changes that they have or have not made and their observations of their students based on what they have learned from this course.

Learner Outcomes:

- explain mindset
- identify the differences between a fixed and growth mindset and the role these differences have in student success
- evaluate how a growth mindset environment supports preparation for college and career (21st century skills)
- observe and share five different ways to respond and provide feedback to students

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

Academic Assignment Post One~ Please introduce yourself and include your name, school and district, the grade(s) and content area(s) that you teach if applicable, the number of years you have been teaching, and the reason(s) this course will benefit you.

Academic Assignment Post Two~ After reviewing the resources on mindset, please explain in your own words what a mindset is and how both a student's and teacher's mindset have a tremendous impact on the way a classroom can be successful or unsuccessful in terms of organization, management, interaction, learning, and assessment. What is the correlation between a student's mindset and his/her achievement? How does mindset play a role in preparing students for college and career?

Academic Assignment Post Three~ Explain the differences between a growth and fixed mindset. Use your knowledge of your students and the following rubric at <http://www.mindsetworks.com/websitemedia/resources/effort-rubric-for-students.pdf> to explain what type of mindset you believe most of your students possess. What specific evidence from recording notes about your students and this rubric allow you to come to this conclusion? Why is it beneficial to create an environment where the majority of your students have a growth mindset?

Academic Assignment Post Four~ Using the activity as a guide, develop and share your own class motto that will promote a growth mindset in your classroom. Please share three different ways that you have responded to students during this week. Include a brief explanation of what was happening when you responded in this way (for example, class discussion, cooperative groups, reading or writing assignment, etc.). Over the course of the next few weeks, please record specific ways that you respond to students to evaluate during week three. <http://www.mindsetworks.com/websitemedia/resources/class-motto.pdf>



Week 11

Topic(s):

- Personal mindset quiz
- The power of the brain
- Critical thinking and growth mindset
- Evaluation of lesson plans

Objectives:

This week is designed to provide participants with information about their own growth mindset in order to determine how this plays a role in their classrooms and the ways that they interact with students. Additionally, this information should be used to foster an environment that can promote a growth mindset. After understanding the correlation between the brain and a growth mindset, participants will be able to create an activity to share this information with students. In the future, participants will successfully design and implement lessons and activities that foster critical thinking skills based on this week's resources, discussions, and assignments.

Impact on Classroom Instruction:

This week participants will learn their own personal mindset based on the results from a quiz and discuss how this information plays a role in their lives and as educators. If an educator has a fixed mindset, this person may unintentionally react differently to situations than a person with a growth mindset. By examining the results and understanding what they mean, participants can be more cognizant of how they bring their own mindset to the classroom setting. If necessary, they can start to focus on specific behaviors and make changes where needed as a result of this information. Participants will discover the important connection between how the brain works and a growth mindset, which is information that must be shared with students in order for them to fully grasp how to change a mindset successfully. Participants will be able to determine ways to introduce these necessary insights with their own students using the resources provided, and if time allows, they will be able to do so during the course. Critical thinking is a process that focuses on the application of a number of skills. Participants will develop and implement a lesson that allows students to develop their cognitive abilities with an understanding that these types of lessons should be an ongoing learning process for their students. Participants will be able to use this week's resources to support them as they develop future instruction based on whether or not their students reacted to the higher level thinking skills with a fixed or growth mindset because they will know what kinds of modifications to implement by applying what they have learned from this course.

Learner Outcomes:

- evaluate personal mindset by completing a quiz to determine the role this has in life and teaching practices
- explain the importance of understanding how the brain functions and its impact on mindset
- design and implement a lesson plan that highlights critical thinking skills to encourage development of a growth mindset
- assess the use of critical thinking in the lesson and its effectiveness in promoting a growth mindset
- identify new learning as a result of course resources and viewing Carol Dweck's video
- explain how to apply this information to instruction and assessment

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

Academic Assignment Post One~ Use the mindset quiz link to determine your own personal mindset. What does this information tell you about yourself? How does your type of mindset play a role in your personal teaching practices? What changes are you interested in making as a result of this knowledge?

Academic Assignment Post Two~ After reviewing the resources about the brain, what have you learned about the connection between how the brain functions and a growth mindset? How can use this information when you plan instruction and assessment? Share an activity that is designed to teach your students about the connection between the brain and growth mindset. (If you would like to do so, feel free to use the article on growing your brain in your activity to introduce students to this information and develop 3-4 questions that you can ask your students to determine their level of understanding of this text and its content.)

Academic Assignment Post Three~ Develop and share a lesson that integrates critical thinking skills. Reflect on the CCLS and this week's information about the connection between critical thinking and growth mindset as you create activities for your students. Critique your own lesson and answer these questions that follow. How does this lesson promote higher level thinking skills in your content area? How will you support students with the task(s)? How will you offer additional challenges for those students ready to move on? In what ways does your lesson address a growth mindset?

Academic Assignment Post Four~ Share new information that you have learned from course materials and Carol Dweck's video that highlight key points necessary to understand growth mindset and explain how this knowledge will be applied to current and future development of instruction and assessment.



Week III

Topic(s):

- create and implement a lesson that includes differentiated strategies that encourage a growth mindset
- identify successful forms of feedback and recognize the difference among praise, motivation, and failure

- assess personal responses to students from week one and explain the impact of this week's learning
- relate how cultivating a growth mindset culture can result in changing mindsets
- develop and assess an embedded reading activity to promote critical thinking skills
- review Carol Dweck's reminders about the purpose of a growth mindset to avoid misuse

Objectives:

This week highlights how choices that an educator makes can have a direct impact on a student's mindset. After participants reflect on how they typically respond to students and the suggested ways to do so in fostering a growth mindset, there will be a clear distinction on modifications to make in the future or to continue to interact as initially described. Through the development of an embedded reading activity, participants will have the opportunity to utilize a strategy that supports higher level thinking skills. The assignments for this week will enhance participants' abilities to improve a student's mindset.

Impact on Classroom Instruction:

Participants will examine resources that link the philosophy of differentiation with a growth mindset in order to develop and implement their own lesson plan that integrates these valuable strategies. Through this opportunity, participants will evaluate their lesson plan and whether or not their use of differentiation is effectively endorsing a growth mindset; they can then make appropriate changes to current and future instruction. This week also addresses the importance of using praise appropriately with students to support a growth mindset. When participants can reflect on their week one post four academic assignment they can evaluate their own methods of responding to students and share modifications that they would like to implement as well as strengths that they have based on their understanding of this week's resources. Participants will immediately know whether or not they need to modify how they interact with their students to effectively motivate them using a growth mindset. Once students have knowledge about a growth mindset and how the brain works, they will also be able to modify their own behaviors in life and academics; that is a powerful learning experience. Participants will be able to reassess if their students are engaged in their learning in a growth mindset culture and again, make appropriate changes where needed. This week will also allow participants to understand Dweck's real intent with a growth mindset to ensure that they implement the idea appropriately and successfully and do not misuse praise.

Learner Outcomes:

- create and implement a lesson with differentiated strategies to encourage a growth mindset
- identify successful forms of feedback and the differences among praise, motivation, and failure
- assess personal responses to students from week one and the impact of this week's learning
- relate how cultivating a growth mindset culture can result in changing mindsets
- develop and assess an embedded reading activity to promote critical thinking skills
- view Carol Dweck's reminders about the purpose of growth mindset to avoid misusing this idea

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

Academic Assignment Post One~ Design and share a lesson that incorporates differentiated strategies that exemplify the promotion of a growth mindset. Evaluate your lesson based on what you have learned and justify the choices you have made in your planning.

Academic Assignment Post Two~ What have you learned about praise, motivation, and failure? Return to your week one academic assignment post four and the additional ways you have responded to your students throughout the course. What has changed about the way you communicate with students? Reflect on your new understanding of growth mindset and use the following links to assess your responses.

<http://www.mindsetworks.com/websitemedia/resources/growth-mindset-framing-tool.pdf> and <http://www.mindsetworks.com/websitemedia/resources/growth-mindset-feedback-tool.pdf> Explain what you are going to continue to do in the future and what you would like to change about your interactions with your students based on the framing and feedback charts. Identify specific language from the charts that you would like to use when responding more effectively to support your students.

Academic Assignment Post Three~ Review the power point slides and links on embedded reading, a strategy that can promote growth mindset, and develop a reading activity that includes this strategy. After sharing this activity, answer the following questions: How can this activity promote a student's feeling of success? How can you use this activity to demonstrate for students a growth mindset and motivate students to recognize that they are capable of changing their mindsets? What do you want to consider when planning instruction to encourage this change?

Academic Assignment Post Four~ Review the resources about Dweck's intent with sharing her idea about a growth mindset. Reflect on changes that you have made over the last few weeks in your own classroom and the growth mindset tool. Based on the video and the resources you have read, are you guilty of misusing this idea? If yes, identify changes that you can make to demonstrate understanding of the resources. If no, how are you ensuring that you avoid these misconceptions?



Week IV

Topic(s):

- Strategies that encourage a growth mindset
- Sharing and evaluation of lesson plans
- Growth mindset's success with ALL students
- Reflection and evaluation

Objectives:

The purpose of this week is to design lesson plans that incorporate the concepts learned throughout this course. Through collegial sharing and feedback, the discussions, course resources and assignments, participants will have a thorough understanding of how to impact a student's mindset and inspire students to proactively consider the result on their own personal success.

Impact on Classroom Instruction:

This week participants will complete two culminating lesson plans that will allow them to incorporate what they have learned from this course to demonstrate how they can apply what they have learned. Additionally, through evaluation of the course and self-reflection, participants can clearly share specific ways that they can use their knowledge from this course with current and future instruction to consistently develop best practices.

Learner Outcomes:

- identify specific strategies that foster a growth mindset
- implement two of these strategies in two different lesson plans
- explain how growth mindset successfully supports all learners (on-grade level learners, special education students, ENL, and advanced learners)
- evaluate of personal understanding of course content to determine how to improve instruction

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

Academic Assignment Posts One and Two~ Identify and explain any strategy from this week's resources on encouraging or teaching growth mindset or share one that you researched on your own and include the link and/or name of the resource. Create two different lesson plans using the included links as examples that highlight these strategies. How does each lesson plan reflect high quality instruction that promotes a growth mindset? How does each lesson plan demonstrate what you have learned from this course?

Academic Assignment Post Three~ Student diversity is changing every year. How is a growth mindset suitable for all of your students? Explain how this content knowledge can benefit your students based on the growth mindset resources and materials.

Academic Assignment Post Four~ Please reflect on what you have learned from this course. Identify two specific ways that you can respond to students who are putting forth effort, but need additional support and two specific ways that you can respond to students who aren't putting forth any effort because they doubt their abilities? Based on your understanding and knowledge about this topic and your students, explain the importance of knowing how to appropriately respond to effectively promote a growth mindset. What two specific strategies from this course would you like to use in the future when setting instructional outcomes to motivate students and help them recognize that they are capable of changing their mindsets? Why is it necessary to have a thorough understanding of each of your students in order to effectively design coherent instruction that promotes growth mindset?

Graduate Assignments:

Assignment One:

Please write a reflection on your initial understanding of mindset. Explain whether or not you have the same perspective or a different one at the end of week one (or this course). Please also address the following questions in your response: Do you agree or disagree that an educator and the classroom environment can impact a student's mindset? Do you believe that you are currently supporting a growth or fixed mindset in the way that you respond and provide students feedback? Does your classroom environment foster a growth or fixed mindset? Based on what you have learned, what leads you to these conclusions?

Assignment Two:

Critical thinking can further develop a growth mindset. Conduct your own research and identify and explain a strategy that is designed to help students improve their critical thinking skills. Explain how you can use this strategy specifically in your own content area. How does this particular strategy enhance higher level skills while still allowing you to address content?

Assignment Three: Please choose one of the following assignments to complete:

Choice One

This course highlights a number of different topics to support a growth mindset: a classroom motto, the brain and growth mindset, critical thinking skills and strategies, appropriate ways to respond to students based on their choices and behaviors, differentiated instruction to encourage a growth mindset, the language of praise, motivation, and failure, embedded reading, Carol Dweck's intent for connecting

growth mindset to education, and the use of growth mindset for all student populations. Select any one of these topics and research it further. Write a research paper (2-3 pages in length) that explains this topic in depth and the connection and/or impact it has on growth mindset. You are allowed to use any of the resources from our course home page in addition to new ones that you find. Please remember to correctly cite your sources.

Choice Two

Please select any unit that you teach during the year and develop your own three lesson plans that include any of the topics, strategies, or suggestions from our course to help students develop and utilize a growth mindset. Please include a brief overview of the unit, when it is taught during the year, and the reason(s) you selected this unit for this assignment. For each lesson plan, include the grade level, the content area, the length of time for the lesson, the objective(s), the standards, the activity(ies), and the assessment(s). After each lesson, please explain how it connects to growth mindset.