



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Changing Minds: 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. It is apparent that we want our students to develop and maintain a growth mindset; however, it is also necessary that we foster an awareness within them that allows them to respectfully question social injustices and determine ways to promote change. 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, differentiation and critical consciousness and cultural responsiveness, 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 life 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. Before students can adopt a mindset that is critically conscious, it is useful for them to possess a growth mindset in order to be able to do so. Through understanding course content, self-reflection, and the opportunity to develop lesson plans that promote critical thinking skills, 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.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content,

skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

<p>Objectives</p>	<p>Participants will be able to</p> <ul style="list-style-type: none"> • 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) • explain how teaching students to question social injustices and use their awareness in these situations to prompt change can strengthen a growth mindset • observe and share five different ways that they respond and provide feedback to students create a digital class motto to motivate and encourage students
<p>Topics</p>	<ul style="list-style-type: none"> • Personal introductions and reasons for taking this course • What is a mindset? • Fixed mindset and growth mindset • Using growth mindset as a stepping stone to promote the development of a critically conscious mindset as well • 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.
<p>Application to Instruction & Student Learning</p>	<p>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, and think about the world around them in response to social injustices, promoting change, and tolerance and acceptance of others regardless of culture, language, gender, disabilities, or race. 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. Participants will also begin to recognize the connection between an individual who possesses a growth mindset and how that can encourage them to increase awareness for the mistreatment and misrepresentation of others around them. 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. This week provides the foundation for learning about growth mindset, particularly in the area of feedback, for the rest of this course.</p>

Session II

<p>Objectives</p>	<p>Participants will be able to</p> <ul style="list-style-type: none"> • 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 • develop and implement a lesson plan that highlights critical thinking skills and opportunities to question social injustices through effective questioning and a language of critique to encourage development of a growth mindset • assess the use of critical thinking in the lesson and its effectiveness in promoting a growth mindset and a mindset that supports becoming critically conscious, a recognition of injustices, and using this information as a way to identify necessary changes • identify new learning as a result of course resources and viewing Carol Dweck’s video (MIDTERM) <p>explain how to apply this information to instruction and assessment (MIDTERM)</p>
<p>Topics</p>	<ul style="list-style-type: none"> • Personal mindset quiz • The power of the brain • Critical thinking and growth mindset and cultural awareness and acceptance • Demonstration of course content at this time (MIDTERM)
<p>Application to Instruction & Student Learning</p>	<p>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 and as a result, this same individual may also impress upon students his/her personal beliefs or perspectives rather than creating a learning environment that questions and supports multi-cultural diversity. When educators invest the time and effort to reflect on their own mindsets and beliefs, it is logical that they will be more likely to demonstrate and share understandings and ideals that lack bias, a trait that all students should possess. 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 can use this type of lesson as an opportunity to present students with multiple formats of teaching and students will be able to question a variety of resources in the classroom, which prompts them to do so in the world around them. 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.</p>

Session III

<p>Objectives</p>	<p>Participants will be able to</p>
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	<ul style="list-style-type: none"> • create and implement a lesson that includes differentiated strategies that encourage a growth mindset and a mindset that questions oppression and social injustices and identifies opportunities for change • 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 and how that can encourage students to respectfully interact and response as well as stand up for others regardless of their cultures, genders, races, social class, or religions • review Carol Dweck's reminders about the real use of a growth mindset and to avoid misuse of this idea • provide effective feedback in an online classroom • use digital resources to promote and support a growth mindset
Topics	<ul style="list-style-type: none"> • Benefits of differentiated instruction and a growth mindset • Praise, motivation, and failure • Personal reflection about use of feedback and responses to students • Growth mindset culture and resulting changes in mindset • The connection between a growth mindset and a mindset to question and accept others • Carol Dweck's reminders about correct application of a growth mindset
Application to Instruction & Student Learning	<p>Participants will examine resources that link the philosophy of differentiation and specific teaching strategies to promote cultural awareness 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 and a mindset that questions injustices, but supports all individuals; they can then make appropriate changes to current and future instruction. Participants can also practice ways to use multiple learning formats and teach students to use a language of critique in these materials so that they can continue to use these instructional approaches in the future. 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 through questioning using a language of critique and identify critically important ways to create opportunities for change; 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 Dweck's real intent with a growth mindset to ensure that they implement the idea appropriately and successfully and do not misuse praise.</p>

Session IV

Objectives	<p>Participants will be able to</p> <ul style="list-style-type: none"> • identify specific strategies that foster a growth mindset • implement two of these strategies in two different lesson plans (FINAL) • explain how growth mindset successfully supports all learners (special education students, ENL, struggling learners, on-grade learners, and advanced learners) and cultural diversity
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	<ul style="list-style-type: none"> • evaluation of personal understanding of course content to determine how to improve instruction • select books that can be used to promote growth mindset for online learning
Topics	<ul style="list-style-type: none"> • Sharing and evaluation of lesson plans • Strategies that encourage a growth mindset • Growth mindset's success with ALL students to promote acceptance and tolerance • Reflection and evaluation
Application to Instruction & Student Learning	<p>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.</p>