



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: Habits of Mind: Elements of Student Success

Course Description: In this course participants will delve into learning and discussing characteristics of what makes students successful in the classroom and beyond. In connection to CCLS, participants will know how to create successful students by teaching, utilizing and modeling the Habits of Mind, which encourages students to be the leaders of their own success in the classroom and beyond. Participants will learn how to integrate the 16 Habits of Mind into their specific curriculum in order to foster an environment of self-driven, inspired and confident learners. Participants will learn how to encourage their learners to be reflective of their own practices and how to be active participants in a brave learning community. It will be encouraged to use these Habits in some form on a daily basis for both the educators and the students – and how it helps them to make personal connections both academically and socially/emotionally. Further, it is also encouraged to be utilized in alternative or small group settings like counseling, social work, etc.

Participants will promote the understanding and application of the 16 elements both within the classroom and on an everyday basis to gain success. This course will provide students with skills to work through real-life situations that equip them to respond using awareness, thought, and intentional strategy in order to gain a positive outcome. Participants will encourage students to consider perspectives from their own experiences in regards to cultural expectation, social location and more. Participants will know how to assess their students utilizing the Habits of Mind through observing, checklists, assignments, etc. (Midterm project). Additionally, students will know how to access themselves and their own utilization of the Habits of Mind. Participants will create a lesson plans (final project) within their content area incorporating the Habits of Mind and diverse resources to engage all learners and tap into various cultural expectations of how these Habits can be viewed from the perspective of black, Latino and other non-dominant social groups.

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>	<ul style="list-style-type: none"> • Students will provide classmates with a personal introduction including their current teaching experience, grade and content level and educational setting. Participants will share ideas on what makes students successful learners. • Students will formulate and react to various definitions of student success within the classroom • Students will investigate how to use the first four elements in the classroom settings and its impact on student success • Students will include implementation of understanding of the elements through various online platforms for distance/remote learning. • Students will learn how to incorporate one or more of the elements into a classroom lesson /activity through resources – along with modifications for distance learning and cultural expectations. and examples provided via the course webpage
<p>Topics</p>	<ul style="list-style-type: none"> • Personal Introductions • Introduction to Habits of Mind • Elements 1 - Persisting • Element 2 – Managing Impulsivity • Element 3 – Listening with understanding and empathy

	<ul style="list-style-type: none"> • Element 4 – Thinking flexibly
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Participants will define student success and what skills are necessary for students to obtain optimal achievement • Participants will implement Habits of Mind elements within the classroom and making considerations for a diverse learning community in regards to students of color and other non-social dominant groups • Participants will design and share lesson plans using the elements that can be used in instructional practice that also align with CCLS requirements • Participants will understand how to align the Habits of Mind with their specific content area • Participants will utilize online programs to guide students in understanding of the elements through distance/remote learning • Participants will create a word splash to introduce Habits of Mind terminology • Participants will know how to teach students how to deal with difficult situations • Participants will teach students to be aware and model the Habits of Mind • Inclusion of resource materials and references to assigned readings in weekly discussions

Session II

Objectives	<ul style="list-style-type: none"> • Participants will discuss and react to elements 5- 8 • Element 5 – Thinking about thinking (metacognition) • Element 6 – Striving for accuracy • Element 7 – Questioning and posing problems • Element 8 – Applying past knowledge to new situations • Participants will investigate how to create a functional classroom setting using these elements and share reflections • Participants will brainstorm implementation for distance/remote learning and how online resources could provide additional understanding • Participants will explore characteristics of successful implementation and the student outcome results. What is the evidence of student understanding and utilization • Participants will encourage students to formulate and pose questions that reflect upon common social injustices – such as race, gender and social location bias and inequity.
Topics	<ul style="list-style-type: none"> • Habits of Mind in the Curriculum • Reflections of successful implementation and student outcomes • Sharing powerful questions as a form of implemented the Habits of Mind and formative assessment
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Participants will have an increased awareness of positive thinking in the classroom - explore impact on student success and outcomes • Participants will know how to pose questions to students within the classroom to formulate higher order thinking skills as aligned to the CCLS, culturally diverse learning communities, and social injustices in everyday life. • Participants will encourage students to develop and pose questions that speak out against common , underlying social injustices • Participants will use online tools to help further understanding through distance/remote learning • Participants will have students being able to apply past knowledge to new situations both academically and socially • Participants will connect written text to the Habits of Mind

	<ul style="list-style-type: none"> • Participants will guide students into making personal connections to the Habits and how it affects their life both in and out of the classroom • Participants will align questions posed to students with the Habits of Mind • Participants will know how to integrate the Habits of Mind into daily lessons that make considerations for the viewpoint of inequality from the viewpoint of black, Latino and other non-dominant social groups • Participants will know how to check for student understanding of element of success
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Session III

Objectives	<ul style="list-style-type: none"> • Participants will investigate elements 9-12 of student success • Element 9 – Thinking and communicating with clarity and precision • Element 10 – Gathering data through all senses • Element 11 – Creating, imaging, innovating • Element 12 – Responding with wonderment and awe • Participants will share, discuss and reflect upon observations of classroom implementation of the elements • Participants will share strategies of modeling these behaviors within the classroom and student reaction • Participants will align communication elements with a language of critique as it applies to the theory of critical consciousness • Participants will brainstorm idea for students to demonstrate and even model these habits during distance/remote learning. • Participants will design a checklist for student understanding and use of Habits of Mind in the classroom • Participants will create a lesson plan / or small group activity including one or more of the elements with considerations for a diverse learning community. • Participants will have students self-assess of Habits of Mind understanding and conduct self-reflection for improvements and how to understand various perspectives
Topics	<ul style="list-style-type: none"> • Implementing the Habits of Mind into lesson plans, classroom environment and school building environment. • Checking for student understanding and use of the Habits of Mind. • Having student self-assess for utilization of Habits of Mind • Midterm project
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Participants will have an increased awareness of teaching students to utilize all senses when gathering information and thinking clearly. • Participants will hold students to higher expectations for higher order thinking as it connects to CCLS and responses • Participants will understand the importance of modeling these behaviors within the classroom in order for students to learn and use these elements on their own. • Participants will engage students in a language of critique in class discussions for example as it connects to the Habits of Mind. • Participants will include specific behavioral models during distance/remote learning • Participants will know how to check and use formative assessments for student understanding and utilization • Participants will know how to create assessments to gage student understanding of topics • Participants will teach students to self-assess and reflect for the understanding and utilization of Habits of Mind • Participants will teach students how to implement Habits of Mind outside of the classroom

Session IV

<p>Objectives</p>	<ul style="list-style-type: none"> • Participants will discuss elements 13-16 and use within the classroom • Element 13 – Taking responsible risks • Element 14 – Finding Humor • Element 15 – Thinking interdependently • Element 16 – Remaining open to continuous learning • Participants will explore reactions to successful implementation of the elements aligned with the Common Core Standards • Participants will encourage students to think interdependently by having students share various perspectives of using Habits0 and personal experiences. • Participants will share ideas on how to model behaviors within all educational settings • Participants will brainstorm ideas on how behaviors can be modeled and used within the distance/remote learning concept • Participants will share formative and summative assessments of the Habits of Mind • Participants will submit a lesson plan/small group activity using at least 3 of the elements from different weeks, criteria of the lesson plan along with examples will be provided to students in the discussion board and on course webpage. Participants will share reflections of implementation specifically student outcome. Participants will post peer comment on give specific feedback, suggestions, ideas.
<p>Topics</p>	<ul style="list-style-type: none"> • Structuring, Developing, and Assessing Habits of Mind activities. • Integrating Habits of Mind with the Common Core Standards
<p>Application to Instruction & Student Learning</p>	<ul style="list-style-type: none"> • Participants will realize the importance of finding and using humor in classroom instruction and student interaction • Participants will have higher expectations of students taking risks within the classroom, thinking interdependently, and remaining open to continuous learning. • Participants will encourage effective interdependence through allowing several opportunities for students to share multiple perspectives and their own ideas • Participants will use a variety of these elements on a daily basis will improve student success • Participants will know how to assessing the Habits of Mind within the classroom • Participants will know how to teach students to self-assess their own use of Habits of Mind • Participants will learn how the Habits of Mind connect to the CCLS requirements of reading and comprehension • Participants will guide students into making connections from the Habits of Mind to the mindset of cultural responsiveness and consider how the look different for others • Participants will model behaviors for students which is imperative upon student utilization of these elements and on success <p>Create a series of lesson plans to integrate the Habits of Mind along with curriculum and including both summative and formative assessments and student reflection.</p>