



LILIE, LLC Course Information

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**More detailed course curriculum can be provided upon request*

Title of Course: Habits of Mind: Elements of Students Success

Course Description: The Habits of Mind course will allow teachers of all content areas, grade levels, and experience to examine the educational philosophy behind habits of mind that have been linked to the optimal success of students. Participants will look at all sixteen successful student behaviors in detail and determine how to promote these behaviors in their classroom practice.

Overall Course Objective and Expectation(s):

- To define student success within the classroom and its characteristics
- To explore the 16 Habits of Mind in detail and how they can promote student success
- To successfully implement these elements into your everyday classroom practice
- To promote the understanding and application of the 16 elements both within the classroom and on an everyday basis to gain success
- To 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

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

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 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 arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

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 reflection 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

Week 1

Topic(s):

- Personal Introductions
- Discuss student success in the classroom
- Definitions
- Explore elements 1-4
 - Element 1 – Persisting
 - Element 2 – Managing impulsivity
 - Element 3 – Listening with understanding and empathy
 - Element 4 – Thinking flexibly

Objectives:

- Students will provide classmates with a personal introduction
- 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 brainstorm how to incorporate one or more of the elements into a classroom lesson

Impact on Classroom Instruction:

- Better understanding of what defines student success
- Implementation of Habits of Mind elements within the classroom
- Design and share lesson plans using the elements that can be used in instructional practice

Learner Outcomes:

- Students will create definitions of student success and share with class for discussion
- Students will create a lesson plans utilizing one of the four elements



Week II

Topic(s):

- 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 situation
- Utilizing these elements successfully within the classroom
- Personal utilization and observations

Objectives:

- Students will discuss and react to elements 5- 8
- Students will investigate how to create a functional classroom setting using these elements
- Students will explore characteristics of successful implementation

Impact on Classroom Instruction:

- Increase awareness of positive thinking in the classroom
- Improved ability of posing questions to students within the classroom
- Having students being able to apply past knowledge to new situations both academically and socially

Learner Outcomes:

- Personal reactions and observations to elements 5-8
- Students will create a lesson plan including one of the elements.



Topic(s):

- Explore 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
- Discuss how to implement these elements in the classroom setting
- Specific ideas on how to model these behaviors for your students

Objectives:

- Students will investigate elements 9-12 of student success
- Students will discuss observations of classroom implementation of the elements
- Students will share strategies of modeling these behaviors within the classroom and student reaction
- Students will create a lesson plan including one or more of the elements.

Impact on Classroom Instruction:

- Increased awareness of teaching students to utilize all senses when gathering information and thinking clearly.
- Higher expectations for student thinking and response methods
- Realize the importance of modeling these behaviors within the classroom in order for students to learn an use these elements on their own.

Learner Outcomes:

- Personal reactions and observations of elements 9-12
- Share and react to ideas of how to model behaviors in the classroom
- Realize the impact of these elements on student success



Topic(s):

- Explore elements 13-16
 - Element 13 – Taking responsible risks
 - Element 14 – Finding humor
 - Element 15 – Thinking interdependently
 - Element 16 – Remaining open to continuous learning
- Discuss and share ideas on how to implement strategies within the classroom
- Personal reactions of observation of elements are high importance to student success
- Wrap-up of all elements for student success

Objectives:

- Students will discuss elements 13-16 and use within the classroom
- Students will explore reactions to successful implementation of the elements
- Students will share ideas on how to model behaviors
- Students will submit a lesson plan using at least 3 of the elements from different weeks

Impact on Classroom Instruction:

- Realize the importance of finding and using humor in classroom instruction
- Higher expectations of students taking risks within the classroom, thinking interdependently, and remaining open to continuous learning.
- Using a variety of these elements on a daily basis will improve student success
- Modeling behaviors for students is imperative upon student utilization of these elements and on success.

Learner Outcomes:

- Students will generate ideas on how to model behaviors and share with class.
- Students will create and share a lesson plan using at least 3 different elements from this course
- Students are to create a list of the elements they think are the most important to student success and explain.
- Share personal reactions to course and the elements overall.