



LILIE, LLC Course Information

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**More detailed course curriculum 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. 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

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 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



Week II

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



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



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