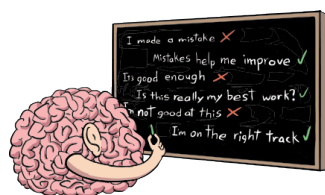


UP for Learning presents

M3 MINDSET, METACOGNITION & MOTIVATION 2018/19

MIDDLE SCHOOL INITIATIVE



The more students know about how they learn and the more they believe in their potential as learners, the more successful they will be! When students learn about growth mindsets and effective metacognitive strategies, they are empowered with critical skills to ensure their successful transition to a more student-centered learning model.

What is the opportunity?

The M3: Mindset, Metacognition and Motivation initiative supports youth as peer-to-peer messengers during advisories, sharing the latest research on:

- Mindsets: a critical examination of ingrained beliefs about ability, along with the role of self-expectations and others' expectations on academic performance and life in general,
- Metacognition: learning about how we learn, and means to build and self-monitor effective strategies, and
- Motivation: key variables that impact their level of learning engagement.

The team's goal is to create a culture shift in their school that supports student engagement and self-efficacy, builds intrinsic motivation, and fosters a growth mindset for both educators and students.

Why does it matter?

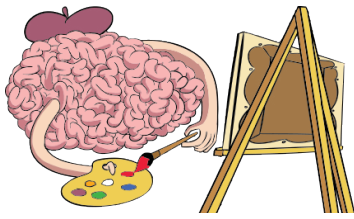
Increased responsibility in a personalized learning model requires that students gain fluency in the language of learning — mindset, metacognition and motivation (Dweck, 2006; Mitra, 2001; Hattie, 2012). This fluency will ensure that all students are able to fully optimize personalized learning plans and flexible pathways, and thrive in a proficiency-based model. It creates a bridge between learners and teachers, fostering shared responsibility for learning and increased student ownership. Understanding how we learn enables each and every individual to reach their greatest potential.

Research has shown that although all students benefit from mindset and metacognitive skill development, those students challenged by poverty are most positively impacted. M3 is a means to ensure equitable implementation of Vermont's ambitious educational agenda.

"As a school in search of resources to support our shift to a proficiency based system, M3 was a welcome compliment. The lessons provide students and teachers with useful and clear ways to build self-esteem, increase learning potential and reinforce understanding for why we are transforming instructional practices. Youth leaders as facilitators is a powerful way build student body interest and buy-in for the work."

—Phil Grant, principal, Peoples Academy

Every mistake you make
is progress.



**“My greatest learning
from M3 was that student
leadership is integral and
needed at the table.”**

—teacher participant



**“I was reminded of how
much power we have as
individuals to change our
own world and the world of
others... for the better.”**

—student participant



What are the initiative components?

The M3 initiative begins with establishing an M3 Team. The number of youth members is double the number of advisories they will be co-facilitating. These youth facilitator pairs will be partnering with the adult advisor in the advisory they teach to prepare and deliver M3 sessions. At least two lead adults support these youth facilitators as they:

1. Lead an hour-long faculty meeting to introduce the initiative
2. Collect an M3 pre- and post-survey from all advisory participants
3. Lead approximately 8 advisory sessions utilizing the M3 curriculum guide and powerpoints
4. Distribute faculty information sheets on creating a growth mindset culture over the course of the initiative
5. Lead a culminating faculty meeting to reflect on the work and continue to shape a culture of growth mindsets, metacognition, and motivation

Lead adult team members support youth facilitators throughout the process, helping to organize the faculty meetings, touching base between sessions to debrief the prior session and ensure preparation for the session ahead, and troubleshoot any challenging situations that may arise. These adults are also part of a concurrent professional learning community of educators from around the state involved in the same initiative. They will explore brain-based teaching strategies in greater depth and mobilize their colleagues to reinforce the M3 learning concepts, creating a shared language of learning.

Who participates?

Youth team members. Groups of up to 20 youth facilitators (serving 10 advisories) can be accommodated in this multi-school training. If the number of advisories exceeds 10, a school-based training and support alternative is possible.

Youth team members should share an interest in this content (e.g. as aspiring teachers, psychology majors, or reflective learners), have a desire to develop their teaching and facilitation skills, and be strong organizers. Students should come from 7th and 8th grades to facilitate in advisories for 5th through 8th grades. (Note: High school students may also be trained as facilitators for the middle school and would attend the middle school trainings to become familiar with this curriculum.) Ideally this group is diverse and representative of the student body at large.

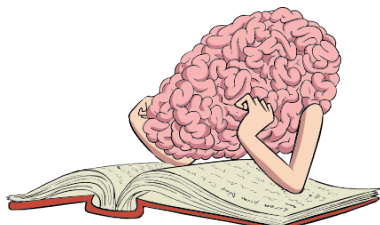
Lead adults. Lead adult partners enrolled in the M3: Mindset, Metacognition and Motivation course (see “What are the components of the graduate course?”) must be ready to support youth in this demanding task on a weekly basis subsequent to the initial trainings. They will help with all organizational aspects of the work, provide guidance and support to youth facilitators, and be peer leaders in establishing a common language of learning.

Advisory faculty. Adult advisors in the advisories being served will review the M3 curriculum and relate it to their instructional practices. They will then join the M3 youth facilitators and lead adults to participate in a two-hour co-planning session to review roles and responsibilities and design the roll-out of the initial sessions. They commit to meeting with the youth facilitator pair



“The learning experience for the M3 team over the past several months has been tremendously empowering — both for students and their peers as well. Student leaders will walk away from M3 with focused skills in leadership, teaching, and making connections with multiple modes of learning.”

—BFA Fairfax blog



prior to each advisory session, debrief each session, and develop and reinforce M3 concepts in their practices. One graduate credit through Southern New Hampshire University or professional development hours toward recertification is available to honor this commitment.

UP for Learning will provide:

- Two days of training for the M3 lead adults and youth facilitators to provide core knowledge and skills in order to lead a faculty meeting and implement the sessions.
- A partial day of training for the M3 lead adults, youth facilitators, and adult advisors in the advisories being served to review, reflect, and plan.
- An M3 Advisory Curriculum Guide, including a written overview of each session, a PowerPoint to accompany each session, and access to all of the materials referenced in the curriculum.
- On- and off-site coaching throughout the initiative.

What is the team’s commitment?

- Attend the two-day initial training sessions in central Vermont.
- Host two partial-day trainings in preparation to begin the sessions and to review, reflect, and plan.
- Meet on a weekly basis at school to plan and implement all aspects of this initiative, including regular check-ins with the facilitation teams to ensure their confidence and competence.
- Plan and facilitate two faculty meetings.
- Assist the advisory faculty in reviewing the curriculum and understanding their roles and responsibilities during the youth facilitated sessions.
- Implement and analyze a pre- and post-Mindsets and Metacognitive Skill Sets survey to analyze the impact of the sessions and identify future areas of focus for the faculty.
- Implement advisory sessions, of at least 30 minutes in duration, finishing the curriculum by February vacation.
- Offer youth facilitators credit and/or evidence of proficiency in transferable skills toward graduation. Learning targets linked to transferable skills are available.
- Organize a closing session for youth facilitators to reflect on the experience and plan steps moving forward.
- Communicate regularly with UP faculty and provide written documentation as requested.

What are the components of the graduate course?

Lead adults enroll in a three-credit graduate course from Southern New Hampshire University or receive professional development hours toward recertification. This professional learning community experience includes attending:

- A 4-hour dinner meeting prior to the first training day to review the initiative.
- A full day conference with a brain-based learning expert



"I am excited most about the potential this work has to transformatively change the culture at our school ... this work helps change our collective mindset. Assignments and activities become opportunities not obligations. Challenges become embraced not avoided. And mistakes become celebrated as steps to growth not signs of failure. Achieving this would do more to help our students realize their full potential than any lesson or lecture could ever do."

-teacher participant



Unleashing the Power of Partnership for Learning

- A 4-hour dinner meeting following the close of the advisory work to reflect and celebrate.
- A closing session to reflect and celebrate.

We will also sustain a threaded discussion throughout the year by means of Google classroom, reflecting on relevant readings and sharing field-based experiences. See course syllabus for more details.

Meeting date summary:

Fall 2018

- M3 Graduate Class kick-off, September 6, 2018
- Initial trainings, October 3 and 4, 2018
- Two site-based partial-day trainings (dates TBD by each site)

Winter 2018/19

- Full day conference with Bill Rich, December 13, 2018 (adults)
- Mid-year dinner meeting (adults)

Spring 2019

- Final M3 Graduate Class session when all teams have finished their facilitation series (date to be identified later) (adults)
- Power2 Conference in May to present the team's efforts (optional)

Who are the course leaders?

Youth and adult alumni will co-create and help facilitate training opportunities, in partnership with:

Bruce G. Perlow, M.Ed., is Associate Director of Unleashing the Power of Partnership for Learning (UP for Learning) and a social studies teacher. He has helped to develop and implement UP for Learning curriculum and works with schools throughout the state to realize the potential of partnership in school redesign efforts. Prior to his work with UP for Learning, he was a classroom teacher for 12 years.

Helen Beattie, Ed.D, is Executive Director of Vermont's Unleashing the Power of Partnership for Learning (UP for Learning), which has received national recognition for innovative means to incorporate youth as partners in school redesign efforts. Helen is trained as a school psychologist.

Cost

A participating school's cost of involvement in this initiative is \$1,500.

All lead adult partners (minimum of 2 per school) will be enrolled in either the graduate course or the Professional Development hours option. Advisory faculty have the option to pursue one graduate credit or Professional Development hours.

This initiative is co-sponsored by the Vermont Department of Health and participating schools are eligible for School Based Substance Abuse Services (SBSAS) grant funding consideration.

For more information, contact Bruce G. Perlow at bruce@upforlearning.org