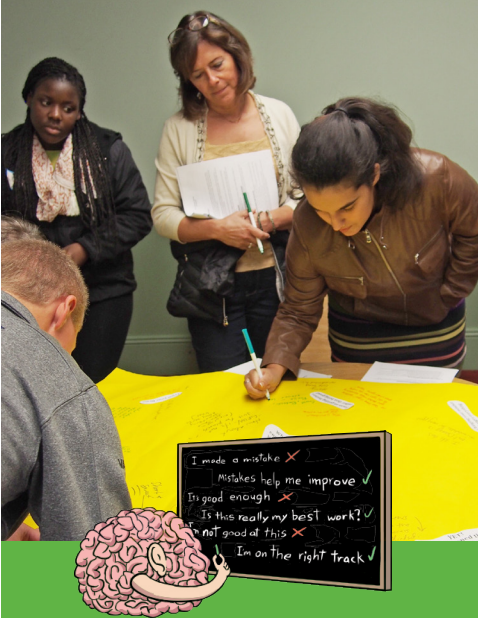


Two Rivers Supervisory Union

M3 MINDSET, METACOGNITION & MOTIVATION



Increased responsibility requires that students gain fluency in the language of learning — mindset, metacognition and motivation (Dweck, 2006; Mitra, 2001; Hattie, 2009 & 2012). This fluency will ensure that all students are able to fully optimize these new educational opportunities. 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.

What is the opportunity?

Vermont has recently passed some of the most progressive education legislation in the country, calling for personalized and proficiency-based learning. This will require students to assume increased responsibility for their education, sitting side-by-side with teachers as they design their own pathways to graduation.

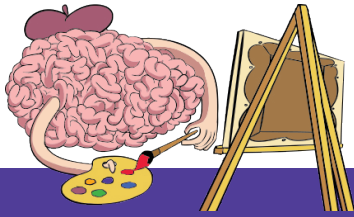
To best prepare our schools for this change, a youth adult team from Two Rivers schools will explore, pilot and assess means for each school community, and the supervisory union as a whole, to:

- challenge teachers to have high expectations for ALL students,
- challenge students to believe in themselves,
- create an understanding of metacognition and how to apply this knowledge to learning situations, and
- link the 4 Rs (rigor, relevance, relationships and shared responsibility) of motivation to the personalization of learning, creating a common benchmark for Personalized Learning Plan choices.

This initiative is an extension of UP for Learning's M3: Mindset, Metacognition and Motivation program development (M3), now in its fourth year. M3 invites youth and adults to work together as partners to become messengers to their school communities of the latest research about the relationship between learning and the brain, the role of self-expectations and others' expectations on academic performance, and a critical examination of both youth and adults' ingrained beliefs about ability (mindsets). Changing beliefs and assumptions about these topics are key to improving student engagement within school and establishing a readiness to fully implement and optimize personalized learning plans and the shift to proficiency-based learning.

The goal is to establish a K-12 model for developing a schoolwide "language of learning" and foster a vital and empowered learning community across the grades, in both school-day and out-of-school time contexts.

Every mistake you make
is progress.



**"My greatest learning
from [this initiative] was
that student leadership is
integral and needed at the
table."**

—teacher participant



Who is involved?

Green Mountain Union, Black River, Mount Holly and the after school program will be taking a lead this coming year, with an invitation to the remaining elementary schools the following year. This effort dovetails with the Two Rivers Supervisory Union's current personalized learning plan and proficiency-based learning implementation and is consistent with the Responsive Classroom model in our elementary schools. The lead team will comprise 3–5 adults and 5–7 youth who will work in partnership. Adults earn graduate credit or professional development hours, and high school students receive independent study or dual enrollment credit. Note: This course is an identified option within the district's master's and CAGS program with Southern New Hampshire University.

What is the team's commitment?

Together the team will craft, implement and assess a systematic means to increase growth mindsets, knowledge and application of metacognition, and elevate motivation in their schools. In this project-based learning model, multi-school class time provides the scaffolding and planning time for the teams to then return to their schools and implement initiative components. These initiatives will include reaching out to student, teacher and parent/community stakeholder groups over the course of the year.

This multi-generational core team will operate as their own professional learning community, supporting, advising and tuning each other's thinking and work throughout the process.

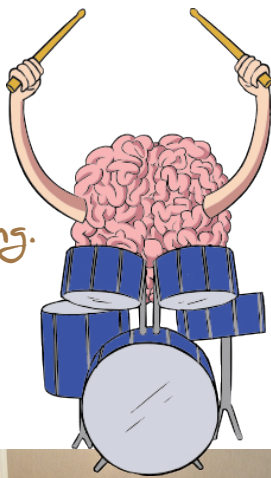
The team will meet regularly to:

- Learn the basic theory of Mindset, Metacognition, and Motivation and build their own capacity to communicate this work.
- Design a M3 TRSU survey to serve as baseline data and inform strategy development.
- Design specific action plans for their schools and communities to share and help others learn about M3 and the power of expectations and brain research.
- Develop new materials & expand resources to cover K-6.
- Develop facilitation skills.
- Implement and assess strategies.
- Explore the integration of the 4 Rs (Rigor, Relevance, Relationships and shared Responsibility) as a "lens" for PLPs.
- Present their work at a statewide conference.

Meeting dates are as follows:

- August 22 & 23 kick-off: 9:00 am–5:00 pm
- September 28: 4:00–7:00 pm
- In-service days (12:15–3:15 pm): October 21, January 17, March 24
- Dates to be decided: one Tuesday afternoon session (12:15–3:15 pm) in November, February & April
- Late May conference to present the team's efforts (Power² Conference)

Changing
your
mindset
changes
everything.



"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 specific responsibilities of team members?

Students have an option of enrolling in a dual enrollment course to structure and honor their commitment to this work. Alternatively, students can create an independent study and earn proficiency-based high school credit for their work. Whatever the source of credit, youth team members are responsible for completion of all course requirements.

Adults can choose to enroll in a three-credit graduate course from Southern New Hampshire University or receive professional development hours toward recertification. With either choice, adult team members will be responsible for completion of all course requirements.

We will utilize a proficiency-based course format. Proficiencies (based on transferable skills) and performance indicators (relating to the M3 school-based initiatives) and specific learning targets will be co-constructed by the instructors and course participants over the fall.

A commitment to attend all multi-school gatherings, engage in school-based work that will require weekly meetings, and participate in web-based assignments is essential to this endeavor.

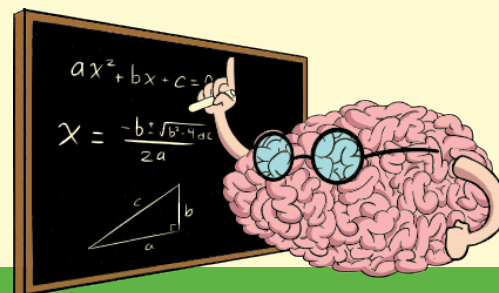
Who is providing these capacity-building opportunities?

Helen Beattie, Ed.D, is director of Vermont's Unleashing the Power of Partnership for Learning (UP for Learning), previously known as YATST (Youth and Adults Transforming Schools Together), which has received national recognition for innovative means to incorporate youth as partners in school redesign efforts.

Bruce G. Perlow is an educational consultant, UP for Learning Leadership Team member, and YATST school coach. He has helped to develop and implement UP for Learning curriculum and works with schools throughout the state. Bruce helps schools 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. Bruce says, "It is an honor and pleasure to do this work."

Cost

The only cost to participate in this initiative is the graduate course tuition or the professional development fee for adult team members. The \$100 dual enrollment fee for students will be offset from alternate funding sources.



For more information, contact:

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