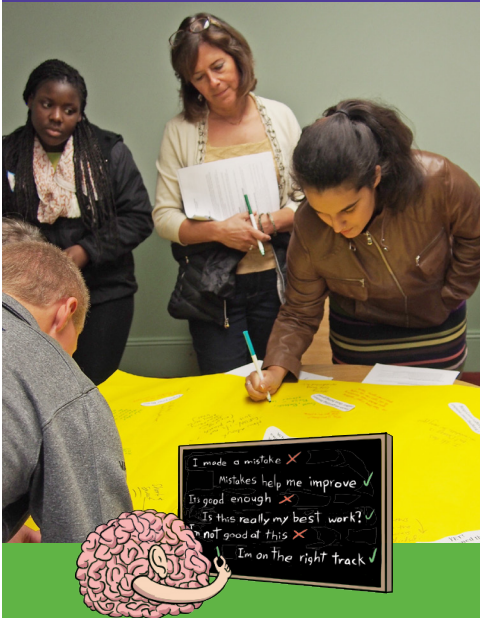


Two Rivers Supervisory Union

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?

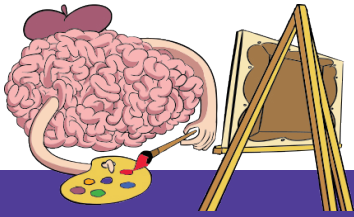
The M3: Mindset, Metacognition and Motivation program (M3) is an UP for Learning initiative, now in its fourth year. M3 invites youth and adults to work together as partners to become messengers to their school communities of the latest research about the relationship between learning and the brain, 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 in school and the readiness of all students to take full advantage of personalized and 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.

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.

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



**"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



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)

Who can participate?

Students and teachers from Green Mountain Union and Black River, 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. Adults earn graduate credit or professional development hours; high school students receive independent study or dual enrollment credit.

What is the 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 knowledge and skill building 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 learning community, supporting, advising and tuning each other's thinking and work throughout the process.

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 are the course leaders?

Helen Beattie, Ed.D, is director of Vermont's Unleashing the Power of Partnership for Learning (UP for Learning).

Bruce G. Perlow was a social studies teacher and is now an educational consultant for UP for Learning.

Cost

Adults: \$1,327 for a three-credit graduate course. The \$100 dual enrollment fee for high-school students will be covered by alternate funding sources.

For more information, contact:

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