**Shaping a Culture of Growth Mindsets, Metacognition, and Motivation:**

**Advisory Faculty**

**August 2018-Spring 2019**

**Course Syllabus: 1 Graduate Credit**

**Course Information:**

**Instructors:** Bruce G. Perlow M.Ed. & Helen Beattie Ed.D.

**Email Addresses:** [bruce@upforlearning.org](mailto:bruce@upforlearning.org), helen@upforlearning.org

**Phone:** Bruce: 802-989-6335, Helen: 802-472-5127 (landline) 802-917-4490 (cell)

**Course Site Location:** Individual

**Course Meeting Dates:**

* On-site two-hour co-planning session to review roles and responsibilities and design the roll-out of the initial sessions.
* On-site partial-day training partway through the sessions to be introduced to the remaining sessions and to co-plan and prepare for these (high school only).

**Individual Work:**

Participants will review the M3 curriculum and relate it to their instructional practices reflecting on this through an online classroom.

**Course Prerequisite:** None

**Course Overview:**

Vermont has passed some of the most progressive education legislation in the country, calling for personalized and proficiency-based learning. This requires students to assume increased responsibility for their education, sitting side-by-side with teachers as they chart their course to content mastery and design their own pathways to graduation. Research has proven that an understanding of growth mindsets, coupled with strong metacognitive strategies, empowers students to be more able, self-directed, and engaged learners.

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 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. This is the goal of the M3: Mindset, Metacognition and Motivation initiative.

**Course Description**:

This course is an essential adjunct to the M3 program and part of the greater reinforcement of M3 concepts and practices by all faculty. To ensure the greatest impact and the sustainability of the M3 work, it is critical that youth are experiencing the practices and language they are being introduced to in the advisory sessions throughout all of their learning. Through this course work M3 Advisory Faculty lead this effort as well as gain knowledge and understanding of the content of the sessions to be able to support the youth facilitators accordingly.

Adult advisors in the M3 advisories will:

1. Review the M3 curriculum and relate it to their instructional practices, reflecting on this through an online classroom.
2. 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.
3. Commit to meeting with the youth facilitator pair prior to each advisory session, support them during the session, debrief each session, and develop and reinforce M3 concepts in their practices.
4. Join the M3 youth facilitators and lead adults to participate in a second partial-day training partway through the sessions to be introduced to the remaining sessions and to co-plan and prepare for these. **(high school only)**

**Required Materials**:

Unleashing the Power of Partnership (UP) for Learning’s M3: Mindset, Metacognition, and Motivation Peer-Facilitated Advisory Curriculum Guide

**Recommended Readings:**

P. Brown, H. Roediger, M. McDaniel. Make it Stick: The Science of Successful Learning, Belknap Press, Cambridge, MA 2014

D. Sousa. How the Brain Learns. Corwin Press, Thousand Oaks, CA, 2011 (selected chapters)

**Optional Readings:**

D Coyle. Talent Code: Greatness Isn’t Born, It’s Grown, Here’s How. Arrow Books, UK, 2010

C. Dweck. The New Psychology of Success. Ballantine Book, New York, 2008

B. Hymer & M. Gershon. Growth Mindset Pocketbook. Teachers’ Pocketbooks, UK, 2014

K. Kryza, M. Brittingham & A. Duncan. Transformative Teaching: Changing Today's Classrooms Culturally, Academically, and Emotionally. Solution Tree Press, Bloomington, IN, 2016

K. Kryza, A. Duncan, J. Stephens. Developing Growth Mindsets in the Inspiring Classroom. Kathleen Kryza’s Infinite Horizons, 2016

D. Siegel. Brainstorm: The Power and Purpose of the Teenage Brain. Penguin Group, New York, 2013

D. Sousa. Variety of content-specific books:

How the Special Needs Brain Learns

How the Brain Learns Mathematics

How the ELL Brain Learns

D. Willingham. Why Don’t Students Like School? Jossey-Bass, San Francisco, 2009

J. Medina. Brain Rules. Pear Press, Seattle, WA 2008

**Assessment and Evaluation Criteria:**

Each participant must fulfill the four components stated in the course description section, as well as complete a final written reflection reviewing how they have related the M3 curriculum to their instructional practices. Reflections on their partnership with the youth M3 facilitators in their advisory will also be requested

**Grading Policy**

The Field-based Graduate Program in Education feels strongly that the learning that occurs in each class is highly individualized and that assessment should occur based on each individual’s ongoing improvement and progress. Evidence for that progress is therefore determined based on regular self and instructor assessment throughout the varying components of this work.

Attendance at course M3 on-site team meetings is very important in order to provide evidence of continual learning.

Unlike a fully evolved proficiency system, this course requires participants to receive their final assessment in a letter grade form for reimbursement purposes. If you are taking this course for credit, you will therefore include in your final paper a rationale for a grade, based on your fulfillment of the four components stated in the course description, incorporation of M3 concepts and practices into your instructional practices, and your partnership with the youth M3 facilitators. Instructors will review this rationale and issue or amend the proposed grade as deemed appropriate. If the grade is to be amended, the instructor(s) will discuss this with you in depth.

**Attendance Policy**

A great deal of the work in this course will occur during the course meetings. It is therefore mandatory to attend all meetings. *Please plan ahead*: look at your school’s complete master schedule and make the M3 work a priority for the year. In the rare event of an emergency, you would need to initiate immediate communication with your instructor to determine how to proceed.

**Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. The SNHU Copyright Policy can be accessed from the Shapiro Library’s Copyright LibGuide at http://libguides.snhu.edu/content.php?pid=5411. Questions regarding copyright may be addressed to the Dean of the University Library.

**Academic Honesty Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Students involved in such activities are subject to serious disciplinary action. Plagiarism is defined as the intentional or unintentional use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment. Cheating includes the giving or receiving of unauthorized assistance on quizzes, examinations, or written assignments from any source not approved by the instructor.

For a full definition of academic dishonesty, please refer to the undergraduate or graduate catalogs.

Southern New Hampshire University is committed to and concerned with meeting the needs of students challenged by physical, sensory, psychiatric and/or learning disabilities with regard to the Americans with Disabilities Act (ADA), as amended, and Section 504 of the 1973 Rehabilitation Act. At the beginning of each term, or as soon as you become aware of a disability, we encourage you to contact the Office of Disability Services to discuss accommodations for which you may be qualified. For questions concerning support services, documentation guidelines, or general disability issues: Office of Disability Services, Exeter Hall, Suite 59 Hyla Jaffe, Director 603.626.9100 ext.2386 h.jaffe@snhu.edu

**Disability Services - ADA/504 Compliance Statement**

For questions concerning disability related compliance matters, grievance or legal issues: Ms. Jet Goldberg, ADA/504 Compliance Officer Director of Wellness Center 603-645-9679 j.goldberg@snhu.edu

**Library Resources**

In addition to the intellectual resources available on site and online (http://www.snhu.edu/library), Shapiro Library makes available group and one-on-one instruction in information literacy, enabling students to define and articulate what knowledge- based resources are relevant to their research interests. Library staff are available to assist students in effectively and efficiently accessing information from credible sources, to compare new knowledge with prior beliefs, and to consider the related ethical, legal, and socio-economic issues that are inherent in scholarly investigation.

**Web-based Instruction Required**

**\_\_X\_ YES NO \_\_\_ The use of Web-based supplemental instruction is required in this course.**

M3 Learning Targets

**Learning Target 1:** I can foster a classroom environment that continually reinforces a growth mindset, building the capacity of students to self-monitor and develop their own growth mindset in the process.

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|  |  | **MASTERMIND** | **PROFICIENT** | **APPROACHING Proficient** | **MAKING PROGRESS** | **JUST BEGINNING** |
| *Promoting risk taking for learning* | **Teacher-Centered** | I have multiple strategies, based on the learner/situation, to reinforce risk taking in the learning process, and help students embrace failure as an important, necessary part of the learning process. | I have some strategies, based on the learner/situation, to reinforce risk taking in the learning process and frequently help students under- stand failure as a necessary part of the learning process. | I have a few strategies, based on the learner/situation, to reinforce risk taking in the learning process and help students understand failure as a part of the learning process. I regularly reinforce risk taking as essential to learning in my classroom. | I am developing an understanding of the role of risk taking in learning and I have 1 or 2 strategies to reinforce risk taking in the learning process. I am beginning to help students view failure as part of the learning process. | I am beginning to consider the role of risk taking in learning. I am re- flecting on how much risk students are willing to take in my classes and how they view failure. I am beginning to access strategies to reinforce risk taking in the learning process.  **Resources:**  UÊ[CÊ elebrate, even encourage, mistakes](https://www.mindsetkit.org/topics/celebrate-mistakes)  UÊ[4Ê Types of Mistakes To Help Us Learn](http://ww2.kqed.org/mindshift/2015/11/23/why-understanding-these-four-types-of-mistakes-can-help-us-learn/) |
| **Student-Centered** | Students understand their risk/ comfort zones and utilize strate- gies to increase their risk taking behavior and improve their learn- ing. Students embrace failure as a natural, necessary part of the learning process. | Students recognize their risk/ comfort zones and utilize a few strategies to increase their risk taking behavior and improve their learning. Students are learning to view failure as a natural, necessary part of the learning process. | Students are beginning to be able to identify their risk/comfort zones and utilize 1 or 2 strategies to increase their risk taking behavior and improve their learning. Stu- dents are are changing their view of failure to one that sees it as part of the learning process. | Students are opening up to the idea of risk taking in the learning pro- cess, willing to try this, and viewing failure as a step toward learning. | Students are at the very initial stages of being open to risk tak- ing in the learning process and viewing failure as a step toward learning. |
| *Quality feedback and learner-guided reflection* | **Teacher-Centered** | The nature of my feedback pro- vides information to guide future behavior, and I have multiple strat- egies to reinforce the importance of effort in the learning process and I make it a primary focus of feedback. | I have multiple effective methods of feedback and strategies to rein- force the importance of effort in the learning process, and I am starting to make this a primary focus of feedback. | I have some effective methods of feedback and strategies to rein- force the importance of effort in the learning process, and I have begun to make this an important focus of feedback. | I have a few effective methods of feedback and strategies to  reinforce the importance of effort in the learning process, and I am beginning to make this a focus of my feedback. | I am examining how I now use feedback and beginning to explore the most effective uses of feed- back, focusing on strategies to reinforce the importance of effort in the learning process and how to make this a focus of my feedback.  **Resources:**  UÊ[PÊ raising Effort to Unleash Learning](https://qz.com/587811/stanford-professor-who-pioneered-praising-effort-sees-false-praise-everywhere/) |
| **Student-Centered** | Students are able to reflect on their growth toward mastery through  an ongoing process of self-guided reflection and feedback, and are aware of their effort levels and uti- lize a variety strategies to monitor and improve their effort. | Students are able to reflect on their growth toward mastery using processes of self-guided reflection and feedback, and recognize their effort levels and utilize several strategies to monitor and improve their effort. | Students are able to reflect on their growth toward mastery using pro- cesses of reflection and feedback, and can identify their effort levels and utilize a few strategies to moni- tor and improve their effort. | Students are beginning to be able to use my feedback to reflect on their growth toward mastery and to focus on the effortful process of learning more than on “output” of products. | Students understand and deter- mine their growth based on my feedback, and are just beginning to focus on the effortful process of learning rather than on “output” of products. |

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|  |  | **MASTERMIND** | **PROFICIENT** | **APPROACHING Proficient** | **MAKING PROGRESS** | **JUST BEGINNING** |
| *Self-talk awareness and rescripting* | **Teacher-Centered** | I help students continually be aware of their own self-talk and its impact on their learning, and help them rescript negative messages in order to reshape their learning process and reinforce a growth mindset. | I help students to be aware of their own self-talk and its impact on their learning, and help them rescript negative messages in order to reshape their learning process and reinforce a growth mindset. | I help students identify their own self-talk and its impact on their learning, and help them rewrite messages in order to make their learning process more positive and to build a growth mindset. | I have begun to help students understand the importance of self- talk in learning and I have means to help students recognize this as a factor in their learning. | I have begun to realize the impor- tance of students’ self-talk and I am devising means for students to recognize this as a factor in their learning.  **Resources:**  UÊ[NÊ Y Times article on benefits of instruc-](https://www.nytimes.com/2017/06/08/smarter-living/benefits-of-talking-to-yourself-self-talk.html) [tional and motivational self-talk](https://www.nytimes.com/2017/06/08/smarter-living/benefits-of-talking-to-yourself-self-talk.html)  UÊ[The Power of Belief](https://www.youtube.com/watch?v=pN34FNbOKXc) (video) |
| **Student-Centered** | Students are attentive to their self- talk on an ongoing basis, and regu- larly rewrite negative messages that impede their learning in order to reinforce a growth mindset. | Students attend to their self-talk on a regular basis, and can rewrite negative messages that impede their learning in order to reinforce a growth mindset. | Students recognize their self-talk and can shift their negative mes- sages that impede their learning into positive ones to support their learning and build a growth mindset. | Students are aware of self-talk and the effect it has on their learn-  ing, and are beginning to identify their self-talk in various learning situations. | Students are initially aware of self- talk and the effect it has on their learning. |
| **Evidence: Teacher-Centered** | | | | | | |
| **Evidence: Student-Centered** | | | | | | |

**Learning Target 2:** I can foster a classroom environment that continually reinforces use of metacognitive strategies, developing the capacity of students to diagnose, self-monitor and adapt their learning strategies to a variety of learning situations.

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|  |  | **MASTERMIND** | **PROFICIENT** | **APPROACHING Proficient** | **MAKING PROGRESS** | **JUST BEGINNING** |
| *Knowledge of how the brain learns* | **Teacher-Centered** | I have a solid understanding of how the brain learns and environmental factors that impact learning, and share those insights with students on a regular basis. | I have a good understanding of how the brain learns and environ- mental factors that impact learn- ing, and share those insights with students. | I understand how the brain learns and environmental factors that im- pact learning, and have means to share those insights with students. | I am beginning to understand how the brain learns and environmental factors that impact learning, and  I am developing means to share those insights with students. | I am starting to study the physiol- ogy of how the brain learns and how different teaching approaches and environmental factors impact student learning, and to think about how to explain this to students.  **Resources:**  UÊ[IÊnformation Processing Model Excerpt](https://drive.google.com/file/d/0B9xPW3ASc2aFcklJZ0JacjJlaDFiYVBHdlJvQlFtampTUi00/view) |
| **Student-Centered** | Students demonstrate a solid un- derstanding of the basic anatomy of how the brain learns and envi- ronmental factors impacting their brain physiology. | Students can demonstrate a clear understanding of the basic anatomy of how the brain learns  and environmental factors impact- ing their brain physiology. | Students have an initial under- standing of the basic anatomy of how the brain learns and envi- ronmental factors impacting their brain physiology. | Students have begun to learn the basic anatomy of how the brain learns and environmental factors impacting their brain physiology. | Students are ready to be intro- duced to how the brain learns and the relationship of environmental factors as they impact learning. |
| *Transparent brain-based curriculum design* | **Teacher-Centered** | I develop effective brain-based learning strategies as an integral aspect of curriculum develop- ment, drawing on a large toolbox of metacognitive strategies. I am transparent with students about the reasons for my instructional choices based on brain research. | I can apply my understanding of metacognition to varied learning situations and flexibly adapt my strategies based on observation and student feedback. | I am beginning to develop a range of brain-based teaching/learning strategies that will help improve student learning in different situ- ations. | I can identify at least one new teaching/learning strategy that I could use to improve student learning in my most challenging teaching situation. | I am beginning to explore what brain-based teaching/learning strategies I already employ and new strategies that might help me improve student learning.  **Resources:**  UÊ[GÊ iving Kids a Structure for Thinking](http://ww2.kqed.org/mindshift/2016/03/31/when-kids-have-structure-for-thinking-better-learning-emerges/) |
| **Student-Centered** | Students demonstrate a solid understanding of the brain-based nature of my curriculum design and help me continually tune it to best meet the class and individual learning needs, differentiating accordingly. | Students can demonstrate a clear understanding of the brain-based nature of my curriculum design and help me tune it to best meet the class and individual learning needs, differentiating accordingly. | Students have an initial under- standing of the brain-based nature of my curriculum design and are beginning to help me tune it to best meet the class and individual learning needs, differentiating accordingly. | Students have begun to learn brain-based strategies as an ex- plicit aspect of my curriculum/their classroom experience. | Students are ready to be intro- duced to brain based strategies as an explicit aspect of my curriculum/ their classroom experience. |

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|  |  | **MASTERMIND** | **PROFICIENT** | **APPROACHING Proficient** | **MAKING PROGRESS** | **JUST BEGINNING** |
| *Shared language of learning as a classroom touchstone* | **Teacher-Centered** | I have established a shared lan- guage for learning and consistently integrate opportunities into instruc- tional time to allow students to identify their own effective learning strategies, monitor these strate- gies on a regular basis, and adapt accordingly.  Reflecting on the process of learn- ing is as important as tending to my curriculum content. | I have begun to establish a shared language for learning and integrate opportunities into instructional time to allow students to identify their own effective learning strategies, monitor these strategies, and adapt accordingly.  Reflecting on the process of learn- ing takes place on a regular basis. | I have developed metacognitive strategies and ways to weave this into my classes and I am develop- ing a shared language about this with my students.  I am implementing consistent time in our work for the process of learning through reflection. | I am developing my learning about metacognitive strategies and how I can weave this into my classes and how I will develop a shared lan- guage about this with my students.  I have begun to work on imple- menting consistent time in our work for the process of learning through reflection. | I am learning about metacogni- tive strategies and beginning to consider how I might approach weaving this into my classes and how to develop a shared language about this with my students.  I am beginning to consider how to implement consistent time in our work for the process of learning through reflection.  **Resources:**  UÊ[MÊ etacognition: The Gift That Keeps](https://www.edutopia.org/blog/metacognition-gift-that-keeps-giving-donna-wilson-marcus-conyers) [Giving](https://www.edutopia.org/blog/metacognition-gift-that-keeps-giving-donna-wilson-marcus-conyers) |
| **Student-Centered** | Students in my classroom are able to partner with each other and me as we continually align our learning experience with the most effective brain-based strategies. Students feel shared ownership of instruc- tion and are confident in their independent learning capacity. | Students in my classroom are be- ginning to partner with each other and me as we align our learning experience with the most effec- tive brain-based strategies. Most students feel shared ownership of instruction and are gaining confi- dence in their independent learning capacity. | Students have developed the capacity and opportunity to partner with me, and are ready to partner with each other, to ensure effec- tive brain-based strategies are utilized to augment learning. Some students are gaining a feeling  of ownership of instruction and feeling stronger as independent learners. | Students have begun to develop the capacity and opportunity to partner with me to ensure effective brain-based strategies are utilized to augment learning. | Students are ready to develop the capacity and opportunity to partner with me to ensure effective brain- based strategies are utilized to augment learning. |
|  | **Evidence: Teacher-Centered** | | | | | |
|  | **Evidence: Student-Centered** | | | | | |

**Learning Target 3:** I can promote efforts to create a shared language of learning throughout my school so that both students and teachers are empowered with these strategies, sharing my process to build growth mindset and optimize metacognitive strategies in my classroom with my colleagues in the process.

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|  | **MASTERMIND** | **PROFICIENT** | **APPROACHING Proficient** | **MAKING PROGRESS** | **JUST BEGINNING** |
| *Individual practice and professional learning community development* | I continually learn and adapt my classroom practices based on new knowledge about metacognition and growth mindsets, identifying both strengths and gaps in my practices through ongoing reflec- tion and strategizing. | I routinely learn and adapt my classroom practices based on new knowledge about metacognition and growth mindsets, identifying both strengths and gaps in my practices through routine reflec- tion and strategizing. | I have built into my practice learn- ing and adapting my classroom practices based on new knowl- edge about metacognition and growth mindsets, identifying both strengths and gaps in my practices through regular reflection and strategizing. | I am learning and adapting my classroom practices based on new knowledge about metacognition and growth mindsets, identifying both strengths and gaps in my practices through reflection and strategizing. | I am just beginning to learn and adapt my classroom practices based on new knowledge about metacognition and growth mind- sets, and to identify both strengths and gaps in my practices.  **Resources:**  UÊ[HÊ ow To Help Everybody Fulfill Their](https://www.youtube.com/watch?v=Yl9TVbAal5s&amp;feature=youtu.be) [Potential (video)](https://www.youtube.com/watch?v=Yl9TVbAal5s&amp;feature=youtu.be)  UÊ[BÊ eyond Working Hard: What Growth](http://ww2.kqed.org/mindshift/2015/12/29/beyond-working-hard-what-growth-mindset-teaches-us-about-our-brains/) [Mindset Teaches Us About Our Brains](http://ww2.kqed.org/mindshift/2015/12/29/beyond-working-hard-what-growth-mindset-teaches-us-about-our-brains/) |
| I lead an ongoing professional learning community, built upon  my own professional development experiences, in order to create  a shared language of learning school-wide. | I foster an ongoing professional learning community, built upon  my own professional development experiences, in order to create  a shared language of learning school-wide. | I have the capacity, but have not yet begun to foster an ongoing professional learning community, built upon my own professional development experiences, in order to create a shared language of learning school-wide. | I am developing my capacity to foster a professional learning com- munity, built upon my own profes- sional development experiences, in order to create a shared language of learning school-wide. | I am not yet ready, but I am begin- ning to build my capacity to foster a professional learning community, built upon my own professional development experiences, in order to create a shared language of learning school-wide.  **Resources:**  UÊ[HÊ ow to Weave Growth Mindset Into](http://ww2.kqed.org/mindshift/2015/10/02/how-to-weave-growth-mindset-into-school-culture/) [School Culture](http://ww2.kqed.org/mindshift/2015/10/02/how-to-weave-growth-mindset-into-school-culture/)  UÊ[WÊ hy Talking About the Brain Can](http://ww2.kqed.org/mindshift/2014/12/23/why-talking-about-the-brain-can-empower-learners/) [Empower Learners](http://ww2.kqed.org/mindshift/2014/12/23/why-talking-about-the-brain-can-empower-learners/) |
| **Evidence** | | | | | |

**Questions to think about:**

What strategies and resources help get a teacher to this point?

What strategies and resources help get a student to this point?

What strategies and resources help get students, teachers, and our school to this point?