**M3 Year 2 Seminar:**

**Deepening an Understanding of Growth Mindsets, Metacognition, and Motivation to Further Shape an M3 School Culture**

**August 2018-Spring 2019**

**Course Syllabus**

**Course Information:**

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

**Email Addresses:** bruce@upforlearning.org, helen@upforlearning.org

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

**Course Site Location:** Central Vermont - Exact Locations TBA

**Course Meeting Dates:**

Multi-school convening:

* September 26, 2018 9:00-2:30

(Adults and M3 student facilitators who wish to continue team to further M3 goals)

* December 12, 2018, Bill Rich 8:45-4:00 Capitol Plaza Hotel, Montpelier Conference

(Adults only)

* Early February 2019 “Design Studio” 9:00-2:30 (Youth-adult teams)
* Late May, 2019 4:00-7:30 (Youth-adult teams)

M3 School-based meetings (on-site & arranged at your discretion):

* Check-ins with M3 school team to debrief, plan, and support growth
* Final meeting to reflect, celebrate, and plan for the future

**Course Prerequisite:** M3: Mindset, Metacognition, and Motivation Year 1 *or* prior exposure to brain-based pedagogical practices. (Note: The latter will read the “Make it Stick” book and Information Processing Model chapter from the David Sousa text to insure a common base of knowledge).

**Course Overview:**

M3 is not a one-year “bandwagon” but rather a longer-term change process where mental models of learning and pedagogical practices are reshaped over time to be consistent with brain research and student-centered practices. This course creates the time for both adults and M3 student facilitator alumni to systematically build and implement the next tier of systems change strategies to more deeply embed these concepts within the school culture. Year 1 efforts opened the door to student and teacher empowerment through knowledge and shifting practices. M3 Year 2 reinforces the importance of this work, affording the time and resourcing to realize its full school-wide potential.

The end goals remain the same. Development of fluency in a shared language of learning is foundational to personalized learning and proficiency-based implementation. Continued M3 work will increase student engagement and self-efficacy, build intrinsic motivation through metacognitive strategies, and foster a growth mindset for both educators and students.

**Course Description**:

The M3 Year 2 Seminar core components are as follows:

1. Continue to deepen your knowledge of brain-based teaching and learning strategies, exploring and implementing ways to reinforce the principles of M3 in your own classroom practices.

2. Develop and implement strategies to share these insights and methods with your colleagues for deeper school-wide faculty reinforcement of M3 principles and practices.

3. Partner with M3 youth alumni leaders and other interested students to develop peer-to-peer, parent and faculty reinforcement strategies.

This course is designed as a professional learning community. At the initial full day meeting, schools will review their progress to date. New compelling resources and tools to expedite your work will be shared. Team time will afford you the opportunity to shape a Year 2 implementation plan.

In December, Bill Rich, a prior Vermont teacher and widely respected educational consultant will lead a full day workshop for educators to further explore and expand the alignment of classroom practices with brain-based research.

One “Design Studio” session will provide a mix of knowledge-building and team time to assess mid-year progress and tend to the action plan implementation process.

A final evening meeting will afford the opportunity to reflect, celebrate and plan for the following year.

A virtual platform will facilitate ongoing learning, shared problem solving, and documentation of effective strategies, fully optimizing a large community of committed educators and youth all embarking on this work. The site will also house a rich compendium of supplemental resources.

School-based implementation of the M3 Action Plan lies at the heart of this course. This will require weekly meetings of the M3 team to tend to the M3 goals. Course faculty will provide on- and off-site consultation throughout the year, researching and brokering helpful resources that are aligned with action plans.

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| **Desired Results / Course Outcomes** |
| **Goal:** **Shape an M3 school culture that supports personalized and proficiency-based learning, increases student engagement and self-efficacy, builds intrinsic motivation through metacognitive strategies, and fosters a growth mindset for both educators and students.** |
| Enduring Understandings:*As a result of the course, learners will understand that:** Understanding how we learn, and how to mobilize this knowledge on behalf of learning, enables individuals to reach their greatest potential.
* Increased responsibility in shaping learning requires understanding what makes learning engaging - sparking motivation.
* Building a fluency in the “language of learning” requires both short and a long-term strategies and a commitment to change.
 | Essential Questions:* How can we most effectively build and sustain a school culture that embodies growth mindsets and fully utilizes metacognition, mobilizing students as partners in learning?
* How can what we now know about how the brain learns help shape both teaching and learning?
* What individual and institutional forces work against the mindset, metacognition and motivational framework, and how can we surmount these challenges?
* How can we create a continuum of strategies to enable young people to assume increasing levels of ownership and responsibility in their learning and heighten motivation?
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| ***Learners will know…**** Current research that supports all aspects of the M3 framework.
* How to identify factors influencing mindsets and level of motivation in their school (to the negative or positive).
* Existing resources that foster fluency in the language of learning relating to mindset, metacognition and motivation.
* How to develop a strategy to shift self- and

 teacher expectations & mindsets for all students.* Ways to integrate M3 concepts into general curriculum, as well as content specific and grade level strategies,
* How M3 directly connects to PBL & assessment.
* How best to support M3 youth leaders in their development of strategies for this work.
 | ***Learners will be able to…**** Create and implement an effective, research-based strategy for their own M3 initiatives to ensure that:

1. Students and teachers can be empowered by this information.2. Teachers can reinforce these core concepts throughout their teaching through a variety of strategies.* Summarize the research on the positive impact of 1) growth mindsets, 2) metacognition, and 3) the 4 Rs (motivational framework).
* Adapt and expand existing materials to accommodate varied developmental levels and contexts..
* Monitor the shift in mindset and metacognitive skill development in their own classrooms and contribute to a plan for continued development of these concepts school-wide.
* Adapt M3 concepts across grade levels and content areas to help colleagues to reinforce M3 in their practices.
* Communicate to youth and adults how understanding and utilizing M3 concepts helps them to align their learning to a personalized and proficiency-based model.
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**Readings:**

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

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

J. Willis. What You Should Know About Your Brain. Educational Leadership/ASCD, 2009

**Other Selected Readings**

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

**Optional Readings:**

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:**

This course is a proficiency-based learning model, with the M3 learning targets that anchored Year 1 as a continued reference point for assessment of individual and team impact (see attached). You will regularly assess and document your evolving level of competency in these areas, pursuing learning opportunities to reach mastery. Written reflections regarding proficiency targets, M3 implementation, and youth-adult partnership (referencing the UP Y-AP rubric) will be shared with the instructors in mid-year and end-of year reflection papers or via other chosen mediums.

**Youth – Adult Partnership**

Youth-adult partnership remains a focus and impacts the quality of the initiative. You will use the UP for Learning Youth-Adult Partnership rubric as a guide to ensure the integrity of this process throughout your team-based work.

**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 through:

1. The project-based work at hand, (follow-through with weekly or bi-weekly site-based team meetings to plan and implement actions is required).
2. Reflections on readings and responses to others’.
3. Mid- and end-of year reflections.
4. Class discussions and activities.

Attendance at class 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 concluding assessment in the four domains noted above. 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 instruction in this course will occur during class time, consistent with constructivist teaching methods and subsequent learning for all. It is therefore mandatory to attend all class meetings. *Please plan ahead*: look at your school’s complete master schedule and make the M3 initiative 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 toreinforce 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 throughan 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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| *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, andI 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 learnsand 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 feelingof 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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| *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 uponmy own professional development experiences, in order to createa shared language of learning school-wide. | I foster an ongoing professional learning community, built uponmy own professional development experiences, in order to createa 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?