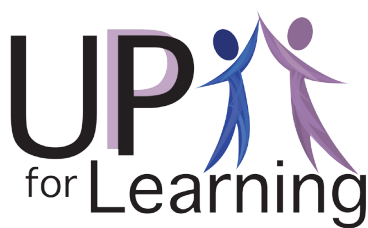


UP for Learning presents

M3 MINDSET, METACOGNITION & MOTIVATION 2019/20



Unleashing the Power of Partnership for Learning

"I am excited to teach people how to really change their learning experience. A lot of students don't always like learning, and I hope to help them change that and help them grow."

—student participant

Empowering students to drive their learning: M3: Mindset, Metacognition & Motivation

What is the opportunity?

The M3: Mindset, Metacognition & Motivation (M3) initiative provides an opportunity for faculty to take a deep dive into its concepts of brain-based teaching and learning practices. Youth are then mobilized as peer-to-peer messengers in the second half of the academic year, or the following fall. The goal is to support student engagement and self-efficacy, build intrinsic motivation and metacognitive skills, and empower students to drive their learning.

Why does it matter?

Teenagers are fascinated by how their brains learn. M3 capitalizes on this innate curiosity. It provides an opportunity for students to take a more active role in their education, increasing their motivation and ability to personalize their learning. This knowledge ultimately seeds their academic success.

Developing their fluency in the language of learning — mindset, metacognition and motivation — ensures that all students are able to optimize their learning (Mittra, 2001; Dweck, 2006; Hattie, 2012). It creates a bridge between

learners and teachers, fosters shared responsibility for learning, and increases student ownership. Research has shown that although all students benefit from mindset and metacognitive skill development, those students challenged by poverty are most positively impacted.

Building an understanding of learning provides a foundation for students' long-term growth. M3 enables and empowers each and every individual to reach their greatest potential.

The commitment

FALL

Faculty (2-8) participate in one fall afternoon/evening meeting and then join the M3 graduate course virtual learning community, contributing on a weekly basis. The community dives deeply into brain-based teaching concepts, immediately applying what they learn to their own professional practices.

WINTER/SPRING

Faculty recruit youth to become a part of the M3 leadership team. The team tunes the curriculum and creates an implementation plan for the peer-to-peer facilitation process. They may choose to implement the curriculum in the spring semester, or spend the full semester planning for a fall implementation.

The team engages the full faculty in their M3 work, solidifying support for implementation of peer-to-peer facilitation.

M3 Peer-to-Peer Facilitation Components

M3 may be facilitated during advisory sessions or any other context (Flex block, Health or Life Skills Class, a Social Science such as Psychology, etc.). Middle school M3 is comprised of 6-8 sessions, while high school M3 includes 8-10 sessions.

M3 school faculty:

- Recruit and train peer facilitators, with the support of UP faculty.
- Meet weekly to plan and implement all aspects of this initiative, including regular check-ins with facilitator pairs to ensure their confidence and competence.
- Assist the advisory faculty in understanding their roles and responsibilities in partnering with the youth facilitators.
- Continue to engage the full faculty in the M3 work, mobilizing them to apply the concepts and principles to their practices, and to prepare to reinforce what youth are learning in their sessions.
- Offer youth facilitators credit and/or evidence of proficiency in transferable skills toward graduation. (Learning targets linked to transferable skills are available.)

UP for Learning will provide:

- The M3 Graduate Course or professional development hours for adult lead partners and advisory faculty.
- Training for the full team to provide and reinforce the core knowledge and skills needed to implement advisory sessions.
- On- and off-site coaching throughout the initiative.

Costs

\$3,500 for each participating school.

All lead adult partners (minimum of 2 per school) will be enrolled in either the graduate course (3 credits; \$1,992) or the Professional Development hours (45; \$1,656) option. Additional faculty have the option to pursue one graduate credit (\$664) or 15 Professional Development hours (\$552).

Note: this initiative is generously co-sponsored by the VT Dept. of Health. Participating schools may be eligible for School-based Substance Abuse Services (SBSAS) grant funding consideration.

For more information

Please contact Bruce G. Perlow at bruce@upforlearning.org.



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

—teacher participant