MTI 534 CI: Developing a Growth Mindset: For Teachers of all Ages and Curriculum

DISTANCE COURSE FOR COLORADO STATE UNIVERSITY-PUEBLO CURRICULUM AND INSTRUCTION MASTER'S DEGREE

Instructor Information:	
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Course Information	
Course Format (distance learning, online, webinar, experiential onsite courses):	**Distance Course** Once you have registered for this course, your textbook will be sent to the address you used at checkout. The cost for the textbook has been included in your course price, there are no additional fees that apply. The textbook is yours to keep for further reflection at the conclusion of the course. Approximately 112.5 hours of instructional time is devoted to this course. Please see rubrics below for assessment and grading criteria. MTI Instructor will evaluate, grade, and process your final work within 7-10 business days of receiving it. Grades will be posted within 14 days and a grade report via email will be sent to the student. ALL questions, customer service, grades and transcript questions are to be directed to MTI, **NOT COLORADO STATE- PUEBLO** FOR THIS COURSE. All distance courses allow you to work at your own pace as your schedule permits. All coursework is due within one year of the registration date. If you need more time due to unforeseen circumstances, please contact MTI at the address provided above to request an extension.

Formatting Requirements	All assignments should be included in the same document. Please do not submit separate documents for each portion of the course. The first page of your submission should include the following information: ● Name ● Home address ● Email address ● School district name, address ● Date of submission All following assignments must be submitted in the same order as they appear on the syllabus. Please name your document with your course number and full name (ex. 500JohnSmith). You may submit a Microsoft Word document or a Google document (if using Google, please make sure to allow the grader to comment on the assignments). Any missing assignment will be treated as a zero. On the document, include a link to the assignment as required (*example, a Google form wouldn't post well onto the Google doc, so share a link to the form for us to see and grade*). Once you have completed all of your assignments, please submit them to grades@midwestteachersinstitute.org to be graded by your instructor.
Prerequisites and Credit Limits	All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. This course counts towards a master's degree in curriculum and instruction from Colorado State University-Pueblo. You must be accepted in the program by CSUP for this course to count towards your degree.
Required Books and Materials	● Course Textbook: Gershon, Mike (2016). *How to Develop Growth Mindsets in the Classroom: The Complete Guide.* Lexington, KY: CreateSpace Independent Publishing Platform. ● Mission statement, lesson plans and unit plans

Learning Outcomes/Competencies:
At the completion of this course, the learner will be able to:

1. Identify the difference between a fixed and growth mindset. InTASC 4,7
2. Understand the language used in their classroom needs to align with the overall message. InTASC 1,3,4,7
3. Develop strategies in the classroom that change how students perceive mistakes. InTASC 3,5,7,8,9
4. Provide feedback the students can use to alter their knowledge and understanding of skills. InTASC 5,6
5. Understand the importance of engaging parents with growth mindsets. InTASC 4,9,10
6. Implement the activities displayed in the textbook within their classrooms. InTASC 2,5,6,7,8

Course Description: This course will provide teachers of all ages and curriculum with strategies, techniques, and activities to develop growth mindsets in their classroom. The course will help educators change the perception of mistakes and instill new habits that challenge their students. Mistakes and failures in the classroom will now be viewed as positive learning experiences. Educators will learn new ways to provide feedback, use language that promotes growth mindsets, and engage parents.
Learning Strategies: Personal reflection, individual assignments (applications, research projects and evaluation essays).
Experiential Learning Opportunities: Educators will reflect on their current practices and will install new habits that challenge students and change the perception of mistakes.

Assessments		**Approximate contact hours for each assessment**
Textbook Reading		15.5 hours
Additional course websites provided and reflection time.		1 hours
Text questions	90 points	12 hours
Studying (time to reread and take notes)		9 hours
Applications	90 points	14 hours
Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers.	60 points	28 hours
Action research project	100 points	12 hours
Research on growth mindset strategies and theory		9 hours
Final evaluation essay	100 points	12 hours
Total points possible	**440 points**	**112.5 hours**

Grading Scale: A (90-100%); B (80-89%)
Anything below a B will not receive graduate credit and result in a failing grade of F.

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

Text Question Rubric- 10 questions @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Rubric- 2 assignments @ 45 points each			
Category	**Superior (15-13 pts)**	**Sufficient (12-10 pts)**	**Minimal(9-7pts)**
Supporting Evidence in Practice ___/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/15	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Journal Rubric- 10 journal entries @ 6 points each			
Category	**Superior (3 pts)**	**Sufficient (2 pts)**	**Minimal (1 pt)**
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Project Rubric- 100 points			
Category	**Superior (20-18 pts)**	**Sufficient (17-16 pts)**	**Minimal (15-14pts)**
Understanding of web tool ___/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity,	Shows little understanding of activity, concept, or tool and may not benefit learning.

		concept, or tool and benefit learning.	
Practical evidence ***___/20***	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
Completion ***___/20***	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
Grammar and Spelling ***___/20***	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
Sequencing ***___/20***	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

Evaluation Rubric- 100 points				
Category	**Superior (20-17 pts)**	**Sufficient (16-13 pts)**	**Minimal(12-9pts)**	**Below Standard (8 pts)**
Supporting Evidence in Practice ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ___/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ___/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts,	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies

	and /or strategies presented in this course.	presented in this course.	presented in this course.	presented in this course.

Course Assignments

Text Questions: Read and Reflect (90 points)

Each text question is designed to get you thinking about the concepts provided by the author. As you read the text, use the questions to help you reflect and how the information can be related to your current work. Each response is expected to be one paragraph or more.

1. Do you have a fixed or growth mindset? Does it vary for different circumstances? Has it changed over time? Where do you feel this mindset came from?
2. Page 26-28 provides examples of growth mindset language and activities to introduce that language into your classroom. What words could you incorporate into your classroom? What activity would best fit for your class? What changes would you make to work for your class?
3. In chapter 3 the author discusses changing the perception of mistakes in the classroom. Which of the activities to change the perception of mistakes provided do you feel would work best in your class? Why?
4. Develop a definition of effort in your classroom. Keep in mind what you want your students to be doing and how they will act. Come up with a specific example for a situation to help the students understand your definition.
5. Do you promote trial and error in your class? Do you allow retakes in your class? Does your school have a district or department policy?
6. Do you believe your students would embrace a culture of challenge in class? Do the benefits outweigh the push back?
7. Explain an activity you currently use in your classroom. Then discuss ways to change and adapt that activity to focus more on the processes. Why these changes will focus on the process? How it will challenge students? What benefits will come?
8. Do you feel parent involvement is necessary to help promote a growth mindset for students? What are the benefits and/or drawbacks of parent involvement? What tool would you use to involve parents?
9. Discuss your thoughts on growth mindsets? What place does it have in education? Do you currently use any growth mindset activities in your class?
10. Explain what you have learned after reading the textbook and how information from the course can benefit your students.

Application #1

Page 79 has a list of target implementation strategies. Use one of those strategies provided or develop your own that could be used during one of your lessons. Why did you choose that strategy? What is the importance of target implementation strategies in your lesson? 2-3 pages.

Application #2

Choose one of the examples of effective reflection on pages 90-91 and describe why it would work in your class. What does reflection look like in your classroom? What does reflect mean to you? Will this change how reflection is described in your class? Will this help all students have the same definition of reflection? How can you teach your students to decipher command words to ensure they fully understand the meaning? 2-3 pages.

Journal entries

Journals are designed to demonstrate that students are reflecting on and implementing concepts and strategies in their own education settings. Journal entries are to be roughly 2-3 paragraphs each. Students are expected to complete 10 entries over the course of the class. You may use the same type of journal entry more than once. Make sure to include some examples of what you have actually done to support your thoughts whenever appropriate. Some examples of acceptable journal topics include:

- How has what you learned about a strategy/topic changed the way you think?
- What were the results of trying something new that you learned in class, and how could you improve it next time?
- Reflections on conversations you had with students, colleagues or administrators about what you have learned.
- Research you've discovered on a topic and how it complements or contradicts what the author says.
- These are a few examples, but any journal entry along these lines is acceptable. Remember that you can use the same journal topic more than once to examine different concepts or strategies, or even to examine different impacts on multiple types of classes.

Research project

Research an article that discusses growth mindset in education. Reflect on the article and how it relates to this course. How can you use this information in your classroom?

- 3-5 pages APA format
- Reference the article and course textbook in your response
- Attach the article
- Cite your sources

Evaluation assignment

Write a mission statement for your class, department, or school that promotes the development of a growth mindset. Why did you choose that mission statement? How will you get buy-in from students and parents? How will you change the mindset? How will this be displayed daily?

- 3-5 pages APA format

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our **survey**. We appreciate your help and your commitment to the profession.

CSU-Pueblo's Policies

Accommodations: Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

Academic Dishonesty: Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonest, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

Mandatory Reporting: Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional-equity).

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact
Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning

goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

STUDENT LEARNING OUTCOMES (SLOs):
This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:
1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration,	1

professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1