# Professional Development Institute

## Flex Course Syllabus

## Instilling a Growth Mindset in Students (K-12)

**PDI Course Number: 115T02**

**UCSD Course Number: EDUC40265**

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, please click here.

## Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

## Course Description

Are you finding that no matter how hard you try, it seems that some of your students cannot break out of the "I'm no good at this" cycle, and therefore they stop trying? After all, perhaps they just are not "math people" or "good at reading," right? Wrong! According to recent research, there are two types of mindsets with which students come to school — growth and fixed — and each of them empowers its owner, for better or worse. This online course is designed for K-12 teachers who wish to explore the concept of growth mindset in detail. Teachers will be introduced to the concept of growth mindset and will understand how it differs from its counterpart — fixed mindset. This course takes teachers through the entire process of instilling a growth mindset in students as well as teaching students strategies to become confident risk-takers. Specific topics include learning how to make mistakes meaningful, the importance of meaningful feedback during the learning process, the role that growth mindset plays in both literacy and mathematics, and how to integrate the mindset model in a data-driven classroom. Teachers will learn how to ask better questions so that students are supported in the development of their social-emotional skills and soft skills as they work through productive struggle. Teachers will also learn how to model through think alouds in order to model a growth mindset attitude. By the end of this course, teachers will feel more confident in implementing growth mindset best practices into their teaching repertoire.

## Educational Outcomes

1. Teachers will learn what constitutes a growth mindset and how it differs from its counterpart — a fixed mindset.
2. Teachers will learn how mindset manifests itself in the classroom and how that mindset impacts both teaching and learning.
3. Teachers will learn the history of the growth mindset movement, specifically the contributions of Carol Dweck and Jo Boaler.
4. Teachers will understand how their own assumptions, experiences, and mindsets impact their instruction, as well as what they can do to lay a solid foundation of growth mindset practices in their classrooms.
5. Teachers will learn how memory plays a critical role in the development of growth mindset and will be introduced to some best brain practices to induce a growth mindset in students.
6. Teachers will learn specific strategies for turning a fixed mindset into a growth mindset.
7. Teachers will learn what self-efficacy is and the role it plays in the development of a growth mindset.
8. Teachers will learn how self-efficacy can be supported through learner-centered instruction.
9. Teachers will learn a variety of learner-centered strategies which are designed to support self-efficacy and growth mindset in the classroom.
10. Teachers will be introduced to a variety of strategies and activities that are designed to promote a growth mindset in their students.
11. Teachers will learn how to enforce the belief that mistakes are meaningful learning opportunities designed to grow students' brains as they productively struggle.
12. Teachers will learn how to integrate the mindset model into a data-driven classroom.
13. Teachers will learn how to teach their students to set S.M.A.R.T. goals so that their learning journeys remain malleable and attainable.
14. Teachers will learn about the important role that growth mindset plays in the development of literacy.
15. Teachers will learn how to embrace four distinct behaviors (mining, mirroring, modeling, and mentoring) in order to help struggling readers find success.
16. Teachers will learn how to use literature to facilitate dynamic learning frameworks.
17. Teachers will learn how to properly offer feedback so that they can facilitate a view of reading for students with a growth-based attitude.
18. Teachers will learn about the important role that growth mindset plays in the development of mathematical literacy.
19. Teachers will learn how to use think-alouds and language frames in order to support mathematical flexibility and encourage and model a growth mindset in students.
20. Teachers will learn strategies for transforming their questioning techniques so that students feel supported to take risks and make meaningful mistakes in the pursuit of mathematical reasoning.
21. Teachers will learn about the basic tenets of social-emotional learning.
22. Teachers will understand how growth mindset supports social-emotional learning and will learn how to implement the principles of both growth mindset and social-emotional learning into their teaching practices.

23. Teachers will learn about the role that growth mindset plays in the development of students' social and soft skills.
24. Teachers will learn the difference between rigor and productive struggle, and that productive struggle is an essential facet of growth mindset.
25. Teachers will be introduced to a variety of strategies that are specially designed to address productive struggle as it supports growth mindset principles.

## Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

## Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Respond to Common Classroom Scenarios and Design a Lesson Plan to Incorporate Growth Mindset (20% of final grade)
- Culminating Practicum (20% of final grade)

## Topical Outline

### Unit One

- What is a Growth Mindset?
- The History of Growth Mindset
- Discovering Your Mindset
- **Assignment #1**
  *Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about growth mindset in order to best reach all of the*

*students in your classroom. Your autobiography should be a minimum of three paragraphs.*

- **Test #1**

## Unit Two

- The Role of Memory in Developing a Growth Mindset
- Undoing What's Been Done
- Learning to Learn: The Role of Self-Efficacy
- **Assignment #2**
  *As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.*
- **Test #2**

## Unit Three

- Promoting Growth Mindset in Students
- Making Mistakes Meaningful
- Integrating the Mindset Model in a Data-Driven Classroom
- **Assignment #3**
  *Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to effectively implementing the practice of growth mindset and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.*
- **Test #3**

## Unit Four

- The Role of Growth Mindset in Literacy
- Using Literature for Dynamic Learning Frames and Growth Mindset
- Feedback that Fosters a Growth Mindset
- **Test #4**

## Unit Five

- The Role of Growth Mindset in Mathematics
- Using Think-Alouds and Language Frames to Model Growth
- Making Questions Matter
- **Test #5**

## Unit Six

- Growth Mindset and its Link to Social-Emotional Learning
- The Role of Growth Mindset in the Development of Social and "Soft" Skills
- Encouraging Growth through Productive Struggle
- **Assignment #4**
  *PART I: Applying what you have learned throughout this course, respond to the common classroom scenarios contained within Assignment 4. In terms of growth mindset, each scenario illustrates what the fictional teacher is doing correctly and/or incorrectly in order to foster a growth mindset in his/her classroom. Each response should consist of a minimum of two paragraphs which should clearly relate to both positive feedback and growth mindset. When you are finished with this part of the assignment, you will have written a total of a minimum of six detailed paragraphs, consisting of at least two paragraphs per scenario.*
  *PART II: Choose an intangible trait that students need to succeed, not just in school, but in life as well. Then, choose one of your already-existing lessons and revise it to incorporate this intangible skill. The lesson that you create needs to provide students with distinct opportunities to productively struggle, as this is a very important growth mindset principle. The lesson should be detailed and specific so that someone else can teach it. Be sure to include the learning outcome(s) and grade level to which the lesson best applies, as well as the specific soft skill being addressed.*
- **Assignment #5**
  *The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.*

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