



Developing a Growth Mindset in the Primary Classroom

3 Semester Credits/Units

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Course Syllabus

Course Overview:

Discover practical ways to develop a growth mindset for your students. It must first begin with you! You will begin to establish having a growth mindset in order to develop the same in your students. Growth mindset is an effective approach to helping your students reach their full potential. Your students will learn that their brain has limitless potential to learn. This course will offer you an opportunity to instill gratitude practice and create monthly lesson plans for developing a growth mindset in your student.

Course Objectives: This course will give student opportunity to:

- Reflect on your own mindset and develop a plan for personal development of a growth mindset.
- Explore how attitude and effort play a role in developing a growth mindset.
- Discover ways to teach students about growth mindset
- Create monthly lesson plans for developing a growth mindset in your students.

Course Relation to CCS or other Professional Standards

Standard I: Using Knowledge of Child Development to Understand the Whole Child

Standard II: Partnering with Families and Communities

Standard VI: Managing the Environment for Development and Learning

Standard VII: Planning for Development and Learning

Standard VIII: Implementing Instruction for Development and Learning

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Course Modules

There are 4 modules which comprise this course. The modules will guide you through your current knowledge on the course matter with a reflection of your own personal growth, research how attitude and effort affect learning, discover how to help your students reach their full potential, and create monthly lessons promoting a growth mindset.

MODULE 1: Growth Mindset vs. Fixed Mindset

Overview	You will gain an understanding of the difference between growth and fixed mindsets. You will reflect on your own thinking and create a daily gratitude journal that you will keep throughout this course.
Goal	The teacher will develop a growth mindset through daily gratitude practice.
Assignment	Read Module 1: Growth Mindset vs. Fixed Mindset <ul style="list-style-type: none">● Watch the video: Growth Mindset● Read about Neuroplasticity● Watch the video: Developing a Growth Mindset● Read Gratitude is Medicine for the Mind and submit a plan for using the 3 ways to rewire your students brain. Share your ideas for implementing daily gratitude into your classroom in order to promote positive thinking in your students.● Start a Personal Gratitude Journal. Write 5 things you are grateful for each day! You may also write down goals you hope to accomplish. Write a 1-page reflection explaining your thoughts on developing this practice of daily gratitude. Submit to the Assignment 1 tab.

MODULE 2: The Effect of Praise on Mindset and the Power of YET

Overview	Discover what affects mindset and the ability to tackle a challenge. Learn how to approach praising your students' effort toward success. Gain an understanding of the power of YET!
Goal	Throughout this module, the teacher will learn how to make a difference in how students apply effort and form positive attitudes.
Assignment	<ul style="list-style-type: none">● Read 7 Tips to Rewire Children's Brains for Positivity.● Watch the video: Carol Dweck A Study on Praise and Mindsets● Watch the Video: The Power of YET● Write a Lesson Plan for Teaching your class The Power of Yet. (30)● Create a Pinterest board or collect teaching ideas and strategies for implementing The Power of Yet into your classroom. Share 3 of your favorite strategies that you found from your research. Submit to the Assignment 2 tab.

MODULE 3: Exploring Growth Mindset Resources

Overview	Explore a variety of resources and tools in order to prepare for creating your plan for monthly lessons on Growth Mindset.
Goal	The teacher will have discovered practical tools and strategies that will develop a growth mindset. They will reflect on their own strategies being used and new strategies to implement.
Assignment	<p>Explore the following resources along with doing some research of your own:</p> <p>Resources for Teaching a Growth Mindset 10 Ted Talks to Share with Your Students Growth Mindset Coloring Pages Mindset Kit Class Dojo Big Life Journal</p> <ul style="list-style-type: none">● Create a list (or Pinterest board) keeping track of your favorite resources for Growth Mindset materials to use in your classroom.● Submit to the Assignment 3 tab proof of the hours spent doing research on this topic.

MODULE 4: Planning to Teach Growth Mindset

Overview	Create a plan for teaching a growth mindset in your class.
Goal	The teacher will be able to create a list of Growth Mindset Themes to teach throughout the school year. At completion of this module you will have a Thematic Teaching Map along with 1 lesson for each month of your school year.
Assignment	<ul style="list-style-type: none">● Develop a plan or thematic map for teaching monthly lessons and activities on the themes involved in Growth Mindset. Use the document found in the course titled GROWTH MINDSET THEMATIC TEACHING MAP● Present your plan to a grade level teammate, principal or curriculum director with the intention of others wanting to implement your Growth Mindset Thematic Monthly Map.● Create one lesson plan to go with each monthly theme.● Submit to the Assignment 4 tab one document titled Growth Mindset Thematic Teaching Map

Course Assessment Rubric

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives: A to A-	Majority of Work Meets Course Objectives; B+ to B-	Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.