The Growth Mindset & Appreciative Inquiry:
Getting the Best from Your Students and Getting Them to Believe in Themselves
Site-based Participant Syllabus

Course Description

This course will educate participants on the difference of a fixed or growth mindset, and how Appreciative Inquiry (AI) can cultivate the classroom environment into a place of risk taking and success. Participants will learn about their own mindset and how it impacts students, as well as techniques for evaluating the growth mindset, strategies for reframing failures to successes, and devising lesson plans with the growth mindset in mind.

Participants will also learn about Appreciative Inquiry and how it is among the growing trend of approaches to human development and organizational change. Focus on the power of positive question and imagery, sharing stories, and implementation of Dr. David Cooperrider's 4-D cycle will be reviewed, along with implementation strategies.

Participants will leave the course understanding how to create a dynamic classroom that fosters growth and compassion; that will create bonds with students to push them further and increase test scores.

Course Prerequisites

This course is recommended for K-12 teachers and administrators looking to gain a more in-depth understanding and application of the growth mindset, as well as an understanding of Appreciate Inquiry (AI) in one's classroom and school culture. Participants must hold a baccalaureate degree.

System Requirements

- Internet access connection
- Software capable of reading PDF files
- Software capable of viewing PowerPoint presentations

Text Books/Supplemental Reading

No textbook is required for this course. Critical reading of assigned articles and text is embedded throughout the course. Assigned and recommended readings are listed in each milestone.

Global Goals of the Course

1. To examine current research in the area of the growth mindset and Appreciative Inquiry (NBPTS 3,4,5)
2. To develop an understanding of the need for effective teaching using the growth mindset and Appreciative Inquiry (NBPTS 1,3,4,5)

3. To analyze current growth mindset and Appreciative Inquiry methods in order to create engaged practices to better support student learning (NBPTS 1,3,4,5)
4. To explore possible applications of the growth mindset and Appreciative Inquiry models in the classroom (NBPTS 1,2,3,4,5)
5. To synthesize best practice growth mindset and Appreciative Inquiry research and classroom applications (NBPTS 2,3,4,5)

Instructional Objectives

By the conclusion of this course, each participant should be able to do the following:

1. Develop an understanding of the growth mindset
   - 1.1 Reflect on one's personal experience in using the growth mindset
   - 1.2 Explore Dr. Carol Dweck's research on the growth mindset
   - 1.3 Examine current research on the growth mindset
   - 1.4 Explore implementation techniques of the growth mindset
2. Assess factors that impact mindset in individuals
   - 2.1 Explore factors that impact the growth mindset
   - 2.2 Assess ways to remove classroom barriers to help the growth mindset develop
   - 2.3 Explore how learning styles can help teachers understand the growth mindset
   - 2.4 Discuss strategies to bring in growth mindset concepts into classroom lessons
   - 2.5 Create a list of growth mindset resources that can be reviewed for ideas
3. Evaluate strategies for reframing failures to successes
   - 3.1 Explore strategies to help students with a variety of learning styles to overcome failure
   - 3.2 Research methods for overcoming failure and discuss classroom implementation
   - 3.3 Observe teaching scenarios of the growth mindset
   - 3.4 Discuss ways to educate parents on the growth mindset and creating a "team" approach for their child's education
4. Evaluate the growth mindset implementation process
   - 4.1 Assess ways to evaluate the development of the growth mindset in the classroom
   - 4.2 Examine ways to help students understand their own mindset
   - 4.3 Explore online resources of assessment on growth mindset assessment techniques
   - 4.4 Develop an outline to foster the growth mindset yearlong
5. Develop an understanding of Appreciative Inquiry
   - 5.1 Explore the framework of Appreciative Inquiry and the work of Dr. David Cooperrider

  5.2 Review current research on Appreciative Inquiry implementation in the classroom

  5.3 Reflect on experiences using Appreciative Inquiry

6. Interpret ways to engage with Appreciative Inquiry

  6.1 Explore strategies to engage students with Appreciative Inquiry

  6.2 Research classroom implementation strategies that use Appreciative Inquiry

  6.3 Review of the concept of positive questions, story sharing, and other Appreciative Inquiry strategies

  6.4 Design a mini lesson using an Appreciative Inquiry framework

7. Implement Appreciative Inquiry in the classroom

  7.1 Explore the 4-D process of Appreciative Inquiry

  7.2 Examine the components of the 4-D process: Discovery, Dream, Design, Destiny

  7.3 Reflect on the 4-D process and how the process can stimulate creativity, classroom energy, and a commitment to change

8. Blend the growth mindset and Appreciative Inquiry models together

  8.1 Compare and contrast the growth mindset and Appreciative Inquiry frameworks

  8.2 Discuss ways to blend/implement the growth mindset and Appreciative Inquiry into the classroom

  8.3 Devise/plan for implementing both models into the classroom

Teaching Methodology and Delivery Model

Teaching methodologies of this course are designed to support intensive, graduate-level course work in an interactive setting. Instructional plans support the content of this course, which focuses on the improvement of professional teaching expertise in any or all of the following categories: assessment, collaboration, communication, diverse learners, educational reform, instructional strategies, planning instruction, productivity, reflection of practice, student learning, subject matter, and/or technology.

1. Methodologies include instructor presentations, specific skill practice, discussions, audio-visual presentations, self-evaluation, project development, course readings, research/inquiry exercises, and the synthesis of new knowledge and skills with previously acquired skills/expertise in relation to transition knowledge and content.

2. The course is taught with instructor-participant and participant-participant feedback. Course content, activities, and assessments are organized into 8 modules totaling 45 seat hours. Assessments are due two-weeks following the end of the course.

3. Research-based content, presentations, educator resources in print and on the Internet, notes from instructor presentations, class activity work pages, references, and assessments are supported by content designed specifically for educators.

4. Daily activities include a variety of research-based instructional approaches appropriate for adult learners. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills during hands-on practice and problem-solving activities, personal reflection, in-class presentations, whole-class and small group discussions and activities, assigned readings, research/inquiry, projects, and collaborative work in various group formats. All are designed to make it possible for educators and other school-related personnel to learn the same basic content and skills with an emphasis on application to their own specific content area or grade level.

Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, peer- and self-evaluations, journal entries, instructor feedback, small-group sharing and activities requiring participants to make sense of new knowledge and/or skills within their realm of teaching. Additionally, three formative assessments are embedded within the course. Summative assessment for the course occurs in the form of a final project which requires each participant to synthesize class content and apply it within the teacher's specific teaching environment. Copies of the course performance assessment rubrics are included in Appendices A-C.

Compliance with National Board of Professional Teaching Standards

The National Board of Professional Teaching Standards represents the highest level of professional achievement in the continuum of teacher professional development. There are five core principles (standards) which cover five aspects of professional educational practice: (1) commitment to students and their learning, (2) knowledge of subject matter and instructional strategies, (3) management and monitoring of student learning, (4) systematic reflection about the teaching profession to learn and grow from experience, and (5) collaborative participation in the educational learning community.

Topics Agenda

Milestone One: Introduction to the Growth Mindset

Participants will learn about Dr. Carol Dweck's research on the growth mindset and what current research is directing classroom teachers to be implementing. A review of terminology, techniques, and online resources will be explored.

Milestone Two: Factors that Impact Mindset in Individuals

Participants will learn about the many factors that impact a student's mindset and how to help move some of those fixed barriers to a growth mindset. Understanding factors of mindset and a student's learning style can help teachers develop lesson plans and activities to help foster the growth mindset. Participants will leave this milestone with a toolset of ideas to bring the growth mindset into their lesson planning.

Milestone Three: Strategies for Reframing Failures to Success
Participants will learn numerous strategies to help students overcome failures and view their downfalls in a different light. Real classroom scenarios will be explored and discussed. Participants will also learn how to help educate parents on the growth mindset and creating a "team" approach for student-teacher and student-parent relationships further developing the growth mindset.

Milestone Four: Evaluating the Growth Mindset
Participants will learn how to assess their success in implementing and fostering a growth mindset classroom environment, as well as help students understand how to assess their own mindset. Online resources with numerous assessment techniques will be explored. Participants will develop an outline to foster the growth mindset in their classroom.

Milestone Five: Introduction to Appreciative Inquiry (AI)
Participants will be introduced to the concept of Appreciative Inquiry (AI), its history and the work of Dr. David Cooperrider, and development, thus gaining a better understanding of Appreciative Inquiry's framework. Current research on Appreciative Inquiry implementation into educational classroom settings will be explored. Participants will self-reflect on their own classroom, equipping them to better understand how Appreciative Inquiry can improve their classroom culture.

Milestone Six: Engaging students with Appreciative Inquiry
Participants will learn ways to engage students with Appreciative Inquiry. Classroom examples will be explored, reviewed, and discussed. The concept of positive questions, story sharing and more will be explained and discussed, resulting in participants developing methods to engage their students in Appreciative Inquiry.

Milestone Seven: Implementing Appreciative Inquiry.
Participants will learn how to implement the 4-D Process of Appreciative Inquiry into their classroom. The power of Appreciative Inquiry is unleashed through what is called a 4-D Process. The components of this process are DISCOVERY: Identify and appreciate what works, DREAM: Imagine what might be, DESIGN: Develop systems, structures leveraging the best of what was and what might be, DESTINY: Implement or deliver the proposed design. Participants will learn how this process stimulates creativity, builds energy, and creates a commitment to change for the better in their classroom.

Milestone Eight: The Growth Mindset and Appreciative Inquiry Working Together
In this milestone, participants will reflect on the similarities and differences of the Growth Mindset and Appreciative Inquiry models. A discussion on how to blend the Growth Mindset and Appreciative Inquiry model into a classroom will be discussed and reviewed. Participants will self-reflect on their own growth and barriers to gain a better understanding of themselves to improve their classroom environment. Upon leaving the

course, participants will have an action plan to implement the growth mindset belief system and Appreciative Inquiry model.

Final Projects

Assignments/ assessments should reflect that each participant is accountable for a high degree of learning appropriate for graduate level credit. Therefore, instructors will assign 3 formative assignments which can be completed throughout the course. These assignments will correlate to the instructional learning objectives. All courses will also include a final summative project which requires critical thinking, analysis, synthesis, evaluation or application. Assessment of the assignments should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Final projects are due within two weeks of the end of class. Projects submitted during the third week "grace period" will have their grade reduced one full letter grade. No papers will be accepted past the grace period, and participants will, consequently, forfeit credit for the course. Papers are expected to be properly formatted and submitted to the instructor either in person or via mail or an email attachment.

Participants taking professional development unit (not-for-credit) courses must attend all scheduled class sessions and complete all formative assignments. However, they will be exempt from completing the final summative project unless otherwise noted. Proof of seat hours will be presented to the participants after completing course reflection via the student portal and all hours are met.

Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements;* is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful

and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection   30%
Formative Assessments   30%
Summative Assessments   40%

Academic Honesty and Integrity
All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance
In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance
Participants are required to attend all classes as well as participate in class discussions, small group activities, and projects. Absence from any part of the class will require that you withdraw from the class. You will need to contact The Connecting Link at (888) 550-5465 in the event this occurs.

Late Work and Make-Up Policy

Participants are expected to keep pace with assignments and expectations. If a situation arises in which an assignment cannot be completed, the participant is expected to make arrangements with the instructor for the timely submission of such work. Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such polices include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.