



**The Growth Mindset & Appreciative Inquiry:
Getting the Best from Your Students and Getting Them to Believe in
Themselves
Online Self-Paced 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

- Computer with word processing software
- 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 used in this course are specifically designed to maximize learning in a graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, Forum and Assessment completion, as well as the synthesis of new knowledge and skills in designing educational applications.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into Milestones that participants complete during the 12-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.

5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching situation.

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.

Final Projects

Participants taking courses for professional development unit (not-for-credit) must follow the same Participation Expectations as posted in the course syllabus. Participants will complete readings and tasks as outlined in the Task List. Forum Postings are also required. However, participants will be exempt from completing the Formative and Summative assignments unless otherwise noted. Proof of seat hours will be presented to the participants after completing the state required course evaluation located on the student portal.

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge in an applied final project linked to the instructional objectives of this course. Assessment of the project 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 and will be submitted to the instructor within the 8 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

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 will have 12 weeks from the time of their first date of login to complete the course. They will need to contact their instructor and The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time given. Failure to complete all work in the 12 week time frame may result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

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 policies 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.