



## **Growth Mindset in the Classroom**

### **1 Semester, Graduate Level Credit**

Thank you for registering for this course. Included are the following important information:

1. Course Syllabus
2. Assignment Plan – Assignments to turn in & Grading Rubric
3. Course Hourly Breakdown

**Assignment Deadline:** This course is a rolling course throughout the year, which means it does not have a specific deadline to submit completed assignments. However, you must submit all completed assignments by 6 months after the registration date with Credits for Teachers.

**Registering with the University:** Please be sure to register with the university, so we are able to submit your final grade to that respective university. To register, please follow the respective instructions on Schoology depending on the university you are registering with. **NOTE: Adams State has requested that students register during the semester they plan to complete their course.**

**Upon Completion of the Course:** Please submit assignments and discussion posts as instructed on Schoology. **Make sure to check the email address you used to register with Credits for Teachers regularly, including the spam folder, as we will be contacting you with this email address moving forward with any updates regarding your coursework.** Please allow up to 2 weeks from the date assignments are submitted to receive your final grade and up to 4 weeks for the grade to be added to your transcript.

If you need assistance, have any questions, or would like to get in touch with one of our instructors, feel free to contact our staff by leaving a message on Schoology or emailing at [info@creditsforteachers.com](mailto:info@creditsforteachers.com).

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## Growth Mindset Syllabus

3 credits

**Course Description:** This course offers a synopsis of the difference between a fixed mindset and a growth mindset, specifically as it relates to teaching. This course not only explains the importance of having a growth mindset, but it also gives strategies on how to institute a growth mindset within the classroom. With the main message being that anyone can learn anything with enough effort, hard work and practice, this course inevitably improves student learning.

### Learning Objectives:

- Students will be able to learn the difference between a fixed mindset and a growth mindset.
- Students will understand the importance of having a growth mindset so they can help their own students attain a growth mindset.
- Students will be able to apply strategies to implement the growth mindset in their classrooms to increase student learning.
- Students will develop skills to reflect on & improve their own teaching practices.

### Required Texts:

- “Chapter 7: Parents, Teachers, and Coaches—Where do Mindsets Come from?” from the book *Mindset: The New Psychology of Success* by Carol Dweck.

### Course Components:

This course requires 15 hours of academic involvement per semester credit. This course includes selected readings, selected videos, discussion boards, online assignments, and a final paper. All components and all course materials can be found on the Schoology course page. The assignments, including the final paper, will be turned in online via Schoology. Students must receive an 80% or better on each assignment to receive university credit.

### Course Outline:

- Part 1: Reading & Video
  - Growth Mindset Reading PDF
  - Video: Carol Dweck
  - Reading Response Discussion
- Part 2: Implementation of Strategies
  - Initial Thoughts Discussion
  - Implementation Plan Assignment
- Part 3: Final Reflection
  - Final Reflection Paper
  - Final Thoughts Discussion

**Implementation Plan:**

The purpose of the Implementation Plan is for students to show how they will implement strategies from the course in their lessons and/or school days in the future. Students are responsible for creating a 1 week plan for one of the units in their curriculum that includes regular implementation of the strategies from the course within the lessons of the unit.

**\*\*PLEASE READ-Note on the Implementation Plan:**

If you have completed courses with us in the past or you are taking multiple courses at the same time, please complete a separate and unique Implementation Plan for each course. Please do not plan to implement course strategies from different courses within the same unit plan.

**Implementation Plan Rubric:**

Grade	Description
A (9-10)	Student’s unit plan is a minimum of 1 week and includes all of the required components. Student also includes all of the required components for each lesson within the plan. Student demonstrates the implementation of learned strategies, and there is clear evidence that one or more strategies from the course are incorporated within each lesson. Student has included 4 or more DIFFERENT strategies from the course within their plan.
B (8)	Student’s unit plan is a minimum of 1 week and includes the required components. Student also includes the required components for the majority of the lessons within the plan, but 1-2 of the lessons are incomplete. Student demonstrates the implementation of learned strategies, and there is evidence of one strategy from the course incorporated within each lesson. Student has included 3-4 DIFFERENT strategies from the course within their plan.
Not Passing (7 or below)	Student’s unit plan is less than 1 week and includes some of the required components, but one or more are missing. Student includes some of the required components for the lessons within the plan, but the majority of lessons are incomplete. Student partially demonstrates the implementation of learned strategies. Some of the lessons have strategies from the course incorporated while others do not, or none of them do. OR, the same strategy is used repeatedly with little to no variety.

**Discussion Board:**

The purpose of the discussion boards is to share ideas and experiences with fellow teachers in order to learn from each other and inevitably improve everyone’s practice. For each discussion board, students are responsible for responding to the questions presented in a well-thought out response. Students must also reply to a minimum of 1 other student’s response per discussion board.

Discussion Board Rubric:

Grade	Description
A (5)	Student's responses are clear, well written, and include a high level of detail. Student answers all parts of the question(s) thoroughly using clear and highly appropriate evidence from the course. For each discussion board, student also completes a minimum of 1 reply to another student's post. The reply is thoughtful and incorporates ideas learned from the course.
B (4)	Student's responses are clear, well written, and include some amount of detail. Student answers the majority of the question(s) thoroughly using appropriate evidence from the course. For each discussion board, student also completes a minimum of 1 reply to another student's post. The reply is thoughtful and incorporates ideas learned from the course. OR Student's response meets the requirements of an A. However, they did not include a reply to another student's post.
Not Passing (3 or below)	Student's responses are unclear and do not include very much detail. Student answers some of the question(s) using some or no evidence from the course. The reply to another student's post is brief and does not incorporate ideas learned from the course, or it is missing all together.

**Final Reflection Paper:**

Within the final paper, students must explain the strategies from the course they plan to implement and reflect on the impact they hope those strategies will have on their practice and on student learning. Students will also explain how they plan to implement the strategies, aspects they valued, and aspects they would modify.

Final Paper Rubric:

Grade	Description
A (18-20)	Student has included multiple strategies to incorporate a growth mindset within their lessons. 4 or more guiding questions and strategies presented are addressed with detail explaining how each strategy was incorporated or modified if needed. Lastly, student has answered all of the reflection questions.
B (16-17)	Student has included multiple strategies to incorporate a growth mindset within their lessons. 3-4 of the guiding questions and strategies presented are addressed. Student has explained how the strategies were incorporated or modified if needed. Lastly, student has answered the majority of the reflection questions, but one or two are incomplete.
Not Passing (15 or below)	Student has included multiple strategies to incorporate a growth mindset within their lessons. 1-2 of the guiding questions and strategies are addressed.. Student has provided some explanation of how the strategies were incorporated or modified if needed, but the explanation is incomplete. Lastly, student has answered some of the reflection questions but responses are incomplete, or none of the questions have been answered.

## **Growth Mindset - Assignment Plan, Grading, & Hourly Breakdown**

Implementation Plan Assignment	X/10 pts
Reading Response Discussion Board	X/5 pts
Initial Thoughts Discussion Board	X/5 pts
Final Thoughts Discussion Board	X/5 pts
Final Reflection Paper on Growth Mindset	X/20 pts
Final Grade	X/45 pts

### **Final Grade Scale**

41-45 pts	A
36-40 pts	B
39 pts & below	Not Passing

### **Grading Process**

Our graders will begin grading all of your assignments and discussion posts once you have completed the entire course and submitted everything on Schoology.

After everything has been graded, you will receive an email containing your final grade and certificate of completion for the course. The certificate outlines the individual grades for each assignment, the final grade for the course, and general comments about the coursework. Grades and comments for individual assignments can also be found on Schoology.

You also have the option to redo and resubmit an assignment after your coursework has been graded. If you do not agree with a grade or you would like to redo an assignment to improve a grade, please contact us at [info@creditsforteachers.com](mailto:info@creditsforteachers.com) with the following information: your name, the course name, and specifics about your grade inquiry.

### **Suggested Hourly Breakdown**

Reading/reviewing assigned course materials	2
Planning strategies into a unit plan	3
Practicing strategies/techniques in the classroom (within the unit plan)	7
Reflecting on lessons and effectiveness of strategies	1
Brainstorming and writing all discussion boards & assignments	2
Total Hours	15

### Bibliography

Alumni, Stanford, director. *Developing a Growth Mindset with Carol Dweck*. YouTube, YouTube, 9 Oct. 2014, [www.youtube.com/watch?v=hiiEeMN7vbQ](http://www.youtube.com/watch?v=hiiEeMN7vbQ).

Dweck, Carol S. *Mindset: The New Psychology of Success*. Ballantine, 2006.

### Credits for Teachers Policies

*Graduate-level professional development credits are not part of a degree program. These courses can be used for professional development, salary advancement, and recertification. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a degree program at the discretion of the accepting institution. Courses are rolling throughout the year, which means it does not have a specific deadline to submit completed assignments. You must submit coursework by 6 months after the registration date with Credits for Teachers. Students have up to 30 days after the purchase of a course to request a refund.*

Thank You!

