



## **Growth Mindset in the Classroom**

### **Brandman University: EDDU 9610 – 3 Semester Hours**

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

1. Course Syllabus
2. Course Materials
3. Assignment Plan – Assignments to turn in & Grading Rubric
4. Course Hourly Breakdown
5. Participant Evaluation Form

**Assignment Deadline:** This course is a rolling course throughout the year, which means it does not have a specific deadline. However, you must submit all completed assignments by 6 months after the registration date with Credits for Teachers. Please allow 4 weeks from the date assignments are submitted for the grade to be added to your transcript.

**Registering with Brandman University:** Please register with the university prior to starting your coursework. *Students must register for the course through Brandman prior to the end of the semester in which they are enrolled with Credits for Teachers.* To register, visit their [website here](#). If you are registering with Brandman for the first time, create an account. If you are a returning student, enter your login information.

#### **Upon Completion of the Course:**

1. Please submit all completed assignments in PDF format in one email to [grades@creditsforteachers.com](mailto:grades@creditsforteachers.com).
2. Complete a Course Evaluation (2 minutes) by clicking the link below - Course Evaluation Form

## Growth Mindset - Syllabus

EDDU 9610

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 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.

### Course Materials:

- Readings:
    - List of chapters below all from the book *Mindset: The New Psychology of Success* by Carol Dweck.
      - (Required) “Chapter 7: Parents, Teachers, and Coaches—Where do Mindsets Come from?”
      - (Additional) “Chapter 3: The Truth about Ability and Accomplishment”
  - Videos:
    - Growth Mindset vs. Fixed Mindset
    - Developing a Growth Mindset with Carol Dweck
  - Content Implementation: (You will choose one of the following options.)
    - OPTION 1: Implementation Plan & Implementation Plan Template
    - OPTION 2: Hour Log Template & Hour Log Example
- \*NOTE: The example is meant to act as a reference for what different entries could look like in the hour log assignment. Although this example relates to the *Growth Mindset* course, it is meant to be used as a model for what to include in the hour log assignment. Students are expected to include their own entries.
- Course Evaluation Form

Assignments:

1. Read the following descriptions:

**Fixed Mindset:** The thought process is that one is either smart or dumb, either good at something or not, and there is no changing that. People are born with natural talent or are born naturally smart. People's traits are fixed.

**Growth Mindset:** The thought process is that anyone can become smarter or better at something as long as they work at it. Effort is the means for success and intelligence. The drive to do anything is an inherent desire to learn and become better, instead of the reward or the grade.

Then watch the following video: Growth Mindset vs. Fixed Mindset

2. In at least 1 page, use the text and the video to explain the following:
  - a. In your own words, what is the difference between a fixed and a growth mindset? How would you explain it to your own students?
  - b. Which mindset do you consider yourself to have in your daily life outside of work? Which mindset do you consider yourself to have as a teacher? Are your mindsets different or the same in and out of the classroom? Why do you think that is? Use specific examples and personal experiences to support your choice.
  - c. How do you think your mindset has affected your teaching in the past?
3. Read the packet entitled "Chapter 7: Parents, Teachers, and Coaches—Where do Mindsets Come from?" from the book *Mindset: The New Psychology of Success* by Carol Dweck.

Then, watch the following video: Developing a Growth Mindset with Carol Dweck

4. In at least 2 pages, respond to the reading and the video. What are your initial reactions? Do you agree with the idea that anyone can learn anything with enough practice and effort? Explain. Do you disagree with any part(s) of the reading? Explain. What changes do you foresee needing to make to your own classroom in order to create a growth mindset environment?
5. Content Implementation: **You only have to complete one of the following options.**

**OPTION 1:** This section typically applies to in class (or within the school day) implementation of strategies. For teachers that are in their summer break or do not have contact with students due to COVID-19, please refer to the Implementation plan for how to adjust this section accordingly. The Implementation Plan takes the place of the Hour Log, so you only have to do one or the other. Links to the Implementation Plan assignment and template can be found above in "Course Materials."

Make sure to include the following in your 4 week plan. Use the following questions and strategies to guide your planning and teaching. Use examples from the text to help you as well.

- What does it look like and/or sound like?
- What is the teacher doing?
- What are the students doing?
- If your students have not heard of “growth mindset”, you may want to take some time to teach them about it.
- What language are you using with students?
- Use the power of “yet”.
- What types of praise are you giving your students? Praise effort instead of intelligence or ability.
- Are the activities within your lessons conducive to a growth mindset?

**OPTION 2:** Complete an hour log that logs the hours when you implement strategies from the course. Choose some upcoming lessons to begin implementing the growth mindset in your classroom with your students. Use the following questions and strategies to guide your planning and teaching. Use examples from the text to help you as well.

- What does it look like and/or sound like?
- What is the teacher doing?
- What are the students doing?
- If your students have not heard of “growth mindset”, you may want to take some time to teach them about it.
- What language are you using with students?
- Use the power of “yet”.
- What types of praise are you giving your students? Praise effort instead of intelligence or ability.
- Are the activities within your lessons conducive to a growth mindset?

Spend a minimum of 60 hours (about 2 weeks) implementing the strategies from the course and log the 60 hours. Possible options to use for logging hours include but are not limited to:

- Planning lessons
- Teaching lessons
- Reflections on practice
- Research of course topics (This could include the additional reading(s) listed above in the “Course Materials.”)
- Planning with colleagues

For each day, briefly explain what you accomplished, the lesson you taught, the strategies from the course utilized, and their effectiveness on students’ learning. Make sure to include dates, the total hours spent each day or for

each entry, and the total hours spent overall. Links to an Hour Log template and example can be found above in “Course Materials.”

\*NOTE: You will expand and elaborate on the strategies used and how it all went in your Final Reflection assignment. The hour log is meant to serve as a brief description of recorded evidence that 60 hours of course content implementation were completed.

Additionally, use this log as an opportunity to reflect on the successes of implementing various strategies and what modifications can be made to improve the success of these strategies in subsequent lessons.

6. Final Reflection: ***You only have to complete one of the following options.***
  - OPTION 1:** If you completed the course during the summer or during COVID-19 closures and completed the Implementation Plan, follow the guidelines below.
    - a. Write a minimum two-page paper explaining how you plan to implement the strategies from the course. Make sure to answer the following questions in your reflection.
      - i. What strategies do you plan to implement, and what will they look like and/or sound like in your classroom? What will you be doing as the teacher? What will students be doing?
      - ii. What impact do you hope to see from using these strategies on your teaching and on student learning?
      - iii. How is this way of teaching the unit different from how you taught the unit in the past?
      - iv. What do you plan to do to support the effectiveness of the methods and strategies?
      - v. What modifications do you plan to make on any of the strategies and why? (If you are not planning on making any modifications, feel free to skip this question.)
      - vi. What challenges do you foresee arising from using any of these strategies?
  - OPTION 2:** If you completed the course during the school year and completed the Hour Log assignment, follow the guidelines below.
    - a. After consistently implementing the growth mindset in your lessons for 2 weeks (60 hours), reflect on the effectiveness of using the growth mindset on your teaching and student learning.
    - b. Write a minimum two-page paper explaining the impact of using growth mindset strategies on your teaching and on student learning. Make sure to answer the following questions in your reflection.
      - i. What did the strategies look like and/or sound like in your classroom? What were you doing as the teacher? What were students doing?

- ii. Were the methods and strategies successful and did you notice a difference compared to when you taught that topic in the past?
- iii. What did you do to support the effectiveness of the methods and strategies used? Did you modify any of the strategies to help meet your needs or the needs of your students? If so, describe the modifications and explain the reasoning behind them.
- iv. What was challenging or didn't work as well as you would have hoped?
- v. How would you modify any part of what you implemented to make it more effective in the future?

## Growth Mindset - Assignment Plan, Evaluation & Grading

Personal Mindset Reflection (Written Response Rubric)	X/15 pts
Reading Reflection (Written Response Rubric)	X/15 pts
*Hour Log Assignment OR Implementation Plan	-----
Final Reflection on Growth Mindset (Final Reflection Rubric)	X/40 pts
Final Grade	X/70 pts

(\*The assignment is required but is not graded)

### Final Grade Scale

- 63-70 - A
- 56-62 - B
- 49-55 - C
- 42-48 - D
- 41 & Below - F

Written Response Rubric (Used for Personal Mindset Reflection & Reading Reflection):

Grade	Description
A (14-15)	Student answers all questions thoroughly with detail. The responses are well thought out and in depth and show understanding of a growth mindset, as well as the difference between a fixed and a growth mindset. The examples given are detailed to the point that it is very clear what the outcome will look like in the classroom.
B (12-13)	Student answers all questions. Examples of new strategies are explained. More detail could have been given in one or more of the responses.
C (11)	Some questions are complete while others are not. Student may have left out examples or just failed to answer all parts of the question. Growth mindset strategies are mentioned but full understanding is missing.
D (9-10)	Student has attempted to answer all questions but answers are incomplete. Not all parts of the questions are addressed and/or the strategies mentioned do not reflect growth mindset.
F (0-8)	Answers are incomplete with a one or two sentence answer. There is no elaboration. Strategies are missing or do not reflect a growth mindset.

Final Reflection Rubric:

Grade	Description
A (36-40)	Student has developed multiple lessons that include multiple strategies to incorporate a growth mindset within each lesson. All of the guiding questions and strategies in the assignment (#5) are implemented and addressed with detail explaining how each strategy was incorporated or modified if needed. Lastly, student has answered all of the reflection questions.
B (32-35)	Student has developed multiple lessons that include multiple strategies to incorporate a growth mindset within each lesson. A majority of the guiding questions and strategies in the assignment (#5) are implemented and addressed, but one or two are missing. Student has explained how the strategies used were incorporated or modified if needed. Lastly, student has answered all of the reflection questions.
C (28-31)	Student has developed multiple lessons that include multiple strategies to incorporate a growth mindset within each lesson. Some of the guiding questions and strategies in the assignment (#5) are implemented and addressed, but three are missing. Student has provided some explanation of how the strategies used were incorporated or modified if needed, but the explanation is incomplete. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.
D (24-27)	Student has developed multiple lessons that include multiple strategies to incorporate a growth mindset. Only three of the guiding questions and/or strategies in the assignment (#5) are implemented or addressed. Student has provided some explanation of how the strategies used were incorporated or modified if needed, but the explanation is very incomplete. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.
F (0-23)	Student has developed one lesson that includes one or two strategies to incorporate a growth mindset. Only one or two of the guiding questions and/or strategies in the assignment (#5) are implemented or addressed. Student has provided some explanation of how the strategies used were incorporated or modified if needed, but the explanation is very incomplete. Student has answered some of the reflection questions but responses are very incomplete, or none of the questions have been answered.



## Growth Mindset - Suggested Hourly Breakdown

Course Readings, Videos & Additional Materials	5
Planning strategies into lessons	10
Practicing (or planning) strategies/techniques in the classroom	*20
Reflecting on lessons and effectiveness of strategies	5
Brainstorming, researching and writing all assignments	5
Total Hours	45

\*Note: When utilizing the Hour Log option, the 20 course hours listed equates to 60 hours of course content implementation.

### Upon Completion of the Course:

1. Please submit all assignments in PDF format to [grades@creditsforteachers.com](mailto:grades@creditsforteachers.com).
2. Complete a Course Evaluation (2 minutes) by using the link below - Course Evaluation Form

### 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.

Spencer, John, director. *Growth Mindset vs. Fixed Mindset*. YouTube, YouTube, 26 Mar. 2017, [www.youtube.com/watch?v=M1CHPnZfFmU](http://www.youtube.com/watch?v=M1CHPnZfFmU).

### 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!

