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**Growth Mindset in the Classroom**

**Colorado State University – Pueblo: ED 501 – 3 Semester Hours**

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

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

**Assignment Deadline:** This course is a rolling course throughout the year. Your assignments are due 6 months from your registration date but can be submitted whenever completed. Please allow 4 weeks from the date assignments are submitted for the grade to be added to your transcript.

Please email completed assignments in one email to [admin@creditsforteachers.com](mailto:admin@creditsforteachers.com).

CSU-Pueblo Policies

*This University abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to: the Disability Resource Office, which is located in the Library and*

*Academic Resources Center, Suite 169.*

*Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonest, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course). Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management’s decision may be appealed through the process.*



**Growth Mindset - Syllabus**

ED501

3 credits

**Learning Objective:** Students will be able to explain how they will apply the growth mindset in their classrooms.

**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 is an inherent desire to learn and become better, instead of the reward or the grade.

Assignment

1. Using the descriptions above, write one page explaining which mindset you consider yourself to have in your daily life outside of work and which mindset 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 that you have experienced to support your choice.
2. 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.
3. Write two pages explaining how you can use the growth mindset in your classroom. Use the following questions to guide your thinking. Use examples from the text to help you as well.
   1. What does it look like and/or sound like?
   2. What is the teacher doing?
   3. What are the students doing?
   4. What do you already do that falls under the growth mindset?
   5. What would you like to try to help you have the growth mindset?
   6. What could you have the students do so they can have the growth mindset about their own education?
4. Final Reflection: Follow the guidelines below.
   1. For two weeks (60 hours), consistently plan and incorporate in your classroom the growth mindset as the teacher. Have your students utilize the growth mindset in your lessons as well. After each day reflect on the effectiveness of using the growth mindset.
   2. Write a two-page paper explaining:
      1. What strategies did you utilize and why?
      2. What went well and did you notice a difference in your students compared to in the past?
      3. What did you do to support the effectiveness of the strategies?
      4. What was challenging or didn’t work as well as you would have hoped?
      5. How would you modify these strategies to make them more effective in the future?

\*To view additional resources on this topic, you can visit <https://creditsforteachers.com/k12resources>



**Growth Mindset - Assignment Plan**

Grading Rubric for ED501 “Growth Mindset”

Fixed vs. Growth Mindset Reflection (Written response rubric) X/10pts

Growth Mindset in the Classroom (Written response rubric) X/10pts

Final Reflection on Growth Mindset (Written response rubric) X/20 pts

Final Grade X/40 pts

**Final Grade Scale**

36+ - A

32-35 – B

28-31 – C

24-27 – D

23 & Below – F

Written Response Rubric:

|  |  |
| --- | --- |
| Grade | Description |
| A  9-10 (10)  18-20 (20) | Student answers all questions thoroughly with detail. There are several examples provided for each question. There is a deep level of understanding of the topic. |
| B  8 (10)  16-17 (20) | Student answers all questions. There are one or two examples for each question. Student shows understanding of the topic. |
| C  7 (10)  14-15 (20) | Some questions are complete while others are not. Student may have left out examples or just failed to answer all parts of the question. A correct description of the topic is used but full understanding is missing. |
| D  6 (10)  12-14 (20) | Student has attempted to answer all questions but answers are incomplete. Not all parts of the questions are addressed and some or all questions are missing examples. |
| F  5-0 (10)  11-0 (20) | Answers are incomplete with a one or two sentence answer. There is no elaboration and there are no examples included. |



**Growth Mindset - Estimated Hour Breakdown**

Reading/reviewing assigned course materials 3

Researching additional techniques 2

Planning strategies into lessons 10

Practicing strategies/techniques in the classroom 60 (20)

Reflecting on lessons and effectiveness of strategies 5

Brainstorming, researching and writing final assignments 5

Total Hours 45



**Growth Mindset – Items to Submit**

Fixed vs. Growth Mindset Reflection (Written response rubric) X/10pts

Growth Mindset in the Classroom (Written response rubric) X/10pts

Final Reflection on Growth Mindset (Written response rubric) X/20 pts

Hour Log (Not Graded)

Course Evaluation (Not Graded)

**Please submit all materials together in one email to admin@creditsforteachers.com.**

