

Masterclass for NNSTOY: SYLLABUS

Facilitator: Darbie Valenti

Class Duration: October 14-November 18

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| <p>Course title: Being Wrong has Never Felt so Right</p> | |
| <p>Course description: While we discuss our students' physical and social safety, there's very little focus on intellectual safety. Engaging all students requires making learning accessible to them in inclusive environments. Create more equitable learning experiences by developing low-floor, high-ceiling tasks that promote intellectual safety and truly develop growth mindsets in our students.</p> | |
| <p>Essential Questions for the Course</p> <ul style="list-style-type: none"> How can I make learning tasks that are more equitable to all students, regardless of ability level, gender, race, socioeconomic background, etc? <p>How can I get my students to become risk-takers in their learning so they truly adopt a growth mindset while engaging in rich learning tasks?</p> | <p>Outcomes</p> <ul style="list-style-type: none"> Learn how to create lessons that promote intellectual safety Guide students to learn to embrace mistakes in order to reach deeper levels of learning while developing tenacity Shift traditional lessons into tasks that are low floor, high ceiling making the activities more equitable for all students Reflect on classroom management strategies and grading practices that promote a growth mindset in students |
| <p>Module 1 Title: Moving Beyond the Power of Yet</p> | <p>Topic: Growth Mindset in the Classroom</p> |
| | <p>Essential Question: How can I truly get my students to adopt a growth mindset and be willing to take risks?</p> |
| | <p>What You Will Learn: You will learn ways to adapt lessons that get students to persevere through learning tasks.</p> |
| | <p>Reflection Questions: Are my students encouraged or discouraged by the mistakes that they make in their learning? Do my learning tasks give students an opportunity to develop tenacity?</p> |
| <p>Module 2 Title: Low Floor, High Ceiling Tasks</p> | <p>Topic: Learning Task Development</p> |
| | <p>Essential Question: How can I create tasks that all students can enter into?</p> |

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| | <p>What You Will Learn: You will learn how to develop activities that are low floor, high ceiling which allow all learners to enter into the task.</p> |
| | <p>Reflection Questions: Am I reaching all learners with my current task design? How can I alter current lessons to make those tasks low floor and high ceiling tasks?</p> |
| | <p>Additional Resources: Mathematical Mindsets by Jo Boaler, #Powerful Task Design by John Antonetti and Terri Stice</p> |
| <p>Module 3 Title: Creating a Classroom Conducive to Risk Taking</p> | <p>Topic: Intellectual Safety and Tenacity</p> |
| | <p>Essential Question: Is my classroom conducive to risk-taking?</p> |
| | <p>What You Will Learn: You will learn different classroom management strategies to develop tenacity and grit in students resulting in them being willing to take more risks in their learning.</p> |
| | <p>Reflection Questions: Do my tasks motivate students to persevere in their learning and make them willing to take risks? Are there changes I can make to my classroom environment to make it more conducive to this type of learning?</p> |
| | <p>Additional Resources:</p> |
| <p>Module 4 Title: More Strategies that Promote Intellectual Safety</p> | <p>Topic: Equitable Learning Task Design</p> |
| | <p>Essential Question: How can I shift current lessons to create lessons that focus on intellectual safety?</p> |
| | <p>What You Will Learn: You will gain even more strategies to implement easily in your classroom that offer intellectual safety.</p> |
| | <p>Reflection Questions: What is one lesson that I can shift to promote intellectual safety?</p> |
| | <p>Additional Resources:</p> |
| <p>Module 5 Title: How Grading Practices Impact Students' Mindsets</p> | <p>Topic: Redos, Retakes and Standards-Based Grading</p> |
| | <p>Essential Question: How do grading practices impact my students' mindsets?</p> |
| | <p>What You Will Learn: You will learn introductory ways to implement standards-based grading practices in your instruction.</p> |

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| | Reflection Questions: Are my students more motivated by learning and mastery or by earning a grade? Are my current grading practices helping students adopt a growth mindset? |
| | Additional Resources: Fair Isn't Always Equal by Rick Wormeli |