



SYLLABUS

ADVANCEMENT COURSES™

A Wiley Brand

Course Review Request








Student Name: _____

Date: _____

University and Graduate Credit Options

Dear Administrator or Professional Development Coordinator,

Since 1988, Advancement Courses has been a leader in professional development, providing expertly-crafted, classroom-applicable courses to thousands of teachers. Our extensive curriculum includes over 240 online, self-paced courses in a broad range of subjects covering both foundational topics and emerging trends in K-12 education. Created by expert teachers with extensive classroom experience and a deep understanding of national standards, courses are reviewed and offered in partnership with regionally-accredited universities for graduate level semester hours of credit and professional development hours (or their equivalent).

Select	University	Accreditation	Credit
<input type="checkbox"/>	 Andrews University	Andrews University is accredited by the Higher Learning Commission (HLC) . Its teacher training and school services programs are further accredited by the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE) , and by the Michigan Department of Education .	3 Graduate Credits
<input type="checkbox"/>	 AVILA UNIVERSITY <i>Be Inspired.</i>	Avila University is accredited by the Higher Learning Commission (HLC) . Avila's School of Education is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE) , and the Missouri Department of Elementary and Secondary Education .	3 Graduate Credits
<input type="checkbox"/>	 CSP CONCORDIA ST. PAUL	Concordia University, St. Paul is accredited by the Higher Learning Commission (HLC) . The College of Education at Concordia University, St. Paul is accredited through the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE) , and the Minnesota Professional Educator Licensing and Standards Board .	3 Graduate Credits
<input type="checkbox"/>	 GREENVILLE UNIVERSITY	Greenville has been accredited since 1947 by the Higher Learning Commission (HLC) . The School of Education at Greenville University is accredited through the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE) , and the Illinois State Board of Education .	3 Graduate Credits
<input type="checkbox"/>	 LMU Loyola Marymount University	Loyola Marymount University is regionally accredited by the Western Association of Schools and Colleges (WASC) .	3 Graduate Level PD Credits
<input type="checkbox"/>	 Medaille College	Medaille College is accredited by the Middle States Commission on Higher Education (MSCHE) , and the Teacher Education Accreditation Council (TEAC) .	3 Graduate Credits
<input type="checkbox"/>	 snhu	Southern New Hampshire University is accredited by the New England Commission of Higher Education (NECHE) . Its teaching and education programs are further accredited by the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE) , and by the New Hampshire State Department of Education .	3 Graduate Credits

While we have helped thousands of educators across the country earn advancement on their district's salary scale and meet their relicensing needs, please be sure to follow your district's individual approval requirements.



"Student achievement is at the core of everything we do."

Why should teachers take our courses?

A Focus on Student Success

Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

Classroom Applicable

We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

Feedback & Facilitation

Experienced facilitators guide learners through every course, answering questions and offering detailed feedback on assignments. Feedback is rubric-driven, constructive, and positive.

Authentic Assessments

As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

Reflective Practice

A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

Connection to Special Populations

While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

Professional Learning Community

A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.

The Growth Mindset: Fostering Resilience and a Love of Learning

Course Description

“I’m just not good at this.” All teachers have probably heard some version of this statement from their students, whether they’re talking about math, reading, or another topic or skill set. But how should we as educators respond? Should we offer encouragement such as, “You may not be strong in this subject, but you are good at that one”? Or should we focus our praise on effort rather than perceived natural talent?

Carol Dweck argues that we should instill in our students (and ourselves) a growth mindset, which is the belief that with enough hard work, practice, and dedication, your skills can grow regardless of the subject area. In this course, you will examine your internalized beliefs about learning and how you can reframe failures and challenges as opportunities for growth for both yourself and your students. You’ll develop strategies and tools for creating a culture of perseverance in your classroom and differentiating your instruction to challenge all learners, including those labeled “gifted and talented.”

With the techniques you gain in this course, you will be able to help your students cultivate the attitude and determination they need to succeed in your classroom and beyond.

Connections to Practice

This course provides the following classroom connections:

- **Techniques** for assessing a growth versus a fixed mindset in yourself and your students and for understanding the emotions behind learning. This will allow for a more holistic approach to instruction.
- **Exercises** to help you locate the foundation of your current mindset and that of your students.
- **Strategies** for reframing failures and setbacks as learning opportunities for yourself and your students.
- **Tools** to assess the overall mindset in your school and to reflect on how it can be shifted to a growth mindset. Tools to differentiate your classroom so that all learners are challenged.
- **Practices** to help you convey the physiology of learning (how your brain grows as you learn) to your students.
- **Insight** into how labels such as “gifted and talented” can present obstacles to growth.

Course Outcomes

In this course, participants will:

- Generate personal and professional goals to be achieved through the course, and evaluate personal progress toward those goals.
- Evaluate your personal mindset and summarize factors and challenges that contribute to it.
- Compare and contrast your preparation for the subjects you excel in versus the ones you're not as strong in.
- Critique your self-beliefs regarding the subjects you feel you have less natural talent for.
- Devise or revise a plan for assisting others in reframing failures, and explain why it will be successful.
- Evaluate the label of "gifted and talented" as it is applied to students.
- Apply the concept of attributions to your own professional environment and experiences through discussion.
- Create an artifact that reflects and applies course concepts, and plan for its implementation.

Charlotte Danielson Framework for Teaching Alignment

Domain 1: Planning and Preparation

1b: Knowledge of Students
1d: Knowledge of Resources

Domain 2: The Classroom Environment

2b: Establishing a Culture for Learning
2c: Managing Classroom Procedures
2d: Managing Student Behavior

Domain 3: Instruction

3a: Communicating with Students
3b: Using Questioning and Discussion Techniques
3c: Engaging Students in Learning
3e: Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

4a: Reflecting on Teaching
4e: Growing and Developing Professionally

Credit Hour Equivalency Calculations

A three-credit hour graduate course consists of 135 hours, 45 hours of which is in-seat time and 90 hours of which is practice (outside of class) time. To meet the requirement for 90 in-practice hours, you will be prompted throughout the course assignments to reflect upon how you are

working to implement the course concepts in your professional environment and how implementing them is helping you meet your professional goals.

If you are not currently working in a classroom or school setting in which you can complete the implementation, you may do so by working with an audience that is available to you. This could mean working with students attending summer school, volunteering at a community center that offers educational programs, or school-aged students in your personal life (e.g., kids, neighbors). You may also work with same-age peers in your current work or college study setting.

Course Component	Estimated Student Academic Engagement Time (In-Seat)	Application of Concepts in Instructional Practice	Total
Introductory Assignments	15 minutes/assignment 0.5 hours	1.5	2 hours
Project Checkpoint Assignment	Module 2 Checkpoint 240 minutes/assignment 4 hours	16 hours	20 hours
Project Checkpoint Assignment	Module 3 Checkpoint 180 minutes/assignment 3 hours	12 hours	15 hours
Discussions: Initial Posts and Responses	120 minutes/discussion 16 hours	8 hours	24 hours
Concept Practice	15 minutes/module 1.25 hours	7.5 hours	8.75 hours
Final Project	150 minutes 2.5 hours	15 hours	17.5 hours
Videos	12 minutes/video 1 hour	11.25 hours	12.25 hours
Reading Assignments	174 minutes/page 14.5 hours	11.25 hours	25.75 hours
Instructive Feedback	45 minutes/assignment 2.25 hours	7.5 hours	9.75 hours
Total Hours	45 hours	90 hours	135 hours

*Students pursuing the Master of Education in Advanced Teacher Practices will have an additional reflection requirement based on the program domains and competencies. This requirement is outlined in the learning management system.

Materials

- Dweck, Carol. (2006). *Mindset: The New Psychology of Success*. New York, NY: Ballantine Books. Print.
- Ricci, Mary Cay. (2013). *Mindsets in the Classroom: Building a Culture of Success and Student Achievement in Schools*. Waco, TX: Prufrock Press Inc. Print.
- Additional online reading, viewing, and listening resources will be provided in each course module.

Method of Evaluating Students' Performance

Assignment Category	Total Point Value	Percentage of Total Possible Points
Project Checkpoint Activities (2)	35 points	35%
Participation <i>Assignments: Self-reflection and goal setting, concept practice questions, discussion and reflection forums, and the Module 4 checkpoint activity</i>	20 points	25%
Final Project	30 points	40%

*Please note that you must receive a percentage of 80% or higher for successful completion of this course. Completion of all activities is required to receive credit.

Assessments

Self-Reflection and Goal Setting

This course will include a self-reflection and goal setting assignment in the first module, in which you will articulate what you hope to learn and achieve because of the course. You will be guided to reflect briefly upon your intentions for the course and to set one to two specific (SMART) goals for your learning.

Concept Practice

These automatically scored questions will appear in each module and will cover concepts discussed in the module. You will receive immediate feedback for each question.

Discussions

Discussions will appear in each module and include questions about concepts that appear in the module. There are discussion forums in Modules 3, 4, and 5 that will give you an opportunity to review and reflect on facilitator and peer feedback as the course progresses and discuss how you plan to incorporate that feedback into your checkpoints and final project.

You will be expected to post one original response to the prompt and respond to two peers.

Discussions will be evaluated on a pass–fail basis as part of the participation grade for the course, per the following guidelines for completion:

- Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
- Participant provides an adequate level of detail in entries.
- Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
- Participant's responses are clear and well written and employ proper APA citation.

Project Checkpoint Activities

Each course will include three project checkpoint activities for submission in Modules 2, 3, and 4. The checkpoint activities serve as a framework that supports learners in planning for and managing the development of the final project. Thus, these checkpoints allow learners to create artifacts or components that will later serve in completing the final project.

You will receive feedback from the course facilitator on the checkpoints in Module 2 and 3 and peer feedback on the checkpoint in Module 4. Please note that to access the submission block for the checkpoint due in Module 3, you will first need to submit and receive a grade from your course facilitator for the checkpoint assignment in Module 2. Since the final project for the course provides you a way to test your goals through a scaffolded summative assessment, it is vital that you utilize that feedback along the way to refine your work as you progress through the course. Because we know how important feedback is as educators, this course feature will ensure your instructor provides you with feedback and a grade on each checkpoint activity before you move on to submit the next one, while also allowing you to choose the assessments you submit to ensure the most applicable professional development experience for your professional role.

Please allow approximately five to 10 business days to receive feedback and grades from your facilitator. We strive to get this to you as quickly as possible, but we also want to give your work the time and attention it deserves, so the turnaround time may vary. You will still be able to see the directions and rubrics of the upcoming checkpoints and final projects via the Moodle page as you compile feedback to inform improvements.

For the checkpoint activity in Module 4, we encourage you to share your work with a broader community to diversify the feedback you receive. You can accomplish this through the professional learning community on the learning management system, with colleagues in their professional environment, or both! In addition to engaging with peers in the professional learning community, you will be required to conduct a trial run of your final project with an audience of your choosing (e.g., current or former students, students' parents, professional learning community).

The checkpoint assignment in Module 2 will be evaluated using the following rubric:

Focus Areas	Does Not Meet Expectations (1 point)	Partially Meets Expectations (3 points)	Meets Expectations (4 points)	Exceeds Expectations (5 points)
Knowledge of Course Content	Checkpoint relates incomplete or incorrect information about course concepts, and/or demonstrates no achievement of learning outcomes.	Checkpoint relates superficial information about course concepts, and achievement of 1 learning outcome.	Checkpoint relates clear information about course concepts, and achievement of 2–3 learning outcomes.	Checkpoint relates detailed and thorough information about course concepts and achievement of 4 or more learning outcomes.
Evidence of In-Practice Application	The learner provides an unclear reflection upon how they have applied course concepts into their professional practice.	The learner provides a superficial reflection upon how he or she have applied course concepts into their professional practice.	The learner provides a clear and detailed reflection upon how they have applied multiple course concepts into their professional practice.	The learner provides a clear and detailed reflection upon how they have applied course concepts into their professional practice and includes specific results achieved or other evidence of their own professional growth.
Application of Course Content	Checkpoint does not include discussion of how course concepts will be applied to the final project.	Checkpoint includes discussion of how course concepts will be applied to final project, but it is unclear.	Checkpoint includes a general discussion of how course concepts will be applied to final project.	Checkpoint includes a clear discussion of how the learner anticipates course concepts will be applied to the final project.

The checkpoint assignment in Module 3 will be evaluated using the following rubric:

Focus Areas	Does Not Meet Expectations (1 point)	Partially Meets Expectations (3 points)	Meets Expectations (4 points)	Exceeds Expectations (5 points)
Knowledge of Course Content	Checkpoint relates incomplete or incorrect information about course concepts, and/or demonstrates no achievement of learning outcomes.	Checkpoint relates superficial information about course concepts, and achievement of 1 learning outcome.	Checkpoint relates clear information about course concepts, and achievement of 2–3 learning outcomes.	Checkpoint relates detailed and thorough information about course concepts and achievement of 4 or more learning outcomes.
Evidence of In-Practice Application	The learner provides an unclear reflection upon how they have applied course concepts into their professional practice.	The learner provides a superficial reflection upon how they have applied course concepts into their professional practice.	The learner provides a clear and detailed reflection upon how they have applied multiple course concepts into their professional practice.	The learner provides a clear and detailed reflection upon how they have applied course concepts into their professional practice and includes specific results achieved or other evidence of their own professional growth.
Application of Course Content	The learner does not articulate plans for the final project to be completed in the course and/or does not clearly align the plan to a chosen audience.	The learner provides some ideas for how course concepts will be applied to a final project, but the plan may be unfinished or unclear in some places.	The learner clearly applies course concepts to a plan for the final project and tailors them to a specific audience.	The learner skillfully applies course concepts to a detailed and coherent plan for the final project and for a specific audience.
Course Goal Reflection	The learner provides an unclear reflection upon how they will evaluate personal progress toward established course goals.	The learner provides a superficial reflection upon how they will evaluate personal progress toward established course goals.	The learner provides a satisfactory reflection upon how they will evaluate personal progress toward established course goals.	The learner provides a detailed reflection upon how they will evaluate personal progress toward established course goals.

Final Project

The final project for each course will appear in the final module and will include a prompt that aligns with each category (including the “evaluate” and “create” categories) of Bloom’s taxonomy, building on the concepts from each module.

We have designed the final projects for you to create an artifact that demonstrates application and understanding of concepts and skills learned through each module of the course. You will have a choice of structure regarding the kind of the artifact that best suits your professional role (e.g., lesson plan, individualized education plan, self-action plan).

Final projects will include integration of project milestone activities that you have completed throughout the course.

Final projects will include a self-reflection component in which you will evaluate the (SMART) goals you articulated at the beginning of the course work and articulate how you feel you have met your goals and how you can meet those goals in the future.

Please note that to access the submission block for the final project in Module 5, you will first need to submit and receive a grade from your course facilitator for the checkpoint assignment in Module 3.

The final project for each course will include a customized evaluation rubric. There will be final project evaluation rubrics for each course to account for the following criteria:

- The final project reflects the learner’s knowledge of the course concepts.
- The final project includes application of the course concepts.
- The final project includes a reflection upon progress toward course goals.
- The final project includes implementation of the course concepts in the role-specific environment.
- The final project includes evidence of in-practice application of course concepts.
- The final project includes the learner’s evaluation of, or plan for evaluation of, the implementation of the course concepts in the role-specific environment.

Course Outline

Module 1

In this module, you will explore personal mindset and the role that mindset plays in developing beliefs about the ability to learn for self and for others. We will explore your mindset status (fixed or growth) as it pertains to learning, and examine the various ways mindset has impacted your beliefs in your ability to learn, otherwise known as learning self-efficacy beliefs.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Evaluate your personal mindset and summarize factors and challenges that contribute to it.
- Differentiate between fixed and growth mindsets.
- Analyze the impact of mindset on learning.
- Examine sources of self-efficacy.

Agenda

Review the reading, viewing, and listening resources provided in Module 1, and complete the:

- **Self-Reflection and Goal Setting Activity:** In this discussion forum, you will articulate what you hope to learn and achieve because of the course. Please reflect briefly upon their intentions for the course and to set one to two specific (SMART) goals for your learning.
- **Introductory Forum:** In this discussion forum, you will have an opportunity to introduce yourself and meet other learners in the course.
- **Module 1 Concept Practice Questions:** These automatically scored questions will appear in each module and will cover concepts discussed in the module. You will receive immediate feedback for each question.
- **Module 1 Discussion:** In this discussion forum, you will provide an original response to a question posed about topics in Module 1 and respond to the original posts of your peers.

Module 2

In this module, you will learn about the benefits of brain-based learning instruction when talking to students about mindset. You will explore physiological changes that occur in the brain during learning and the thoughts that lead to emotions about learning.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Compare and contrast the ways in which you prepared for the subjects that you're "good" at versus the subjects you're not as strong in.
- Critique your self-beliefs regarding the subjects that you feel you have less natural talent for.
- Engage students in brain-based learning instruction.

Agenda

Review the reading, viewing, and listening resources provided in Module 2, and complete the:

- **Module 2 Concept Practice Questions:** These automatically scored questions will appear in each module and will cover concepts discussed in the module. You will receive immediate feedback for each question.
- **Module 2 Discussion:** In this discussion forum, you will provide an original response to a question posed about topics in Module 2 and respond to the original posts of your peers.
- **Module 2 Project Checkpoint:** This first checkpoint serves to help you identify course concepts that will inform your final artifact and discuss the relationship between those concepts and your professional goals and outcomes for the course..

Module 3

In this module, you will learn to recognize when a fixed mindset is presenting an obstacle to instruction or learning (for individuals or a group) and develop tools to cultivate growth mindset beliefs. We will explore key motivation theories to help students reflect and redirect. We will also identify fixed mindset messaging that students may have received from parents or other adults in their lives and will explore how to combat fixed mindset messages.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Devise or revise a plan for assisting others in reframing failures.
- Defend the rationale of your plan for assisting others in reframing failures will be successful.
- Evaluate key theories concerning motivation and examine the origins of motivation and its impact on performance.
- Devise a plan for sharing your knowledge of course concepts with a specific audience using an appropriate artifact.

Agenda

Review the reading, viewing, and listening resources provided in Module 3, and complete the:

- **Module 3 Concept Practice Questions:** These automatically scored questions will appear in each module and will cover concepts discussed in the module. You will receive immediate feedback for each question.
- **Module 3 Discussion:** In this discussion forum, you will provide an original response to a question posed about topics in Module 3 and respond to the original posts of your peers.
- **Module 3 Project Checkpoint:** This second checkpoint serves to help you generate ideas for your final project through creation of an outline that demonstrates application of course concepts.

- **Module 3 Reflection:** In this discussion forum, you will reflect on the feedback you received from the course facilitator regarding your checkpoint activity from Module 2 and respond to the prompt.

Module 4

In this module, you will learn about the empowering effect of giving your students language to discuss their feelings and thoughts, and how this empowerment could help you identify and engage students of all abilities. We will draw on cognitive behavioral therapy to classify faulty beliefs (or automatic thoughts) and discuss identifying potential in students (especially those who are often overlooked) and cultivating enrichment activities for students of all levels.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Evaluate the label of “gifted and talented” as it is applied to students.
- Apply cognitive behavioral therapy concepts to support students’ development of a growth mindset in your professional practice.

Agenda

Review the reading, viewing, and listening resources provided in Module 4, and complete the:

- **Module 4 Concept Practice Questions:** These automatically scored questions will appear in each module and will cover concepts discussed in the module. You will receive immediate feedback for each question.
- **Module 4 Discussion:** In this discussion forum, you will provide an original response to a question posed about topics in Module 4 and respond to the original posts of your peers.
- **Module 4 Project Checkpoint:** This module checkpoint requires you to share your final project with others via a discussion forum so that you can collect valuable feedback that will inform the completion your final project.
- **Module 4 Reflection:** In this discussion forum, you will reflect on the feedback you received from the course facilitator regarding your checkpoint activity from Module 3 and respond to the prompt.

Module 5

In this module, you will explore different types of praise and work on adopting feedback that cultivates a growth mindset. We will review the positive impact of praising strategic effort instead of intelligence and determining which kinds of praise encourage a growth mindset.

You will also examine the impact of this course on your own mindset and reflect on how you can influence your classrooms, school, and community. You will reassess your mindset, reflect on the journey of this course, and brainstorm ways to teach growth mindset. You will also identify areas where you still may have fixed mindset beliefs and develop a plan to challenge those beliefs.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Apply the concept of attributions to your own professional environment and experiences through discussion.
- Construct effective student feedback that promotes a growth mindset.
- Evaluate your own mindset and develop a plan to reconstruct any fixed mindset beliefs.
- Create an artifact that reflects and applies course concepts that you can teach to others.
- Plan for implementation of the created artifact and evaluation of its success.

Agenda

Review the reading, viewing, and listening resources provided in Module 5, and complete the:

- **Module 5 Concept Practice Questions:** These automatically scored questions will appear in each module and will cover concepts discussed in the module. You will receive immediate feedback for each question.
- **Module 5 Discussion:** In this discussion forum, you will provide an original response to a question posed about topics in Module 5 and respond to the original posts of your peers.
- **Module 5 Reflection:** In this discussion forum, you will reflect on the feedback you received from the course facilitator regarding your checkpoint activity from Module 4 and respond to the prompt.
- **Final Project:** For your final project, you will create an artifact that would support you in teaching the concepts you have learned in this course to an audience of your choosing. The artifact and audience that you choose should be designed to suit your professional role.
- **Course Evaluation Survey**

Technology Requirements

Please review the [System Requirements for Moodle](#).

Netiquette Policy

Anyone enrolled in online courses has the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in the course that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the course.

To maintain a positive, professional, and supportive online environment for this class, learners should adhere to the following standard guidelines. Everyone is expected to:

- Show respect for the facilitator and for other learners in the class, including use of polite, professional tone, respecting and valuing the privacy of other learners, and expressing differences of opinion in a polite and rational way.
- Maintain an environment of constructive criticism when commenting on the work of other learners by offering feedback that is supportive and helpful in nature.
- Contribute relevant topics and ideas when involved in group discussions or other collaborative activities.
- Use appropriate grammar and structure in online communication and refrain from use of all capital letters, as this equates to and can be interpreted as shouting in the online environment.

Compliance With the Americans With Disabilities Act

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 complete this course, are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Plagiarism and cheating of any kind will not be tolerated.

Plagiarize: “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (*Webster’s New Collegiate Dictionary*, 1973, p. 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.

Cheating: Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

References

About dharma [website]. (n.d.).

American Psychological Association. (n.d.). The road to resilience. Re

Automatic thinking...reactive behavior. (2012, May 11).

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Behavior*, 84(2), 191–215.

Beck Institute for Cognitive Behavioral Therapy. (n.d.) What is cognitive behavior therapy (CBT)?

Carey, M. P., & Forsyth, A. D. (n.d.). Teaching tip sheet: Self-efficacy.

Charles A. Dana Center. (n.d.). Self-efficacy.

Cognitive behavioral therapy. (n.d.). In Merriam-Webster's collegiate dictionary.

Constructive. (n.d.). In Dictionary.com.

Dweck, C. (2014, November). The power of believing you can improve [Video File].

Dweck, C. S. (2007). *Mindset: The new psychology of success*. New York, New York: Ballantine Books.

Dwyer, C., Dweck, C., & Carlson-Jaquez, H. (n.d.) Using praise to enhance student resilience

Green, C. S., & Bavelier, D. (2008). Exercising your brain: A review of human brain plasticity and training-induced learning. *Psychology and Aging*, 23(4), 692–701.

Growth Mindset vs. Fixed Mindset.

Hoffman, B. (16, September 2015). The 5 most powerful self-beliefs that ignite human behavior.

McCarthy, J. (2016, December 20). Too many students and not enough time [Blog post].

Mindset Kit. (n.d.). Growth mindset for parents.

Mindset quiz [PDF document]. (n.d.). Ed Partnerships.

Mindset Works (n.d.) Decades of scientific research the started a growth mindset revolution.

National Council for Community and Education Partnerships. (n.d.). Mindset quiz.

Neff, K. (n.d.). Definition of self-compassion.

Neuron. (n.d.). In Merriam-Webster's collegiate dictionary.

Oxford University Press ELT. (2013). Learner autonomy.

Ricci, M. C. (2013). *Mindsets in the classroom: Building a growth mindset learning community*. Waco, TX: Prufrock Press.

Rubenstein, E. D., & Thoron, A. C. (2014). Attribution theory: How is it used? [PDF document].

Schwartz, K. (2016). *I wish my teacher knew*. Boston, MA: Da Capo Press.

Self-esteem. (n.d.). Merriam-Webster's collegiate dictionary.

Sprouts. (2016, April 15). Growth mindset vs. fixed mindset [Video File].

Taylor, L. C., Clayton, J. D., & Rowley, S. J. (2004). Academic socialization: Understanding parental influences on children's school-related development in the early years. *Review of General Psychology*, 8(3), pp.163–178.

Tyng, C. M., Hafeez U. A., Saad, M. N. M., & Malik, A. S. (2017). The influences of emotion on learning and memory. *Frontiers in Psychology*, 8, 1454.

Ward, R. (2016). "Dispelling the Myth that Intelligence = Instant and Easy."

What is mindset? (n.d.). Mindsetonline.com.

Zaky, E. A. (2015). Nature, nurture, and human behavior: An endless debate. *Journal of Child and Adolescent Behavior*, 3.

Find out why teachers love our PD courses

Professional development designed to be more engaging, meaningful, and enjoyable – with real feedback and application in today's K-12 classroom.

**Enroll
Today**

advancementcourses.com/courses
or Contact Us: (800) 762-0121
8:00am – 4:30pm ET Mon-Fri
support@advancementcourses.com

240+ courses to choose from – up to 6 months to complete

- CAEP/Regionally-accredited
- Online & Self-paced
- Free Books & Shipping
- Graduate-level



Flexible & Convenient. Our online courses aren't tied to a semester or physical classroom, so you can take them anywhere and anytime for up to 6 months after enrollment.



Applicable & Practical. Created by subject matter experts with extensive classroom experience, our courses are designed to provide you with more than just information – you'll develop tangible tools and resources to use in your own classroom immediately.



Feedback & Facilitation. Experienced facilitators guide learners through every course, answering questions and offering detailed feedback on assignments. Feedback is research-based, positive, and constructive.

