



TEACHING FOR SUCCESS EDUO 9790 SIX SEMESTER UNITS

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Course Overview

Traditionally, student success has been measured by grades and test scores. Studies have shown that these measures are no longer good predictors of success in the workforce. Because it is now common to switch jobs multiple times throughout one's life, success in the work world requires the perseverance and curiosity needed to consistently learn new job skills. People who can effectively communicate with new colleagues while collaborating to solve problems in creative ways will fare better than those lacking such skills. This class will involve many readings, discussions, and hands-on activities to help you teach for the future success of your students. You will learn how to emphasize the four C's while fostering the grit and curiosity necessary for your students to live happy and productive lives.

Course Objectives

In this course, participants will have the opportunity to:

- develop an understanding of the need to foster grit in the classroom.
- develop an understanding of the need to foster curiosity in the classroom.
- demonstrate the ability to create engaging curriculum and classroom environments that promote grit and curiosity while using the required content to teach critical thinking, collaboration, communication, and creativity.
- participate in lessons, activities, and projects that are designed to demonstrate how to create classrooms in which students are truly engaged in the learning process.
- read and discuss materials about how bringing grit and curiosity into the classroom will lead to students being excited about learning and making progress towards becoming productive citizens.

Course Relation to CCS or other Professional Standards

While completing the class assignments, activities, lessons, and projects, teachers enrolled in this course will work toward fulfilling the following professional teaching standards:

1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

- 1.1 Connecting students' prior knowledge, similar experiences and interests with learning goals
- 1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs
- 1.3 Facilitating learning experiences that promote autonomy, interaction and choice
- 1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- 1.5 Promoting self-directed, reflective learning for all students

2. CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2.1 Creating a physical environment that engages all students
- 2.2 Establishing a climate that promotes fairness and respect
- 2.3 Promoting social development and group responsibility

3. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- 3.4 Developing student understanding through instructional strategies that are appropriate to the student

4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- 4.1 *Drawing* on and valuing students' backgrounds, interests, and developmental learning needs
- 4.5 Modifying instructional plans to adjust for student needs

5. ASSESSING STUDENT LEARNING

- 5.1 Establishing and communicating learning goals for all students

6. DEVELOPING AS A PROFESSIONAL EDUCATOR

- 6.1 Reflecting on teaching practice and planning professional development
- 6.5 Working with colleagues to improve professional practice

Course Outline

Day 1: Introduction/Importance of Grit and Curiosity

Day 2: Importance of the 4 C's / Defining Grit

Day 3: Critical Thinking / Defining Curiosity

Day 4: Collaboration / Promoting Grit

Day 5: Creativity / Promoting Curiosity

Day 6: Fieldtrip

Day 7: Communication / Implementation

Day 8: Powerful Lesson Planning

Day 9: Project presentations / Review

Day 10: Process the experience and information learned

Course Requirements

1. Attend all ninety hours of class.
2. Read all assigned readings.
3. Participate in:
 - all class activities
 - all class discussions
 - all class projects
4. Write three papers in reaction to educational issues, methods, activities, or strategies that have been introduced in either daily class time or nightly reading assignments.
5. Give a 30-minute hands-on presentation of a lesson that you have taught in your classroom that teaches one of the four C's or promotes curiosity in your students.
6. Gather books and resources to share in class.
7. Help make this a successful class by enthusiastically completing all of the above requirements and performing at least one special classroom job or responsibility.
8. Complete and turn in the class evaluation form.

Course Assessment Rubric

Class members will be assessed on participation in all discussions, activities, and projects as well as on attendance. Furthermore, participants will be evaluated on their presentations and written reaction papers.

Area Assessed	Exemplary: A to A-	Acceptable: B+ to B-	Unacceptable: INC
Attendance	Attend all class sessions	One excused absence	More than one absence
Participation	Enthusiastically participates in all class activities, discussions, and projects	Reluctantly participates in all class activities, discussions, and projects	Does not participate in all class activities, discussions, and projects
Presentations	All class presentations are professional, demonstrate a full understanding of the concepts with real-world applications, and are well organized	Class presentations are professional, but somewhat disorganized and only demonstrate a partial understanding of the concepts in the real world	Class presentations are unprofessional, disorganized and/or do not demonstrate an understanding of the topic or concepts
Written Assignments	All written assignments are on topic, well organized, provide adequate evidence, and are free of grammatical/spelling errors	Written assignments are on topic, but somewhat disorganized with little evidence and contain some grammatical/spelling errors	Written assignments are off topic, disorganized, lack evidence and contain many grammatical/spelling errors

Addendum:

Course Philosophy

This class operates by the notion that the best learning takes place when people feel part of a community that respects all learners. Since everybody perceives the world differently, information will be presented in a variety of ways. Numerous methods will be used to process presented information, as each person has a unique way of connecting new information to what they already know. Being that individuals demonstrate understanding in their own ways, there will be multiple procedures for assessing understanding. Another belief on which this class is based is that long-term learning only occurs when you actually do what you learn. Adhering to these tenets, the information provided throughout the ninety hours of class time is delivered through readings, videos, discussions, activities, reports, and lessons presented by the learner as well as the instructor.

Class Resources

Books:

Bellanca, James et. al. (2012) *How to Teach Thinking Skills Within The Common Core*. Bloomington, IN: Solution Tree Press.

Duckworth, Angela (2016) *GRIT: The Power of Passion and Perseverance*. New York, NY: Scriber

Hoerr, Thomas (2013) *Fostering Grit*. Alexandria, Virginia: ASCD

Ostroff, Wendy (2016) *Cultivating Curiosity in K-12 Classrooms*. Alexandria, Virginia: ASCD.

Touch, Paul (2013) *How Children Succeed*. New York, NY: Mariner Books and Houghton Mifflin Harcourt

Trilling, Bernie and Fadel, Charles. *21st Century Skills: Learning For Life In Our Times*. San Francisco, California. John Wiley & Sons, INC. 2009

Wagner, Tony & Dintersmith, Ted (2015). *Most Likely to Succeed: Preparing Our Kids For the Innovation Era*. New York, NY: Scribner

Articles:

Beghetto, Ronald & Kaufman, James. “Fundamentals of Creativity” Education Leadership, February 2013

Claxton, Guy et. al. “Hard Thinking and Soft Skills” Education Leadership, March 2016

Covey, Stephen. “A School for Leadership.” Educational Leadership, October, 2009

Goodwin, Bryan & Miller, Kirsten. “Creativity Requires a Mix of Skills” Educational Leadership, February 2013

Goodwin, Bryan & Miller, Kirsten. “Research Says: Grit Plus Talent Equals Success” Educational Leadership, September 2013

Kohm, Barbara & Nance, Beverly . “Creating Collaborative Cultures. Educational Leadership, October, 2009

McManus, Kathy. “Skills of Business.” Education Week, December, 2009