# CEA: Professional Development for Educators Syllabus

## Course Information

**Title:** *GRIT: The Power of Passion and Perseverance*, T&L 2900

**Credits:** 1 Professional Development, S/U and LG

**Delivery:** Distance Based; enroll anytime, complete within 4 months

**Target Audience:** All K-12 educators

**Instructor:** Lisa Nordick, M.S.

nordick@continuingeducationassociates.com

**Technical Requirements:** Any up-to-date internet browser

**Course Material:** The following book is required for this course:

Angela Duckworth. [Grit: The Power of Passion and Perseverance](https://www.amazon.com/Grit-Passion-Perseverance-Angela-Duckworth/dp/1501111108/ref%3Dsr_1_1?ie=UTF8&qid=1499816384&sr=8-1&keywords=grit). New York, NY: Scribner, 2016, 352 pages.

## Description

Based on the book, *Grit: The Power of Passion and Perseverance,* this course explores what Grit is and why it matters. Different case scenarios whereby passion and perseverance versus talent relative to achievement will be highlighted.

The course is comprised of 4 **modules**. The modules offer information and ideas about Grit that teachers may consider adopting to classroom settings and student learning experiences.

## Course Purpose

The purpose of this course is to help educators understand the concept of “Grit” as a strategy to enhance student achievement and classroom settings overall.

## Course Objectives/Outcomes

1. Develop an awareness of Grit as it relates to fulfilling ones’ potential
2. Develop an understanding of Grit strategies and practices that foster student achievement
3. Apply Grit strategies and practices that foster student achievement

## Preliminary comments for modules

As you read the material, bear in mind how the information might apply to you in your personal settings and experiences and, moreover, how it may benefit you as an educator. As you read the material or at the end of each chapter, note your reflections, as they will form the basis of a written summary that will accompany a final project due at the course end.

### Module 1: What Grit is and Why it Matters

1. **Read:** Chapter 1, *Showing Up*
2. **Reflect:** After (or while) you have read the chapter, think about the following:
3. What do you agree with in the reading?
4. What might you oppose in the reading?
5. What did you learn from the reading?
6. Is there anything noted in the reading that you are already doing relative to “Grit” philosophy?
7. Is there anything compelling in the reading that you would take special note of?
8. How might you implement what you learned in the reading?
9. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.
10. **Read:** Chapter 2, *Distracted by Talent*
11. **Reflect:** After (or while) you have read the chapter, think about the following:
	1. What do you agree with in the reading?
	2. What might you oppose in the reading?
	3. What did you learn from the reading?
	4. Is there anything noted in the reading that you are already doing relative to “Grit” philosophy?
	5. Is there anything compelling in the reading that you would take special note of?
	6. How might you implement what you learned in the reading?
12. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.
13. **Read:** Chapter 3, *Effort Counts Twice*
14. **Reflect:** After (or while) you have read the chapter, think about the following:
	1. What do you agree with in the reading?
	2. What might you oppose in the reading?
	3. What did you learn from the reading?
	4. Is there anything noted in the reading that you are already doing relative to “Grit” philosophy?
	5. Is there anything compelling in the reading that you would take special note of?
	6. How might you implement what you learned in the reading?
15. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.
16. **Read:** Chapter 4, *How Gritty Are You?*
17. **Reflect:** After (or while) you have read the chapter, think about the following:
	1. What do you agree with in the reading?
	2. What might you oppose in the reading?
	3. What did you learn from the reading?
	4. Is there anything noted in the reading that you are already doing relative to “Grit” philosophy?
	5. Is there anything compelling in the reading that you would take special note of?
	6. How might you implement what you learned in the reading?
18. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.
19. **Read:** Chapter 5, *Grit Grows*
20. **Reflect:** After (or while) you have read the chapter, think about the following:
	1. What do you agree with in the reading?
	2. What might you oppose in the reading?
	3. What did you learn from the reading?
	4. Is there anything noted in the reading that you are already doing relative to “Grit” philosophy?
	5. Is there anything compelling in the reading that you would take special note of?
	6. How might you implement what you learned in the reading?
21. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 2: Growing Grit from the Inside Out

1. **Read:** Chapter 6, *Interest*
2. **Reflect:** After (or while) you have read the material, think about the following:
	1. What do you agree with in the reading?
	2. What might you oppose in the reading?
	3. What did you learn from the reading?
	4. Is there anything noted in the reading that you are already doing relative to “Grit” philosophy?
	5. Is there anything compelling in the reading that you would take special note of?
	6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.
4. **Read:** Chapter 7, *Practice*
5. **Reflect:** After (or while) you have read the material, think about the following:
	1. What do you agree with in the reading?
	2. What might you oppose in the reading?
	3. What did you learn from the reading?
	4. Is there anything noted in the reading that you are already doing relative to “Grit” philosophy?
	5. Is there anything compelling in the reading that you would take special note of?
	6. How might you implement what you learned in the reading?
6. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.
7. **Read:** Chapter 8, *Purpose*
8. **Reflect:** After (or while) you have read the material, think about the following:
	1. What do you agree with in the reading?
	2. What might you oppose in the reading?
	3. What did you learn from the reading?
	4. Is there anything noted in the reading that you are already doing relative to “Grit” philosophy?
	5. Is there anything compelling in the reading that you would take special note of?
	6. How might you implement what you learned in the reading?
9. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.
10. **Read:** Chapter 9, *Hope*
11. **Reflect:** After (or while) you have read the material, think about the following:
	1. What do you agree with in the reading?
	2. What might you oppose in the reading?
	3. What did you learn from the reading?
	4. Is there anything noted in the reading that you are already doing relative to “Grit” philosophy?
	5. Is there anything compelling in the reading that you would take special note of?
	6. How might you implement what you learned in the reading?
12. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 3: Growing Grit from the Outside In

1. **Read:** Chapter 10, *Parenting for Grit*
2. **Reflect:** After (or while) you have read the material, think about the following:
	1. What do you agree with in the reading?
	2. What might you oppose in the reading?
	3. What did you learn from the reading?
	4. Is there anything noted in the reading that you are already doing relative to “Grit” philosophy?
	5. Is there anything compelling in the reading that you would take special note of?
	6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.
4. **Read:** Chapter 11, *The Playing Fields of Grit*
5. **Reflect:** After (or while) you have read the material, think about the following:
	1. What do you agree with in the reading?
	2. What might you oppose in the reading?
	3. What did you learn from the reading?
	4. Is there anything noted in the reading that you are already doing relative to “Grit” philosophy?
	5. Is there anything compelling in the reading that you would take special note of?
	6. How might you implement what you learned in the reading?
6. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.
7. **Read:** Chapter 12, *A Culture of Grit*
8. **Reflect:** After (or while) you have read the material, think about the following:
	1. What do you agree with in the reading?
	2. What might you oppose in the reading?
	3. What did you learn from the reading?
	4. Is there anything noted in the reading that you are already doing relative to “Grit” philosophy?
	5. Is there anything compelling in the reading that you would take special note of?
	6. How might you implement what you learned in the reading?
9. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.
10. **Read:** Chapter 13, *Conclusion*
11. **Reflect:** After (or while) you have read the material, think about the following:
	1. What do you agree with in the reading?
	2. What might you oppose in the reading?
	3. What did you learn from the reading?
	4. Is there anything noted in the reading that you are already doing relative to “Grit” philosophy?
	5. Is there anything compelling in the reading that you would take special note of?
	6. How might you implement what you learned in the reading?
12. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 4: Final Reflection and Project

1. **Summary paper.** Summary papers, including the activity (option 1 or 2), should be in a Word doc. file, 4 to 5 pages in length and double spaced. Be sure to include:
	1. Each of the specific reflections for each reading (items 1 to 6 under each module)
	2. How this information might help you in the classroom
	3. How this information might compare to school efforts, if such efforts exist
2. **Project 2 options:**
	1. Activity. Develop a Grit activity that you believe will help improve student learning. Include a ½ page synopsis of the activity in the reflection paper. Be sure to note participant reaction (actual or anticipated) and explain how it will (or did) help improve student learning.
	2. Plan of Action. Develop a plan of action focused on how you will practice what you have learned and thereby improve student learning. Be sure to include a rationale for the plan along with specific takeaways from the readings. Note both the “what’s and how’s” for implementation. Note any obstacles you might encounter with action plans along with potential resolutions. Also include an anticipated timeline for execution.

For either option above, be sure to also note relevant state standards that you believe must be considered.

## Grading Requirements

Students complete course assignments as described in the modules. The course is graded according to quality of the assignments completed. I respond to questions in one to three days, usually one. Please feel free to contact me at nordick@continuingeducationassociates.com should you have any questions about requirements or related information.

### Assignments and Projects

The following assignments are required for this course.

|  |  |  |  |
| --- | --- | --- | --- |
| Requirements | Title | Hours | Percent of time |
| Module One | Read/Reflect/Note | 4.0 | 23 |
| Module Two  | Read/Reflect/Note | 3.0 | 18 |
| Module Three  | Read/Reflect/Note | 3.0 | 18 |
| Module Four  | Summary and Project | 7.0 | 41 |
| Total Hours |  | 17 | 100% |

### Evaluation and Grading

The final reflection will be analyzed for quality of work and evidence of reading of the assigned materials. In particular; clarity of writing/presentation, organization of information and material, and accomplishment of the required activity and corresponding summary will be assessed.

* A/S = 94% or above
* B/S = 84% or above
* C/S = 74% or above
* F or U = less than 74%

Note: grades will be computed by taking the overall average across grading components in the rubrics below.

## Course Policies

The following policies will be used in this course.

### Instructor Feedback

The instructor will return all emails within 3 days and issue assignment grades within 5 days of submission.

### Scholastic Dishonesty

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the [UND Code of Student Life; Appendix IIIa-3](http://und.edu/student-affairs/code-of-student-life/).

## Grading Rubrics

This course will use the following rubrics for evaluation of completed work.

### A. Writing

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels of Quality | Minimal | Acceptable | New Mastery | Mastery |
| Focus | Writing does not address the assigned topic and is largely unresponsive. | Subject is clear although it misses some important elements of the assigned topic. | Writing addresses the assignment adequately. | Writing addresses the assignment exceptionally and is thorough. |
| Synthesis | Extremely limited use of examples from the readings and research.  | Some use of examples and specifics from readings and research. | Substantial use of examples and specifics from readings and research. | Exceptional use of examples and specifics from readings and research.  |
| Development ofArgument | Writing andreflections notcoherent, showing little development of or relationship among ideas. | Sequence of ideas is traceable – although structure is faulty.  | Ideas are well developed with transitions and a structured presentation. | Exceptionally well developed ideas with smooth transitions and sophisticated presentation.  |
| Organization | Incomplete editing is evident as seen in prevalent unassimilated ideas, unnecessary information, idea repetition, and/or the absence of flow/transitions. | Some editing is evident and ideas are better expressed and backed up. Still somewhat disjointed with problems in flow and transitions. | Writing has been edited with only minor organizational flaws remaining. | Writing is exceptionally well edited. Sentences are clear and logical. The paper has almost no organizational flaws.  |
| Mechanics and Language | Paper is seriously impacted by numerous errors in word choice, grammar and/or mechanics that limit effectiveness.  | Paper has an accumulation of errors in word choice, grammar and/or mechanics that inhibit clarity. | Paper might have a few errors in word choice, grammar and/or mechanics. | Paper is generally free from errors in word choice and/or mechanics. |
| Percentage Values (overall average across levels = grade conversion) | **Less than 74%** | **74% or above** | **84% or above** | **94% or above** |

### B. Activity

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels of Quality | Minimal | Acceptable | New Mastery | Mastery |
| Strategy Implementation | Effectiveness of implemented strategy is unclear.Relationship to need is not evident. | The strategies are clearly related to the demonstrated needs of the school/classroom.The effectiveness of the strategies is evident.The strategy is in line with the course goals and objectives. | The strategies are clearly related to the demonstrated needs of the school/classroom.The effectiveness of the strategies is clearly stated detailing the points which were instrumental in the success.An analysis is made of the success and includes recommendation for needed adjustments. | The strategies are clearly related to the demonstrated needs of the school/classroom and incorporate an explanation of the related reading.The activity contains a synthesis of the reaction of the individuals involved in the implementation.Examples of the components (activities, student reactions, etc.) are included. |
| Percentage Values (overall average across levels = grade conversion) | **Less than 74%** | **74% or above** | **84% or above** | **94% or above** |

### C. Plan of Action

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels of Quality | Minimal | Acceptable | New Mastery | Mastery |
| Strategy Implementation* Rational
* Reading takeways
* Obstacles
* Timeline
 | Effectiveness of implemented strategy is unclear.Relationship to need is not evident. | The strategies are clearly related to the demonstrated needs of the school/classroom.The perceived of the (perceived) strategies is evident.The (perceived) strategy is in line with the course goals and objectives. | The strategies are clearly related to the demonstrated needs of the school/classroom.The effectiveness of the strategies is clearly stated detailing the points which were instrumental in the (perceived) success.An analysis is anticipated of the (perceived) success and includes recommendation for needed adjustments. | The strategies are clearly related to the demonstrated needs of the school/classroom and incorporate an explanation of the related reading.The activity contains a synthesis of the (anticipated) reaction of the individuals involved in the implementation.Examples of the components (activities, student reactions, etc.) are included.Obstacles and timelines are noted accordingly. |
| Percentage Values (overall average across levels = grade conversion) | **Less than 74%** | **74% or above** | **84% or above** | **94% or above** |