

Institute 2019 Homework

It is expected that all participants complete the homework assignments below to be prepared and able to fully participate during class.

Assignment 1 is due prior to Institute on May 8 at 11:59 PM!

Instructions:

1. Please complete assignment 1 as soon as possible so that we can use the information to enhance Institute planning. Deadline to complete this assignment is May 8 at 11:59 pm.
2. For assignments 2 - 4 put all written work into one document. Be sure to include your last name, first name and program at the top of each page. Once completed, print one copy, staple the pages, and be prepared to turn in a copy of your completed homework on Tuesday when you arrive at the classroom. You may also want to print a copy of your written assignments for your use during Institute discussions.
3. If you have any questions or problems with the homework, please email Steve at schmidtsj@appstate.edu

Homework Assignments:

1. **Questions:** Answer some questions about your goals for Institute and your programs' MSG. Hold down the Control key and click [HERE](#) to find the Google form you will submit or find the form by Googling: ABSPD Institute 2019, click on Institute 2019, scroll down to Institute homework. We need this information to help ABSPD with Institute 2019 planning, so **please complete the form by Wednesday, May 8 at 11:59 PM.**
2. **Growth Mindset:** Click [HERE](#) (Or Google growth mindset lift education) to read an article about growth mindset and watch the TED video from Carol Dweck inside the article.

Write no more than one page in answer to these questions:

- What is the difference between growth mindset and fixed mindset?
- Which mindset do you have? Why is that?
- Why do many of our students have a fixed mindset?
- At the end of the article it describes 13 ways to develop a growth mindset. Which one or two ways would work best with our students?

3. **Persistence:** Researcher John Comings (2004) defines persistence as, “Adults staying in programs for as long as they can, engaging in self-directed study when they must drop out of their programs, and returning to a program as soon as the demands of their lives allow.” We all know that persistence is crucial in order for our students to reach their goals. What keeps students’ attending regularly, what holds them back, and why does it matter for achieving MSG?

A. Click [HERE](#) and read the section entitled Why Persistence Matters on pages 2 to 4 of the pdf (book pages 24 to 26).

In no more than 1 page, answer these questions:

- How does the number of hours students attend our programs correspond to grade level equivalent increases on standardized tests of reading comprehension?
- Does the number of hours that it takes students to achieve an increase of one grade level equivalent surprise you? Why or why not?
- Why does persistence matter? Explain

B. Click [HERE](#) and read about the four supports to persistence on pages 12 – 14 of the pdf (book pages 34 – 36). Start at the bottom of page 12 where it says, “The study team summarized the implications of its findings by identifying four supports to persistence:”

In no more than 1 - 2 pages, answer the following:

- Summarize each of the four persistence supports: establish the student’s goal; increase a sense of self-efficacy; manage the positive and negative forces that help and hinder persistence; ensure progress toward reaching a goal.
- Rate your classroom or program on how it helps students with these persistence supports. What are you doing well? What could be improved?

4. **Placement Assessments:** Level gains on assessments are the primary way most programs earn MSG. While we do not want to “teach to the test,” we should be aware of what skills and content the assessments we use measure. How much do you know about the assessment your program gives to your students?

Click on one of the links below and research the assessment you are using. (If you use more than one, choose whichever interests you more.) Write one half to one page on what you learned about the assessment your program uses.

- Click [HERE](#) for CASAS Life and Work Reading
- Click [HERE](#) for CASAS Life and Work Listening
- Click [HERE](#) for CASAS Life Skills Math

- Click [HERE](#) for TABE 9/10
- Click [HERE](#) for TABE 11/12
- Click [HERE](#) for TABE CLAS-E
- Click [HERE](#) for GAIN
- Click [HERE](#) for BEST Literacy
- Click [HERE](#) for BEST Plus 2.0

5. **Practicum:** During Institute you will work with a group of 3 - 4 other participants to plan a project that will benefit teaching and learning in your program. This project is called the practicum. Your practicum will include content presented during Institute that will benefit other instructors in your program. Examples of past practicums include conducting professional developments, creating resources (lesson plan banks, websites) or changing program procedures.

Talk with your coordinator or director to find out their thoughts and plans for improving MSG in your program. Your director can also tell you who else from your program is attending Institute, so you can work with them.

6. **Share a Talent:** On Thursday evening we will have a special meal with entertainment. If you would like to share a talent, play an instrument, sing a song, etc., please be prepared and let Steve know early in the week.