The University of Wyoming Trustees Education Initiative (TEI) seeks to provide funding and facilitation support for Educators Rising® local chapters in Wyoming schools.
The Basics

• Educators Rising® is a member the National Coordinating Council of Career and Technical Student Organizations (CTSO), providing resources that integrate into teacher academy career and technical education courses at the high school level.

• For schools that prefer to lead their chapters as after-school programs, TEI is seeking designation by the Wyoming High School Activities Association (WHSAA). Prior to applying, Educators Rising Wyoming must have nine school district members.
Benefits for Students: Free Resources

- Student members and mentors have access to the online EdRising Virtual Campus, with online modules and resources to support the early development of great teachers and connections to >45,000 members across the country.
  
  - Standards
  - National Board Videos
  - Inspirational Videos
  - Competitions
Benefits for Students: Learning, Leading, Funding

- Students may seek Microcredentials by completing online modules, submitting work, and completing assessments.
- Student members are eligible to seek local, state, and national student offices.
- TEI will fund student fees for access to the EdRising Academy and Microcredentials.
- Students who are prospective educators are eligible to apply for Scholarships.
Benefits for Students: State and National Competitions

• A Wyoming State Competition will give student members a chance to demonstrate their knowledge, skills, and leadership in education through individual and team events, with transportation, lodging and meals funded by TEI.

• State winners will move on to the National Competition, with TEI funding for registration and travel costs.
Benefits for Teachers: Free Resources

• Welcome Kit
• Materials for download
• Tips for Teacher Leaders
Benefits for Teachers: Curriculum Available for Licensing

• TEI will fund the annual $10,000 curriculum licensing fee for schools delivering the program in a CTE format.
  • This license provides access for up to two teachers in the school.
  • Lesson plans are provided to licensees in 1-day, 3-day, and 5-day plans.
Lesson Plan

Rising educators will be able to:
- Describe how intelligence is developed.
- Explain the brain's malleability.
- Identify a personal experience where the problem solving resulted in learning.
- Describe a growth mindset.
- Explain the differences between a growth mindset vs. fixed mindset.

Essential Questions
- What is intelligence?
- Can intelligence grow?

Lesson Title & Overview

Day 1: The Brain and Intelligence
Rising educators will examine the science of how the brain learns and discuss the brain's malleability through videos created by Khan Academy. They will understand that the brain can be retrained to think differently as we learn.

Day 2: Growth Mindset
Rising educators will examine the meaning of the terms "growth" and "fixed" mindset by analyzing a TED Talk and completing a self-assessment survey on their own mindset and then reflect on those results.

Day 3: Growth Mindset vs. Fixed Mindset
Rising educators will examine growth and fixed mindsets by reading an article on Carol Dweck's research and consider the fundamental differences in each mindset and how they affect the field of education. The summative assessment will be introduced on this day.

Day 4: Develop and Nurture a Growth Mindset
Rising educators will research strategies to combat a fixed mindset and work on public service announcements intended to highlight the importance of maintaining a growth mindset as a teacher.

Day 5: Sum It Up!
Rising educators will complete and share their public service announcements and complete a summarizing activity to see the knowledge they gained over the course of the mindset study.

Procedure

Day 1:
- (10 minutes) Display the following quote and ask rising educators to complete a Quick Write to respond to it: "All genuine learning comes through experience." – John Dewey. Ask rising educators to also write about a time when they learned through experience at school or elsewhere (for example: learning how to swim, learning how to solve a math problem through trial and error, light bulb illuminates using common materials, etc.). During a quick share-out, allow volunteers to share the key points from their reflections on the quote and how it relates to their own learning.
- (25 minutes) Provide time for rising educators to read the overview article, "Experiential Education" by Heather Coffey. During reading, ask rising educators to take notes specifically on John Dewey’s ideas and have them share their thinking with the class. Ask rising educators what they think of these two educator pioneers? What questions do they have about them? As time permits, allow rising educators to share their thoughts and later pass the three-minute video, "Tiny House: A Community Project" and "Experiential Education" to their own learning.
- (10 minutes) Have the class watch the three-minute video, "Tiny House: A Community Project" and then facilitate a brief class discussion about the following guiding questions:
  - What content did students learn?
  - What else did students learn?
  - What made this project an effective way for students to learn?
- (Five minutes) Formative assessment: Ask rising educators to name and briefly describe a lesson or a teacher they have experienced themselves who used elements of experiential learning.
Questions?

To learn more, email tei@uwyo.edu.