**Phase 3 Coaching Form**

| **Growth Mindset** (TEI Alignment 3.3) |
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| **Beginning**  | **Developing** | **Practicing** | **Achieving**  |
| Students believe their **knowledge and skills are fixed**. | Students sometimes **believe they can grow their knowledge and skills** and realize success through effort **when prompted** by the teacher.  | Students **usually** believe they can grow their knowledge and skills and realize success through self-directed effort.  | Students **always** believe they can grow their knowledge and skills and realize success through self-directed effort (growth mindset). |

| **Look- Fors During Observation** |
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| **Beginning/ Developing*** Students are saying “I can’t do this” or “I am not good at this” when given a task that is challenging to them.
* Teacher feedback may focus on results and/or behavior of student.
* Failure is connected to effort and may be seen as negative.
* Grades and assessment scores may be emphasized as what defines success.
* Students are given few opportunities to improve their work.
 | **Practicing/ Achieving** * Students are saying “this will take time and effort” and understand the power of “yet” when given a task that is challenging to them.
* Teacher feedback is based on effort, process, and strategies used by student.
* Failure is celebrated as an opportunity to grow.
* Success is measured through goal setting and reflection of effort.
* Student work shows evidence of continuous improvement.
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| **Questions to Guide Observation*** Is there evidence of visual reminders of growth mindset, effort, and failing forward?
* How does teacher/students talk about effort, success, and failure?
* Are students reflecting on the process of learning?
* How is failure celebrated?
* How are students celebrated for their effort?
* What routines, rituals, and/or protocols are used to help students persist, plan for what to do if they fail, access and advocate for support when they need it, and reflect on their work?
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| **Observation Notes:**  |



