**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. |
| **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? | |
| **Observation Notes:** | |



