

Phase 3 Coaching Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

Growth Mindset (TEI Alignment 3.3)			
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	
Beginning/ Developing <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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:



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