

Phase 3 Coaching Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

Growth Mindset (TEI Alignment 3.2)			
Beginning	Developing	Practicing	Achieving
Students believe their <b>knowledge and skills are fixed.</b>	Students sometimes <b>believe they can grow their knowledge and skills</b> and realize success through effort <b>when prompted</b> by the teacher.	Students <b>usually</b> believe they can grow their knowledge and skills and realize success through self-directed effort.	Students <b>always</b> believe they can grow their knowledge and skills and realize success through self-directed effort (growth mindset).

**Look- Fors During Observation**

<p><b>Beginning/ Developing</b></p> <ul style="list-style-type: none"> <li>• Students are saying "I can't do this" or "I am not good at this" when given a task that is challenging to them.</li> <li>• Teacher feedback may focus on results and/or behavior of student.</li> <li>• Failure is connected to effort and may be seen as negative.</li> <li>• Grades and assessment scores may be emphasized as what defines success.</li> <li>• Students are given few opportunities to improve their work.</li> </ul>	<p><b>Practicing/ Achieving</b></p> <ul style="list-style-type: none"> <li>• Students are saying "this will take time and effort" and understand the power of "yet" when given a task that is challenging to them.</li> <li>• Teacher feedback is based on effort, process, and strategies used by student.</li> <li>• Failure is celebrated as an opportunity to grow.</li> <li>• Success is measured through goal setting and reflection of effort.</li> <li>• Student work shows evidence of continuous improvement.</li> </ul>
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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?

**Observation Notes:**

