

Building a Growth Mindset Culture

Emerging

Practicing

Applying

Refining

Build Relationships and Trust

I research and explore relationship strategies that are differentiated based on learner needs.

I model productive struggle and the acceptance of temporary failure and outwardly reflect on the growth mindset practice to my learners.

I utilize relationship-building strategies to support a culture of learning and acceptance.

I build trust by being vulnerable and present with learners and consistently meeting them where they are through empathetic practices.

In small groups, learners are expressing vulnerability and empathy using strategies that have been supported by my instruction and modeled by my behavior and practice.

I support learners to show an authentic understanding of their own lived realities and needs (academic, social, emotional, and cognitive) as well as their peers.

I support and teach learners relationship-building strategies and consistently refine my practice based on research and experience.

The Brain and How Learning Works

I am exploring and learning about the concepts of the malleable brain and neural pathways (neuroplasticity).

I teach learners about their brains, the importance of growing neural pathways, and strategies for building knowledge.

I support and create opportunities for learners to identify, describe, and explain the mechanisms behind their learning.

Learners are actively cultivating growth mindset learning principles when engaging in new learning.

Mindsets and Difference Between Growth and Fixed

I am learning about growth mindset and fixed mindset with learners.

I am supporting learners by modeling growth mindset and fixed.

I am learning about growth mindset and fixed mindset.

I am developing an understanding of growth mindset and fixed mindset.

I am identifying growth and fixed mindsets through inquiry.

I am reflective and conscious of growth mindset and fixed mindset choices and decisions.

I am supporting learners to reflect on and recognize growth mindset and fixed mindset in a variety of contexts.

I am refining my learning about growth mindset and fixed mindset.

I am integrating learning about growth mindset and fixed mindset with students through all content areas and contexts.

I am habitually making growth mindset-based choices and decisions.

I initiate learners are making intentional choices and decisions using knowledge of growth mindset and fixed mindset.

I am refining learning about growth mindset and fixed mindset with learners.

I am leading learning about growth mindset and fixed mindset with colleagues, families, and community members.

Learners are habitually making growth mindset-based choices and decisions.

Learners are actively striving for a growth mindset in classroom and school culture.

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Feedback and the Power of Praise

I am aware of growth-producing feedback phrases and sentence stems.

I am developing knowledge of the effective use of praise and how it is attached to growth and effort.

I am practicing growth-producing feedback phrases and sentence stems with myself and with learners.

I am connecting praise with an emphasis on growth and effort.

I am teaching learners how to receive growth feedback.

I provide growth-producing feedback and praise as a consistent practice.

I utilize tools and processes to imbed growth-producing feedback into the learning culture.

I teach learners how to use growth feedback to respond, adapt, and take action.

Learners use growth-producing feedback and praise in their interactions.

I co-create tools and processes with learners for feedback loops that become fully integrated into the learning culture.

Learners use growth-producing feedback as a norm in their interactions.

Learners provide praise that is tied to effort and challenge level.

Learners seek growth feedback as a necessary step for personal growth.

Self Talk and Using Your Inner Voice

I am teaching learners to become aware of their self-talk and to begin to identify whether negative and positive framing.

I am becoming more aware of my personal self-talk.

I am guiding learners to identify negative self-talk and generate positive self-talk

I am learning how to observe learners' behaviors which provides insights about learner self-talk.

Learners are able to identify positive and negative self-talk and understand how specific situations produce each.

I observe learners' behaviors and use collected data to help guide positive self-talk.

Learners practice regulating self-talk to positively influence their mindset and impact the outcome of specific situations.

I consistently monitor learners' self-talk by observing their actions and supporting their growth.

Learners actively manage how they approach challenging and new situations by carefully regulating self-talk to routinely produce desired outcomes.