Growth Mindset Feedback

*As students begin to work on their learning objectives, growth-minded language guides and motivates them to ensure that they remain **persistent, resilient, and focused** on the process of learning. It is important to give learners feedback about their progress and their results so they can specifically see their growth.*

Use these language frames when interacting with your students in the following situations.

When they struggle despite strong effort

- OK, so you didn't do as well as you wanted to. Let's look at this as an opportunity to learn.
- What did you do to prepare for this? Is there anything you could do to prepare differently next time?
- You are not there/here **yet**.
- When you think you can't do it, remind yourself that you can't do it **yet.**
- I expect you to make some mistakes. It is the kinds of mistakes that you make along the way that tell me how to support you.
- Mistakes are welcome here!
- You might be struggling, but you are making progress. I can see your growth (in these places).
- Look at how much progress you made on this. Do you remember how much more challenging this was (yesterday/last week/last year)?
- Of course it's tough – school is here to makes our brains stronger!
- If it were easy, you wouldn't be learning anything!
- You can do it – it's tough, but you can; let's break it down into steps.
- Let's stop here and return tomorrow with a fresher brain.
- I admire your persistence and I appreciate your hard work. It will pay off.

When they struggle and need help with strategies

- Let's think about how to improve (the accuracy of) this section/paragraph/sentence/word choice/logic/description/problem/calculation.
- Let me add new information to help you solve this….
- Here are some strategies to figure this out.
- Describe your process for completing this task.
- Let's do one together, out loud.
- Let's practice (skill) so we can move it from our short-term to our long-term memory.
- Just try – we can always fix mistakes once I see where you are getting held up.
- Let me explain in another way with different words.
- What parts were difficult for you? Let's look at them.
- Let's ask _____ for advice—s/he may be able to explain/suggest some ideas/recommend some strategies.
- Let's write a plan for practicing and/or learning.
- If you make_____ changes, we can reassess your score. Let's discuss a plan for you.

When they are making progress

- Hey that's a tough problem/task/concept that you've been working on for a while. What strategies are you using?
- I can see a difference in this work compared to_____. You have really grown (in these areas).
- I see you using your strategies/tools/notes/etc. Keep it up!
- Hey! You were working on this for awhile and you didn't quit!
- Your hard work is clearly evident in your process/project/essay/assignment.

When they succeed with strong effort

- I am so proud of the effort you put forth to/in/with_____.
- I am very proud of you for not giving up, and look what you have to show for it!
- Congratulations – you really used great strategies for studying, managing your time (behavior, etc.).
- I want you to remember for a moment how challenging this was when you began. Look at how far you have come!
- All that hard work and effort paid off!
- The next time you have a challenge like this, what will you do?
- What choices did you make that you think contributed to your success?
- It's exciting to see the difference in your work now when I compare it to your earlier work.
- I can see you really enjoyed learning_____.

When they succeed easily without effort

- It's great that you have that down. Now we need to find something a bit more challenging so you can grow.
- It looks like your skills weren't really challenged by this assignment. Sorry for wasting your time!
- I don't want you to be bored because you're not challenging yourself.
- We need to raise the bar for you now.
- You're ready for something more difficult.
- What skill would you like to work on next?
- What topic would you like to learn more about next?

Growth Mindset Framing

In order to create a "risk-free" classroom environment where all students are willing to take on challenges and push themselves, it is important to make the focus on learning clear, make it safe to risk mistakes, and communicate a high confidence in all students' ability to rise to the learning challenges. Use the following statements when introducing a new topic, concept, skill, or assignment in class:

For Communicating a Learning Goal

- New material is an opportunity to stretch!
- Today's learning objective will give everyone an opportunity to stretch.
- Today, your brain will get stronger.
- I am hoping that you all do not know this already; I wouldn't want to waste your time!
- I really want us to stretch beyond our comfort zone on this!
- After you do this, I'm going to ask everyone to share one mistake so we can learn from it.
- I'd like everyone to share one thing that is really confusing with their partner.
- The point of the lesson is learning; I want to know what parts are unclear so we can all meet our learning target.
- Today's target for learning is   . By tomorrow our goal is   .
- I do not expect you to know this already. I am here to help you learn challenging material.
- Today, I want you to challenge yourself. tretch to learn this challenging material.
- This is very dense reading/challenging material. I am not going to hold you accountable for understanding all of it right away, but I want you to give it a first try.
- This is just the first draft—you'll have lots of chance to improve it.
- I want you to push yourselves to tackle this concept.
- You won't be graded on this—it's a risk-free zone!
- We're in the learning zone today. Mistakes are our friends!

For Communicating High Expectations

- I ***know*** that you (all) have the ability to do this, so I have set the bar high.
- This will be a challenging concept to learn, but all of us can reach the goal.
- Be sure to communicate with me about your progress so I can provide support to you.
- I am going to push you all because I know if I do you will all do amazing work!
- Our classroom is a place for everyone to learn challenging material. I am here to help you meet that goal.
- This is challenging, but rewarding!
- This may be difficult right now, but you will remember it for the rest of your life.
- When you master this learning, you can be proud because this isn't easy.
- Here is my challenge for you. I know you can meet it. I want you to challenge yourself.
- As you learn this, mistakes are expected. Your mistakes help me support you. Let's make mistakes together!
- I have seen you stretch and succeed in the past. Let's do it again.

Mindset Quiz

For each statement, circle the option that you think fits. Is the statement an example of a growth mindset, or a fixed mindset?

Fixed Growth	Wow, you got an A without even studying. Look at how smart you are!
Fixed Growth	I've been working on this for like 2 hours, and I don't get it. I am so dumb.
Fixed Growth	You worked really hard on that, it definitely shows! Great Work!
Fixed Growth	That's a nice grade you got. See, I knew you were smart.
Fixed Growth	You got an A+ on that paper! What did you do to get there?
Fixed Growth	I don't get it!
Fixed Growth	You put a lot of thought into this essay. It really makes me understand Shakespeare in a new way.
Fixed Growth	You just got all of those questions right! How did you do that?
Fixed Growth	Wow you did that so fast, and you didn't make any mistakes!
Write your reaction to a student completing an assignment quickly and perfectly:	
Write what you would say to a student who is worried about an upcoming exam:	
Revise a fixed statement from above	
Revise a fixed statement from above	

CHANGE YOUR MINDSET FROM A BEHAVIOR MANAGER TO A BEHAVIOR COACH!

Behavior Management implies:
- ✓ Students come with a set of behaviors
- ✓ These behaviors won't or can't change
- ✓ Adults have to "manage" what students do
- ✓ This is a fixed mindset

Behavior Coaching validates:
- ✓ Students make mistakes, they can improve and learn from their mistakes
- ✓ Adults can guide and coach students on their behaviors
- ✓ This is a growth mindset

STEPS FOR COACHING BEHAVIORS

STEP 1: Build the Community and Create a Strong Foundation
1. **Build authentic, trusting relationships with students**: what do they like, what motivates them, what is important, what do they value?   2. **Maintain a dynamic & supportive presence**: speak with a clear, firm and neutral tone; let them know you believe in them; be a no-nonsense nurturer   3. **Be explicit with expectations & directions**: tell students exactly what is expected, describe what you need from them in specific steps; explain the "why"   4. **Introduce, teach & reinforce your community values and agreements**   5. **Establish & uphold daily routines** such as transitions, getting up from their seat, using supplies, entering or exiting spaces   6. **Build relationships with family members** by sharing successes   7. **Partner with students to sign contracts** to make positive choices and follow expectations as you start each program cycle
STEP 2: Be a Coach who Promotes Positive Choices & Behaviors
1. **Positively narrate:** remind & reinforce your expectations by noticing who is on task; acknowledge what is working; naming specific positive choices you see   2. **Reinforce agreements & values:** name the values & positive behaviors you are seeing upheld by students in the moment   3. **Use a strong teacher voice:** maintain confidence and a sense of urgency; speak with conviction, clarity & connection   4. **Reflect on what is working:** at the beginning or end of each day discuss what the group feels is going well and how they want to improve or adjust their choices   5. **Maintain a dual focus:** stay aware of the full group even as you are focusing on an individual or small group; scan entire room every 10 seconds and call out what is working

6. **Use incentive systems:**
   a. **Individual:** sticker, raffle ticket or college $ (*I would like to acknowledge those people who are focusing….)*
   b. **Table groups or teams:** post on chart or white board (points for working collaboratively or sharing supplies)
   c. **Full group:** marble jar or other system *(if the group can x…it will earn us 5 marbles towards our class party or extra recess time)*

7. **Share positive behaviors with parents:** during pick-up, on a phone call or send a note to parents to let them know the positive choices their young person is making

8. **Nonverbal intervention:** (give a look or hand gesture to signal *focus* or *quiet*)

9. **Positive group correction:** (*we're following along in our books; we are standing in line silently; we are looking for unity by having face forward)*

10. **Anonymous individual correction:** (*we need 2 people; we are at 90%, let's get to 100%)*

11. **Private individual correction**

   a. Get close to the individual, have a private & calm check in; What is up? What will help them to get back on point? What are the choices they can make?
   b. Second check-in may bring a consequence if behavior is disruptive
   c. Positively narrate as soon as person makes a different or positive choice
   d. Be a broken record: repeat the directions

12. **Lightening-quick public correction:** *(student name), focus.*

STEP 3: Address Disrespect and Follow Up: *use the least invasive form of intervention*

First use the strategies listed above to coach a student or the group in making a positive choice:

1. **Provide a choice:** *"you can either stand quietly in line or lose 5 minutes of recess";* the goal is for them to own the behavior and make a choice. They may choose to sit out and refocus*.*
2. **Establish a Warning System** (see below)

3. **Enforce logical consequences:** follow up a warning with a logical consequence

   o Lose recess time/sit next to staff during a break
   o Change where sitting or standing in line
   o Clean up space/project
   o Loss of leadership role/privilege
   o Write a reflection log or apology letter
   o Sit in chill out or time out space to calm down and refocus

4. **Have a 1-1 check in with the student:**
   o Find time to talk with student to reflect on choices, review what is on their mind & how to stay on track; goal is to own their choices
   o Review the contract the student completed at the beginning of the program cycle

5. Remove student from classroom:
- Ask them to go to a buddy class to do their work
- Send student to office to talk with office staff & complete a reflection log
- Have back up plan if student refuses to leave
- Be clear on what is expected before student can return

6. Follow up:
- Call or talk with parent at end of day to share concerns & agree on choices the student can make
- Have a meeting with parent and/or principal to name choices
- Ask a parent to join the class to shadow the student to gain insight
- Check in with student before class on following day to reinforce expectations
- Establish a daily touch stone: assign an adult to check in daily to remind and support student in staying on task; tie this to a sticker or incentive chart
- Set up an individual plan or personal incentive system
- Welcome student back with a clean slate

Warning System: (example)
1. First Warning You made a choice to ---- so this is your first verbal warning, what can you do differently?
2. Second Warning: You made the choice to --- so this is your second warning; this is a written warning. Here is what you need to do now:
  - *Move to other side of room*
  - *Send to buddy class*
  - *Set a logical consequence*
  - *Fill out a reflection log*
  - *Decide if a change in behavior will void this warning*

3. Third Warning: You made the choice to --- so this is your third warning, it is important for you to own this....
  - *Send to office to talk to Site Director*
  - *Call Parents*
  - *Lose privilege or activity*
  - *Share info or meet with school day administration*