



Growth Mindset Culture Learning Continuum

		Emerging	Exploring	Applying	Refining
Building a Growth Mindset Culture	The Brain	<ul style="list-style-type: none"> * Facilitator is exploring and learning about the concepts of the malleable brain and neural pathways (neuroplasticity). 	<ul style="list-style-type: none"> * Facilitator is teaching learners about their brain, the importance of growing neural pathways, and strategies for building knowledge. 	<ul style="list-style-type: none"> * Facilitator is guiding learners to recognize and acknowledge fixed self-talk, cultivating growth mindset self-talk, and teaching learners what is happening in their brain when they are learning (creating neural pathways). 	<ul style="list-style-type: none"> * Students are cultivating all facets of growth mindset principles when engaging in new learning.
	Mindsets	<ul style="list-style-type: none"> * Facilitator is learning about growth mindset and fixed mindset with learners. * Facilitator is supporting students by modeling growth mindset and fixed. * Students are learning about growth mindset and fixed mindset. 	<ul style="list-style-type: none"> * Facilitator is developing understanding about growth mindset and fixed mindset. * Facilitator is identifying growth and fixed mindsets through inquiry. * Facilitator is reflective and conscious of growth mindset and fixed mindset choices and decisions. * Students are beginning to recognize growth mindset and fixed mindset in a variety contexts. 	<ul style="list-style-type: none"> * Facilitator is refining learning about growth mindset and fixed mindset with learners. * Facilitator is integrating learning about growth mindset and fixed mindset with students through all content areas and contexts. * Facilitator is habitually making growth mindset based choices and decisions. * Students are making intentional choices and decisions using knowledge of growth mindset and fixed mindset. 	<ul style="list-style-type: none"> * Facilitator is refining learning about growth mindset and fixed mindset with learners. * Facilitator is leading learning about growth mindset and fixed mindset with colleagues, families, and community members. * Students are habitually making growth mindset based choices and decisions. * Students are actively striving for a growth mindset classroom and school culture.
	Self-Talk	<ul style="list-style-type: none"> * Facilitator teaches learners to become aware of their self-talk. 	<ul style="list-style-type: none"> * Facilitator guides learners to identify negative self-talk and generate positive self-talk; learns how to observe learners behaviors which provides data about learner self-talk. * Learners are able to identify positive and negative self-talk and understand how specific situations produce each. 	<ul style="list-style-type: none"> * Facilitator observes learners behaviors and uses collected data to guide positive self-talk. * Learners practice regulating self-talk to positively influence their mindset and impact the outcome of specific situations. 	<ul style="list-style-type: none"> * Facilitators continue to monitor learners self-talk by observing their actions. * Learners actively manage how they approach challenging and new situations by carefully regulating self-talk to routinely produce desired outcomes.



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Building a Growth Mindset Culture	Growth Feedback	<ul style="list-style-type: none"> * Facilitator is aware of growth producing feedback phrases and sentence stems. * Facilitator is developing knowledge of effective use of praise and how it is attached to growth and effort. 	<ul style="list-style-type: none"> * Facilitator practices growth producing feedback phrases and sentence stems with themselves and with learners. * Facilitator interconnects praise with an emphasis on growth and effort. * Facilitator teaches learners how to receive growth feedback. 	<ul style="list-style-type: none"> * Facilitator provides growth producing feedback and praise as a consistent practice. * Facilitator utilizes tools and processes to imbed growth producing feedback into the learning culture. * Facilitator teaches learners how to use growth feedback to respond, adapt, and take action. * Students begin to use growth producing feedback and praise in their interactions. 	<ul style="list-style-type: none"> * Facilitator and learners co-create tools and processes for the feedback loop that become fully integrated into the learning culture. * Student uses growth producing feedback as a norm in their interactions. * Students provide praise that is tied to effort, challenge level and effort. * Students seek growth feedback as a necessary step for personal growth.
	Goal Setting	<ul style="list-style-type: none"> * Facilitator teaches the purpose of goal setting and engages learners in the process about choice of goals. * Learner sets goals in their classroom. 	<ul style="list-style-type: none"> * Facilitator guides reflective dialogue with learners about their planning to meet goals. * Facilitator invites learners to choose an area that is particularly challenging for goal setting. * Students choose and set goals in their classroom. 	<ul style="list-style-type: none"> * Facilitator teaches learners about action planning and the role of goal setting in the learning. * Facilitator mindfully teaches reflective practices to build student capacity in directing their goal setting. * Students begin to initiate goal setting in their learning. * Students reflect on their progress toward these goals. 	<ul style="list-style-type: none"> * Facilitator practices a gradual release of the goal setting process to learners (which involves conferencing and guiding questions). * Facilitator guides learner action plan reflection. * Students initiate goal setting in their learning in and outside of school. * Students reflect on their progress toward these goals.

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