**Communicating a Growth Mindset Checklist**

***Process Praise & Process Feedback***

**Things to do everyday, often, or as applicable**

|  |  |  |
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| **Did I do these things?** | **Yes** |  **No** |
| **Process Praise**-Praising the work or effort of the student, which led to the result/outcome e.g. “You really studied hard for your math test and your improvement it.” |  |  |
| **Person Praise-**Praising the person e.g. “Great Job! You so smart!” |  |  |
| Provided feedback when students struggled despite strong effort  |  |  |
| Provided feedback when they struggle and need help with strategies  |  |  |
| Provided feedback when students made progress toward learning goals |  |  |
| Provide feedback when students succeeded with strong effort  |  |  |
| Provided feedback when students succeeded easily without effort.  |  |  |
| Referenced ***Growth Mindset Feedback Tool*** to provided process praise and feedback |  |  |

***Growth Mindset Framing-Portraying Challenge, Mistakes, and Effort as Valuable***

**Things to do everyday, often, or as applicable**

|  |  |  |
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| **Did I do these things?** | **Yes** | **No** |
| Communicated my ***positive norms*** using poster to encourage all my students in math class before the math lesson. |  |  |
| Portrayed challenge as valuable by communicating learning goals e.g. before a problem-based lesson |  |  |
| Portrayed mistakes as valuable through communicating learning goals |  |  |
| Portrayed effort as valuable through communicating learning goals |  |  |
| Portrayed challenge as valuable by communicating high expectations |  |  |
| Portrayed mistakes as valuable by communicating high expectations  |  |  |
| Portrayed effort as valuable by communicating high expectations  |  |  |
| Modeled challenge as valuable |  |  |
| Modeled mistakes and learning from mistakes as valuable |  |  |
| Modeled effort as valuable |  |  |
| Referenced ***Growth Mindset Framing Tool*** to frame growth mindset messages |  |  |