

Changing Mindsets through Strengths-Based Feedback

Steps for Changing Mindsets	Steps for Strengths Based Feedback	Coaching Moves	Coaching Language	Reframing Mindset Questions
Identify the Root and Probe the Cause	Clarify	<p>Compare student evidence with the learning targets</p> <p>Discuss instructional practices that supported learning</p> <p>Reflect on how the lesson went and discuss questions the teacher or coach may have</p>	<p>How are the students doing?</p> <p>What did we do to make that happen?</p> <p>What are you wondering about the lesson?</p>	<p>Do our inferences reflect observable data?</p> <p>Do any of these strategies harm students?</p> <p>What is within our locus of control?</p>
Obliterate "Otherness"	Value	<p>Celebrate examples of students who are meeting the learning targets</p> <p>Name the instructional practices that impacted student learning</p> <p>Identify what the students are doing who and those who may not be meeting targets</p>	<p>Here's some evidence of student growth...</p> <p>Here's what may have gotten us there...</p> <p>Who are some specific students who nailed it?</p> <p>Who are we worried about?</p>	<p>When students aren't meeting our expectations or grade level standards, we have to examine our own practices. What about your practice today set students up for success? Does the teaching strategy address all students?</p> <p>Are there other actions you should have considered?</p> <p>Does this build equity for all students?</p>
Ongoing Monitoring	Uncover Possibilities	<p>Plan future lessons based on learning targets</p> <p>Discuss teaching practices that support learning</p> <p>Determine how learning will be scaffolded</p>	<p>What can we do next?</p> <p>How will this support learning?</p> <p>How will we differentiate?</p>	<p>Teachers are responsible for the success or failure of their students. With this mindset, what do you think we can do to elevate students' ability to...?</p> <p>Based on your successes, what do you think our next steps should be?</p>

*Adapted from Sweeny, D. & Harris, L.S. (2016) *Student Centered Coaching: The Moves*. Thousand Oaks, CA: Corwin and Ramkellawan, R., & Bell, J. (2017). Raising the Bar: Using Coaching Conversations to Address Issues of Low Expectations for Students in Urban Settings. *The Educational Forum*,81(4), 377-390

Equity Descriptor

According to the Oxford Dictionary, Equity is “the quality of being fair and impartial.”¹ Because we work in schools that are made up of many different people, experiences, backgrounds, abilities, genders, races, ethnicities, orientations, etc...we as educators need to be aware of our own biases and how they impact the work and development of students.

This checklist is designed with teachers in mind to help them reflect upon their thinking pre, during, and post interactions with students, colleagues, families, and stakeholders.

Equity Checklist (for any interaction)

<i>Educators know...</i>	✓
Pre	
• To identify the importance of equity in personal practice	
• Strategies to redirect inappropriate comments in a critically constructive manner	
During	
• To listen to understand others	
• Tools to use to provide support based on need and/or current state	
Post	
• To reflect upon what saw, thought, heard to ensure alignment with inclusive practices and norms	
• Question stems to determine next steps	

¹ “Equity | Definition of Equity in English by Oxford Dictionaries.” Oxford Dictionaries | English, Oxford Dictionaries, en.oxforddictionaries.com/definition/equity.