Cultivating *Growth-Mindset* Skills

The following growth-mindset skills reflect learning process goals that educators can set as intended outcomes in their courses. How might you coach learners to grow in these skills and thus cultivate a growth mindset in their learning?

Skill	Emerging	Developing	Proficient	Exemplary
Setting Goals	Learner does not participate in goal setting.	Learner participates minimally in goal setting	Learner is capable of setting goals with guidance	Learner sets goals independently
Planning	Learner shows no evidence of planning strategies	Learner displays minimal evidence of planning	Learner engages in planning with occasional guidance	Learner adopts planning strategy independently
Confidence	Learner evidences belief that s/he is not capable of learning	Learner requires significant support & encouragement	Learner believes s/he is able to complete learning	Learner seeks challenging learning tasks
Motivation	Learner is not motivated to complete task	Learner is motivated to complete task only with guidance	Learner is motivated to complete tasks	Learner directs and/or extends learning task independently
Engagement	Learner does not engage in learning	Learner listens to instruction / expresses interest	Learner engages the learning with guidance	Learner fully engages learning independently
Problem-Solving	Learner must rely fully on outside intervention to solve problem	Learner relies significantly on others to solve problem	Learner is able to solve basic problems with occasional guidance	Learner is able to adapt problem-solving strategies in novel situations
Seeking Help	Learner does not seek help but rather abandons the task	Learner seeks some help, often from unsuitable resources	Learner seeks out help, usually from suitable resources	Learner habitually embodies the learning strategy of seeking help
Self-Reflection	Learner does not engage in self-reflection	Learner engages in self-reflection when required	Learner often engages in self-reflective learning	Learner habitually engages in self-reflective learning
Integrity of self-image	Learner lacks healthy understanding of their identity	Learner can articulate behaviors that reflect healthy identity	Learner displays behaviors that reflect healthy identity	Learner's integrity evident in both failure and success
Learning from mistakes	Learner unable to learn from her/his mistakes	Learner able to identify mistakes with guidance	Learner generally able to identify mistakes & correct them in future	Learner uses mistakes to construct new learning strategies