

M3 Learning Targets

Learning Target 1: I can foster a classroom environment that continually reinforces a growth mindset, building the capacity of students to self-monitor and develop their own growth mindset in the process.

		MASTERMIND	PROFICIENT	APPROACHING	MAKING PROGRESS	JUST BEGINNING
<i>Promoting risk taking for learning</i>	Teacher-Centered	I have multiple strategies, based on the learner/situation, to reinforce risk taking in the learning process, and help students embrace failure as an important, necessary part of the learning process.	I have some strategies, based on the learner/situation, to reinforce risk taking in the learning process and frequently help students understand failure as a necessary part of the learning process.	I have a few strategies, based on the learner/situation, to reinforce risk taking in the learning process and help students understand failure as a part of the learning process. I regularly reinforce risk taking as essential to learning in my classroom.	I am developing an understanding of the role of risk taking in learning and I have 1 or 2 strategies to reinforce risk taking in the learning process. I am beginning to help students view failure as part of the learning process.	I am beginning to consider the role of risk taking in learning. I am reflecting on how much risk students are willing to take in my classes and how they view failure. I am beginning to access strategies to reinforce risk taking in the learning process.
	Student-Centered	Students understand their risk/comfort zones and utilize strategies to increase their risk taking behavior and improve their learning. Students embrace failure as a natural, necessary part of the learning process.	Students recognize their risk/comfort zones and utilize a few strategies to increase their risk taking behavior and improve their learning. Students are learning to view failure as a natural, necessary part of the learning process.	Students are beginning to be able to identify their risk/comfort zones and utilize 1 or 2 strategies to increase their risk taking behavior and improve their learning. Students are changing their view of failure to one that sees it as part of the learning process.	Students are opening up to the idea of risk taking in the learning process, willing to try this, and viewing failure as a step toward learning.	Students are at the very initial stages of being open to risk taking in the learning process and viewing failure as a step toward learning.
<i>Quality feedback and learner-guided reflection</i>	Teacher-Centered	The nature of my feedback provides information to guide future behavior, and I have multiple strategies to reinforce the importance of effort in the learning process and I make it a primary focus of feedback.	I have multiple effective methods of feedback and strategies to reinforce the importance of effort in the learning process, and I am starting to make this a primary focus of feedback.	I have some effective methods of feedback and strategies to reinforce the importance of effort in the learning process, and I have begun to make this an important focus of feedback.	I have a few effective methods of feedback and strategies to reinforce the importance of effort in the learning process, and I am beginning to make this a focus of my feedback.	I am examining how I now use feedback and beginning to explore the most effective uses of feedback, focusing on strategies to reinforce the importance of effort in the learning process and how to make this a focus of my feedback.
	Student-Centered	Students are able to reflect on their growth toward mastery through an ongoing process of self-guided reflection and feedback, and are aware of their effort levels and utilize a variety of strategies to monitor and improve their effort.	Students are able to reflect on their growth toward mastery using processes of self-guided reflection and feedback, and recognize their effort levels and utilize several strategies to monitor and improve their effort.	Students are able to reflect on their growth toward mastery using processes of reflection and feedback, and can identify their effort levels and utilize a few strategies to monitor and improve their effort.	Students are beginning to be able to use my feedback to reflect on their growth toward mastery and to focus on the effortful process of learning more than on "output" of products.	Students understand and determine their growth based on my feedback, and are just beginning to focus on the effortful process of learning rather than on "output" of products.

		MASTERMIND	PROFICIENT	APPROACHING	MAKING PROGRESS	JUST BEGINNING
<i>Self-talk awareness and rescripting</i>	Teacher-Centered	I help students continually be aware of their own self-talk and its impact on their learning, and help them rescript negative messages in order to reshape their learning process and reinforce a growth mindset.	I help students to be aware of their own self-talk and its impact on their learning, and help them rescript negative messages in order to reshape their learning process and reinforce a growth mindset.	I help students identify their own self-talk and its impact on their learning, and help them rewrite messages in order to make their learning process more positive and to build a growth mindset.	I have begun to help students understand the importance of self-talk in learning and I have means to help students recognize this as a factor in their learning.	I have begun to realize the importance of students' self-talk and I am devising means for students to recognize this as a factor in their learning.
	Student-Centered	Students are attentive to their self-talk on an ongoing basis, and regularly rewrite negative messages that impede their learning in order to reinforce a growth mindset.	Students attend to their self-talk on a regular basis, and can rewrite negative messages that impede their learning in order to reinforce a growth mindset.	Students recognize their self-talk and can shift their negative messages that impede their learning into positive ones to support their learning and build a growth mindset.	Students are aware of self-talk and the effect it has on their learning, and are beginning to identify their self-talk in various learning situations.	Students are initially aware of self-talk and the effect it has on their learning.
		Evidence: Teacher-Centered				
		Evidence: Student-Centered				

Learning Target 2: I can foster a classroom environment that continually reinforces use of metacognitive strategies, developing the capacity of students to diagnose, self-monitor and adapt their learning strategies to a variety of learning situations.

		MASTERMIND	PROFICIENT	APPROACHING	MAKING PROGRESS	JUST BEGINNING
<i>Knowledge of how the brain learns</i>	Teacher-Centered	I have a solid understanding of how the brain learns and environmental factors that impact learning, and share those insights with students on a regular basis.	I have a good understanding of how the brain learns and environmental factors that impact learning, and share those insights with students.	I understand how the brain learns and environmental factors that impact learning, and have means to share those insights with students.	I am beginning to understand how the brain learns and environmental factors that impact learning, and I am developing means to share those insights with students.	I am starting to study the physiology of how the brain learns and how different teaching approaches and environmental factors impact student learning, and to think about how to explain this to students.
	Student-Centered	Students demonstrate a solid understanding of the basic anatomy of how the brain learns and environmental factors impacting their brain physiology.	Students can demonstrate a clear understanding of the basic anatomy of how the brain learns and environmental factors impacting their brain physiology.	Students have an initial understanding of the basic anatomy of how the brain learns and environmental factors impacting their brain physiology.	Students have begun to learn the basic anatomy of how the brain learns and environmental factors impacting their brain physiology.	Students are ready to be introduced to how the brain learns and the relationship of environmental factors as they impact learning.
<i>Transparent brain-based curriculum design</i>	Teacher-Centered	I develop effective brain-based learning strategies as an integral aspect of curriculum development, drawing on a large toolbox of metacognitive strategies. I am transparent with students about the reasons for my instructional choices based on brain research.	I can apply my understanding of metacognition to varied learning situations and flexibly adapt my strategies based on observation and student feedback.	I am beginning to develop a range of brain-based teaching/learning strategies that will help improve student learning in different situations.	I can identify at least one new teaching/learning strategy that I could use to improve student learning in my most challenging teaching situation.	I am beginning to explore what brain-based teaching/learning strategies I already employ and new strategies that might help me improve student learning.
	Student-Centered	Students demonstrate a solid understanding of the brain-based nature of my curriculum design and help me continually tune it to best meet the class and individual learning needs, differentiating accordingly.	Students can demonstrate a clear understanding of the brain-based nature of my curriculum design and help me tune it to best meet the class and individual learning needs, differentiating accordingly.	Students have an initial understanding of the brain-based nature of my curriculum design and are beginning to help me tune it to best meet the class and individual learning needs, differentiating accordingly.	Students have begun to learn brain-based strategies as an explicit aspect of my curriculum/their classroom experience.	Students are ready to be introduced to brain based strategies as an explicit aspect of my curriculum/their classroom experience.

		MASTERMIND	PROFICIENT	APPROACHING	MAKING PROGRESS	JUST BEGINNING
<i>Shared language of learning as a classroom touchstone</i>	Teacher-Centered	<p>I have established a shared language for learning and consistently integrate opportunities into instructional time to allow students to identify their own effective learning strategies, monitor these strategies on a regular basis, and adapt accordingly.</p> <p>Reflecting on the process of learning is as important as tending to my curriculum content.</p>	<p>I have begun to establish a shared language for learning and integrate opportunities into instructional time to allow students to identify their own effective learning strategies, monitor these strategies, and adapt accordingly.</p> <p>Reflecting on the process of learning takes place on a regular basis.</p>	<p>I have developed metacognitive strategies and ways to weave this into my classes and I am developing a shared language about this with my students.</p> <p>I am implementing consistent time in our work for the process of learning through reflection.</p>	<p>I am developing my learning about metacognitive strategies and how I can weave this into my classes and how I will develop a shared language about this with my students.</p> <p>I have begun to work on implementing consistent time in our work for the process of learning through reflection.</p>	<p>I am learning about metacognitive strategies and beginning to consider how I might approach weaving this into my classes and how to develop a shared language about this with my students.</p> <p>I am beginning to consider how to implement consistent time in our work for the process of learning through reflection.</p>
	Student-Centered	<p>Students in my classroom are able to partner with each other and me as we continually align our learning experience with the most effective brain-based strategies. Students feel shared ownership of instruction and are confident in their independent learning capacity.</p>	<p>Students in my classroom are beginning to partner with each other and me as we align our learning experience with the most effective brain-based strategies. Most students feel shared ownership of instruction and are gaining confidence in their independent learning capacity.</p>	<p>Students have developed the capacity and opportunity to partner with me, and are ready to partner with each other, to ensure effective brain-based strategies are utilized to augment learning. Some students are gaining a feeling of ownership of instruction and feeling stronger as independent learners.</p>	<p>Students have begun to develop the capacity and opportunity to partner with me to ensure effective brain-based strategies are utilized to augment learning.</p>	<p>Students are ready to develop the capacity and opportunity to partner with me to ensure effective brain-based strategies are utilized to augment learning.</p>
		Evidence: Teacher-Centered				
		Evidence: Student-Centered				

Learning Target 3: I can promote efforts to create a shared language of learning throughout my school so that both students and teachers are empowered with these strategies, sharing my process to build growth mindset and optimize metacognitive strategies in my classroom with my colleagues in the process.

	MASTERMIND	PROFICIENT	APPROACHING	MAKING PROGRESS	JUST BEGINNING
<i>Individual practice and professional learning community development</i>	I continually learn and adapt my classroom practices based on new knowledge about metacognition and growth mindsets, identifying both strengths and gaps in my practices through ongoing reflection and strategizing.	I routinely learn and adapt my classroom practices based on new knowledge about metacognition and growth mindsets, identifying both strengths and gaps in my practices through routine reflection and strategizing.	I have built into my practice learning and adapting my classroom practices based on new knowledge about metacognition and growth mindsets, identifying both strengths and gaps in my practices through regular reflection and strategizing.	I am learning and adapting my classroom practices based on new knowledge about metacognition and growth mindsets, identifying both strengths and gaps in my practices through reflection and strategizing.	I am just beginning to learn and adapt my classroom practices based on new knowledge about metacognition and growth mindsets, and to identify both strengths and gaps in my practices.
	I lead an ongoing professional learning community, built upon my own professional development experiences, in order to create a shared language of learning school-wide.	I foster an ongoing professional learning community, built upon my own professional development experiences, in order to create a shared language of learning school-wide.	I have the capacity, but have not yet begun to foster an ongoing professional learning community, built upon my own professional development experiences, in order to create a shared language of learning school-wide.	I am developing my capacity to foster a professional learning community, built upon my own professional development experiences, in order to create a shared language of learning school-wide.	I am not yet ready, but I am beginning to build my capacity to foster a professional learning community, built upon my own professional development experiences, in order to create a shared language of learning school-wide.
	Evidence				

Questions to think about:

What strategies and resources help get a teacher to this point?

What strategies and resources help get a student to this point?

What strategies and resources help get students, teachers, and our school to this point?