**WHAT MAKES A GREAT TEACHER? COACH?**

What are the big take-away’s from the table below? Why should we focus on creating a growth mindset in ourselves and our students? What does this really look like in my classroom?

DISCUSSION POINTS: (Dweck, 2008, pp. 193-212)

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| FIXED CHARACTERISTICS | GROWTH CHARACTERISTICS |
| Over praising student’s intelligence | Praising student effort |
| Lowering standards | Raising standards while providing the means to reach the goal |
| Believe that there are different intelligence levels/capacities | Fascinated with the process of learning |
| Believe talent is inborn | Will learn along with the student |
| Tend to create an atmosphere of judging. Decide who’s smart and who’s not. | Say things like “I am no smarter than you, just more experienced” |
| Make comments like “they’re not my responsibility” | Believe talent is a quality that can be acquired |
| Know which students to give up on before they even met them. | Set high standards for all students, not just the ones who are achieving |
| Tell students what is wrong with them, what they did not do | Teachers care about every student |
| Think difficult students have stopped caring about learning | Create an atmosphere of trust, not judgment |
| These teachers think of themselves as finished products. Their job is to impart knowledge. | View failure as a growth opportunity |
| Say things like “all children can learn,” but this is simply lip service | Put students in the frame of mind where they can do their best |
| Players for these coaches wish they had gone to a different school. | Teach students *how* to reach high standards |
| Coach’s focus is on winning and how they are perceived, versus the development of the whole player. | Tell students the truth and give the tools to close the learning gap |
| Praising a child’s intellect or talent sends a fixed- mindset message, makes confidence and motivation more fragile. | These teachers love to learn! Use their teaching to continue to grow. |
| Creates an internal monologue that is focused on judging: “this means I am a better person than they are” or “this means I am a bad spouse” | Have a deep desire to reach in and ignite the mind of every child. |
|  | Give equal time to each player, even if they do not get a lot of playing time. |
|  | Focus on the processes students use—strategies, effort or choices when giving praise |
|  | Internal monologue focused on: “what can I learn from this?’’ and How can I improve?” |

“Great teachers believe in the growth of the intellect and talent, and they are fascinated with the process of learning.” (Dweck, 2008)