**Coaching Guidance: Leveraging Teacher Strengths
that Increase Student Ownership**

This resource is designed to be used by coaches to **pinpoint teacher strengths that foster student ownership and transfer those strengths across the school.**

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| **Step 1: Gather evidence of teacher strengths that lead to student ownership of learning. Look for teacher actions that created this shift.** *(For ideas on what to look for, view* [*these tools*](https://www.niet.org/our-work/brochures/category/learning-acceleration-resources) *that outline examples of instructional strategies that foster student ownership.)* |
| **Teacher:****Grade:****Subject:** | **Date:****Time/Period:****Observer/Coach:** |
| **Evidence of Student Ownership:** | **Teacher Moves (Actions, Words, Visuals, etc.) that Led to Student Ownership:** |
| **Provide immediate feedback to the teacher about the observed strengths to build investment for leveraging it in a later conversation.** |

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| **Step 2:** **Decide which teacher strength to leverage in other classrooms.** | **Step 3:** **Identify the most effective place to leverage this strength.**  |
| Consider which strategy you saw a teacher use:* addresses an identified need in the building
* has the biggest and most direct impact on student ownership
* could, in addition to leading to student ownership, also positively impact other areas of instruction
* might be the easiest for another teacher to observe, learn, and effectively replicate
 | Consider which teachers:* have a readiness level (ability/capacity) for this strategy
* have a classroom culture that is primed for this strategy (because this move will lead students to owning their learning)
* already have a strong, positive working relationship with the teacher who has the identified strength
* could be a conduit for reaching even more teachers/classrooms
* have a similar student demographic (English learners, special education, high ability) or similar grade/content that would particularly benefit from this teacher strategy

Think about how you will share this opportunity for growth with the receiving teacher. |
| **Notes:** |

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| **Step 4: Develop a plan for transferring the strategy across classrooms.** |
| **Consider:** * what structures are already in place that allow teachers to collaborate
* which leadership team member(s) is the best fit to guide this process
* which process for transfer is most appropriate in this situation
* co-planning, observation, and debrief
* collaborative planning with grade level/department
* analysis of impact of the teacher strategy on student work
* recorded lesson segment shared as a model in cluster/PLC
* PLC unit of study with identified classroom as the field test classroom
 | **Notes:** |

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| **Step 5:** **Have a strengths-based conversation with the observed teacher to put the plan in motion.** |
| **Before the conversation, consider:** * how the teacher will respond when asked to share a strength with others
* how the coach can help the teacher make their own thinking about their strength visible so that they can more easily and effectively communicate/transfer to other classrooms
* what support the coach will need to provide this teacher during the process
* how the coach and the teacher will collaborate to implement the plan; devise specific roles/responsibilities
* the timeline for all the parts of the plan including effective transfer of new learning into other classrooms
* what progress will be documented and how
* what evidence of successful transfer looks like (student ownership of learning)
* how successes will be celebrated

 | **Notes:** |