Leaders can continue to support teachers’ morale and drive student growth by using the mid-year moment as an opportunity to step back and reflect. In this reflection and ensuing conversations, pinpoint instructional strengths you have observed this fall and make a plan to spread those practices across the building. This resource is designed to help leaders facilitate that process.

<table>
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<th>STEPS FOR STRENGTHS-BASED REFLECTION</th>
<th>GUIDING QUESTIONS FOR SCHOOL LEADERS AND COACHES</th>
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| **Step 1:** Gather evidence of teacher strengths from the past semester that led to student engagement, ownership, and a positive learning experience. | • How did you see a teacher try new instructional strategies or practices these past few months? How did you respond and reward that action?  
• What strategies did a teacher try to increase student engagement? Were there “wins” you could share with the broader team?  
• What specific actions did a teacher take that positively impacted a student’s growth and learning?  
• How can you proactively provide positive feedback to the teacher about the observed strength(s) to encourage and build investment for a later conversation? Consider sending a quick note detailing the strength and how you observed students benefiting from their instructional move. |
| **Step 2:** Decide which teacher strengths to highlight and leverage in other classrooms. Take a moment to bring attention to specific, individual teacher strengths in a public or celebratory way. | • What do you want your school environment to look and feel like in the spring? How did you see teachers building momentum toward that vision this fall?  
• Is there a specific teacher strength you observed that could support an identified need in the building?  
• Is there a specific teacher move that might be the easiest for another teacher to observe or effectively replicate?  
• How can you shout out the teacher’s strength in front of their peers?  
• How can you celebrate the teacher’s practice while acknowledging their resilience and specifically pointing out obstacles they had to overcome this year? |
| **Step 3:** Identify the most effective place to leverage this strength. | • Who else could utilize or try out the strength(s) you observed?  
• Who already has a positive working relationship with the teacher with the identified strength(s)? Would that teacher be willing to work with his or her peers to share more?  
• Who has a classroom culture that is primed for the identified strategy?  
• How can you utilize this process to bring your teachers closer together as a team? Consider guiding PLC/cluster conversations around an identified strength and allowing teachers to share additional feedback. |
| **Step 4:** Develop a plan for transferring the strategy across classrooms. | • 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 PLCs/cluster |
| **Step 5:** Determine areas of focus and a strategy to check-in on progress. | • Based on the identified strengths across the school, how will you select which areas to target and focus on in the upcoming semester? How will you communicate that with educators?  
• What supports will teachers need to scale the transfer of this learning into their classrooms? How will their progress be monitored?  
• How can you collaborate to implement the plan and make refinements?  
• How will you follow up to ensure teachers feel supported?  
• How will you define success?  
• How will you celebrate success, individually and publicly? |