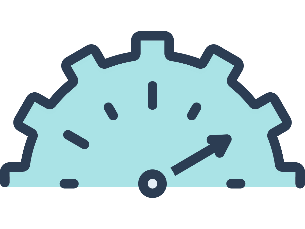
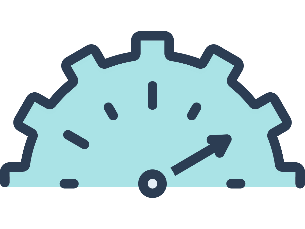
**2021 Learning Acceleration Resources**

 Coaching Guidance: Leveraging Teacher Strengths   
that Increase Student Ownership

Educators are looking to support students in accelerating their learning and increasing momentum going into the 2021-22 school year. NIET released [a step-by-step look at the Accelerated Learning Cycle](https://www.niet.org/assets/Resources/accelerated-learning-cycle.pdf) to help address unfinished learning, as well as [additional resources](https://www.niet.org/our-work/brochures/category/learning-acceleration-resources) to help educators foster student ownership. This resource complements the cycle and educators’ efforts to guide students in owning their learning. Specifically, it 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:** |