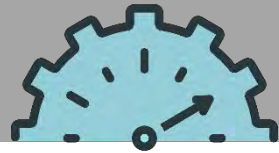


2021 Learning Acceleration Resources

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](#) to help address unfinished learning, as well as [additional 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.**

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](#) 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.

Step 2: Decide which teacher strength to leverage in other classrooms.	Step 3: Identify the most effective place to leverage this strength.
<p>Consider which strategy you saw a teacher use:</p> <ul style="list-style-type: none"> ● 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 	<p>Consider which teachers:</p> <ul style="list-style-type: none"> ● 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 <p>Think about how you will share this opportunity for growth with the receiving teacher.</p>
<p>Notes:</p>	

Step 4: Develop a plan for transferring the strategy across classrooms.	
<p>Consider:</p> <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ○ 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 	<p>Notes:</p>

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: