Teach For All
**Global Learning Lab**

## STUDENT OUTCOMES TOOLKIT **PERSONAL AND PROFESSIONAL DEVELOPMENT OF STAFF**

### OVERVIEW

*We now turn to the critical element of personal and professional development. So far, we have looked at the importance of setting foundations for our work on student leadership, and ensuring we have the right systems in place. However, **if educators do not have the capabilities to model and teach the outcomes we are aiming for, then all our planning will go to waste**. If students are to grow their leadership, the **adults around them should be on the journey of growing their own leadership** as well.*

*There are two particular areas we see transformational educators paying particular attention to in developing their own leadership: **Self-awareness**, or understanding one's self, one's relationship to this work and committing to grow and evolve; and **Quality coaching with data**, or upskilling on technical skills, such as coaching using data.*

### READING **THE WHAT AND WHY BEHIND SELF-AWARENESS, QUALITY COACHING WITH DATA, AND BUILDING TRUST**

**Self-Awareness**

*Why is this important?*

Our educators, coaches, staff members have all lived through the very education systems that we are trying to reimagine and change. In order for us to enable the chosen leadership outcomes in our students, **we as educators and coaches need to grow our own leadership** in those areas as well. This supports our own personal journey, helps build efficacy in our work, and allows us to model the desired behaviours for our students.

*What does this look like?*

We have identified four steps that can help in developing self-awareness in order to support growing student leadership:

| | |
|---|---|
| ***Examining Identities*** | If we want to create inclusive, equitable and safe learning environments, we need to understand our own assumptions and beliefs. |
| ***Reflecting on Leadership*** | If we want to act in a way that unlocks the leadership of our students, we need to understand our own perspective. |
| ***Growth Mindset*** | If we want our students to have a growth mindset, it is crucial that they see this modelled in teachers. |
| ***Modeling Practices*** | If we are to train others to develop particular mindsets, we should put them into practice ourselves. Team meetings are an ideal forum to do this, and to provide opportunities for people to recognise this modelling, or challenge when it is not happening. |

**Quality Coaching with Data**

*Why is this important?*

Using student outcomes data to inform classroom instruction on enabling student leadership, **helps track progress towards goals and identify which practices are most effective**. Supporting teachers to use data from different sources of information (from different tools and systems) **helps create a holistic picture of students' learning and growth**.

Teachers when coached well can effectively use student assessment data to **guide the development of either individualized intervention strategies or large-group instructional revisions**.

Reporting data, including key outcomes achieved from implementation, also **helps ensure that successes are shared** across the organization, with external stakeholders (government, donors, board members) to promote continued sustainability of efforts in pursuit of student leadership outcomes.

*What does this look like?*

In order to ensure to embed an approach to student leadership outcomes, teacher coaches can play a vital role. The coach should use observations and data to help the teacher reflect on progress against your desire student leadership outcomes. In order to do that effectively, they need to:

| Build strong relationships with the teachers | → | Effectively observe lessons | → | Hold constructive debriefs afterwards with the teacher |
|---|---|---|---|---|

⚠️ *Important Note:* As you work to embed systems and processes for monitoring and evaluating progress on student leadership objectives, participants may worry about the extra burden this will place on themselves and their students. Therefore it is important as coaches to be prepared for the emotional responses that may stem from feelings of fear, anxiety or excitement. This process may require teachers/participants to let go of their current ways of working, try out a new practice, experience failure and then achieve an equilibrium through continuous improvement. A coach should be able to support the teacher through all of these phases both technically as well as emotionally.

| *Tasks of a Teacher Coach* | **Before going into the suggested process, it might be helpful to define what the key tasks of a teacher coach are. Three key roles of a teacher coach are:** |
|---|---|
| *Feedback* | Gives teachers feedback rooted based on clear observation of student engagement, evidence of learning, and achievement. |
| *Challenge* | Transforms teaching practice by helping teachers to examine their beliefs and test their assumptions, especially by asking the right questions to prompt reflection. |
| *Develop* | Develops effective teachers by knowing when and how to share their own expertise in terms of theory and research, for example by making connections. |

**YOUR REFLECTIONS ON THIS READING**

_____
_____
_____
_____
_____
_____
_____
_____

**OUTSTANDING QUESTIONS**

_____
_____
_____
_____
_____
_____
_____

**HOW TO GET STARTED**
We have identified four steps that can help in developing self-awareness in order to support growing student leadership:

1. Examining the identities we carry
2. Reflecting on our own leadership journeys
3. Cultivating a growth mindset
4. Modelling practices in team meetings

⚠️ *Important Note: These exercises may feel uncomfortable or even unnecessary at the start. Yet we see many of the most transformational educators around the world prioritising this inner work as a vital element of pursuing equity in the classroom. Growing our self-awareness is an ongoing journey that requires commitment and courage.*

### Step 1: Examining the different identities we carry

A good starting point on growing student leadership outcomes is to examine our identities, beliefs, values and their implications on how we see leadership. Given our diverse life experiences, all of us carry different assumptions and beliefs about those we work with. We need to continuously develop our own self-awareness and recognize how these assumptions and beliefs impact the ways we interact with others. This is the first step toward creating an inclusive, equitable and safe learning environment for all, including our students and staff members.

**Reusable Resources**

*Below are a few suggested ways to begin this exploration of self:*

- *Personal Identity Wheel: The Personal Identity Wheel is a worksheet activity that encourages participants to reflect on how they identify outside of social identifiers. The worksheet prompts students to list adjectives they would use to describe themselves, the skills they have, favorite books, hobbies, etc. This is best used as an icebreaker and alongside the Social Identity Wheel activity below.*

- *Social Identity Wheel: The Social Identity Wheel worksheet is an activity that encourages participants to identify and reflect on the various ways they identify socially, how those identities become visible or more keenly felt at different times, and how those identities impact the ways others perceive or treat them. You can use this facilitation guide from AAUW's Diversity and Inclusion toolkit to hold your group session.*

- *The Spectrum Activity: The Spectrum Activity Questions of Identity are questions for discussion or reflective writing that prompt students to critically consider their identities and the relationship between identity and context. These questions can be used in conjunction with the Social Identity Wheel and Personal Identity Wheel to prompt students in a discussion or reflective writing exercise about identity.*

- *Paseo or Circles of Identity: The Paseo is used as a tool for initiating the dialogue. It is essentially a 2-step process, which begins with individual reflection and then moves into personal storytelling. This is a flexible process, in that the theme of the questions and prompts can be tailored to meet the objectives of the group.*

### Step 2: Reflecting on our own leadership journeys

When we reflect on our leadership journey we gain a deeper understanding of the continuous process for developing these skills and mindsets, and gain better perspectives on our default ways of being and where we strive to be. Below are two suggested approaches for starting your reflection. Please note that neither of these approaches are meant for evaluation of performance. These approaches simply offer prompts that encourage thinking about strategies to promote growth across areas of leadership.

**Reusable Resources**

- *Using the Collective Leadership & Learning model. The Perspectives in the 3-part model of Collective Leadership & Learning refer to the critically important inner ways of orienting to self, others, and systems that are common among transformational classroom leaders. Using the spectrum of each of the Perspectives, think about your default ways of being across different circumstances. Reflect on the shifts you would need to make to pursue the chosen student leadership outcomes alongside your students. This exercise is NOT for you to choose one side of any of the spectra but instead focus on the work required to move seamlessly in order to support yourself and your students/peers. Detailed instructions are offered in the worksheet of the exercise.*

- *Using the student actions/behaviours of your chosen outcomes. During the process of choosing and defining your student leadership outcomes aligned to your vision you and your team generated a list of corresponding student actions and behaviours based on your experiences in the classroom. Change those statements into "I can" statements and reflect on your own actions across different situations. After completing individual reflections, discuss general themes and examples of strengths and challenges with partners or in small groups. During regular staff meetings, you can revisit personal goals to mark progress and update.*

### Step 3: Cultivating a growth mindset

We have often heard about Carol Dweck's work on Growth Mindset in relation to students. But what is missed many times is the relevance of her work in adult leadership and learning. In order to create a culture of continuous growth and improvement across our teams and organizations, it is important to embrace the concept of growth mindset.

You can read this article (*link will prompt download*) by Carol Dweck where she summarises the connections between growth mindset and teacher attrition and discuss as a small group on the connections you are making to the work as a team or organization. You can also choose to take this Mindsets Test and identify your own strengths and areas of growth.

### Step 4: Modeling practices in team meetings

Just as it is important for us to model student leadership outcomes in the classroom, it is equally important for staff members to model leadership practices across interactions with other staff, families, and students. These practices can be modeled and embedded into any meeting where staff comes together. Practices may include intentional opportunities to connect personally, interact in meaningful ways, share appreciations, or take time for reflection. You can use this handbook by CASEL to explore specific activities and practical ways to infuse socio-emotional learning in classrooms, schools and workplaces.

**YOUR REFLECTIONS ON THIS EXERCISE**

_____

_____

_____

_____

**HOW TO GET STARTED**

In order to coach teachers effectively using data, there are two key elements to consider. First, identifying what data to use. Second, finding ways to effectively use this data as part of an ongoing coaching relationship. This section explores these two areas, with advice on how to go about putting it into practice.

*Finding the best sources of data*

There are **several types of student outcomes data**, each coming from one or more sources, that can be used to inform coaching teachers for the purposes of improving student learning and growth. In addition, **other data beyond broader student outcomes can provide a more holistic picture** of the environments inside and even outside the classroom. As a first step, data users should think of these three basic questions:

1. What student data are readily or commonly available that can be used for improving learning?
2. How to maximize the use of existing data?
3. How to identify sources if the needed data do not yet exist?

| | |
|---|---|
| ***Commonly Available Student Data*** | • Most obvious source of student outcomes data are assessments (i.e., classroom tests or exams)<br>• There is student data to capture beyond assessments, including basic student health, home environment, absenteeism, observable behaviors<br>• Various data points often complement each other<br>• As data points increase and data sources become more diverse, the picture of student learning and growth becomes more holistic |
| ***Maximizing Existing Data*** | • Student data can provide information on more than one factor.<br>   ○ *For example, an observation checklist may be designed specifically to capture classroom behavior, but it does not have to be limited to informing on that single factor. Observation checklists can provide supplementary information on the whole range of factors, including those external to the classroom such as home environment.*<br>• Existing data can act as a substitute for another source of information, or measurement by proxy, can be; useful if the original source is difficult or impossible to capture<br>   ○ *For example, it is usually difficult to collect data on the socio-economic status of students. However, if you work in a school system that offers free or subsidized lunch to disadvantaged students, you can use membership to that school lunch program as proxy for socio-economic status.* |
| ***Alternative Data Sources*** | • Assessments alone can not ensure that effective learning and teaching will take place<br>• Measurement by proxy is an option, but comes with the challenge of having to identify an appropriate alternative source of data<br>• There is no one-size-fits-all approach because each classroom has their own unique contexts<br>• The teacher knows their students best and therefore are best-informed to develop or customize measures that are appropriate |

*Using data in coaching*

Here is a three-step process that helps understand the coaching cycle of using data to support teachers to pursue student leadership outcomes:

### Step 1: Build and nurture a working relationship

This begins by meeting and sharing more about oneself, ones' values and beliefs and ways of working. There are a few resources in the Resource section that will allow for reflection as well as sharing more about yourself to grow this coach-teacher relationship. As you build this relationship:

- [ ] **Identify areas around student leadership outcomes** that you both would like to work on
- [ ] Discuss **how your own education, background and life experiences shape your approach** to enabling these outcomes
- [ ] **Be specific about the actions to be observed** by either using data from previous coaching conversations or evidence-based strategies that you want to experiment with
- [ ] **Be transparent on the tools to be used** for observation and recording of data
- [ ] **Agree on the most comfortable ways** for both parties **to give and receive feedback**

### Step 2: Effectively observe lessons

Using the agreed upon template (sample template available in the Resources section), coach observes the teacher during a lesson with the students. The coach focuses on:

- [ ] Teacher's plan **incorporating student leadership outcomes** in a **clear and tangible way**
- [ ] Teacher **making connections between academic content** being taught and **the leadership outcomes** being enabled
- [ ] Teacher's beginning of the **session instructions and introduction** to new material
- [ ] **Student actions and behaviours that showcase practice** of chosen outcomes
- [ ] **Teacher-student interactions** both verbal and non-verbal that **support intended classroom climate and pursuit of the chosen outcomes**

The coach will take notes with specific examples for discussion during the debrief session.

### Step 3: Hold constructive debriefs

A debrief is a conversation between a coach and the teacher soon after the observation to identify areas of progress/growth towards the chosen outcomes and concrete next steps for the upcoming sessions. A few points to note for a debrief:

- [ ] Create **an environment of trust and warmth** to encourage honest sharing and feedback
- [ ] Using the observation template used to **share specific data and examples** versus sharing feelings about what you (the coach) experienced
- [ ] Ensure that you are **using data from academic assessments, classroom observations, and possible student survey** to get a holistic understanding of where the students are at
- [ ] **Ask questions** that allow for continuous improvement of practice for both you and the teacher
- [ ] **Provide concrete feedback** on specific areas and restrict yourself from getting into the minutiae of every teacher and student action
- [ ] **Align** on 2-3 **next steps**, a **time period** to practice, and a **date** for the following observation
- [ ] Coach fills out a **data conversation log** (see *Reusable Resources* below)

*Presuming positive intent*

One of the toughest things to follow through in a data-based conversation is to ask questions instead of offering direct solutions. A shared enquiry based approach toward debrief conversation helps teachers hone their skills to be reflective practitioners. One particular practice that you as a coach can employ during debrief conversations is **presuming positive intent**.

Sometimes, the way we ask the questions can lead to it sounding judgmental or accusatory even without that being the intention. This misinterpretation can lead to the teacher feeling cornered, anxious or defensive. One way to avoid this is to phrase questions in such a way that you remove negative assumptions. This is called Presuming Positive

Intent. When we presume positive intent what we do is create an environment of trust and value which then enables the conversation to move forward. To help this process, it helps to be mindful both of how you are phrasing questions, as well as the tone you are speaking with.

A few examples of presuming positive intent include:

| *Instead of Asking* | *Presuming Positive Intent* |
|---|---|
| Did you use the test data to make these groups? | How did you make these student groups? |
| Have you shared the growth mindset materials with the students? They didn't seem to be familiar with the concept. | What materials have you covered on growth mindset with the students so that we can plan the next steps accordingly? |

⚠️ ***Important Note:*** *Presuming positive intent does not mean blind optimism or naivety. It is an intentional practice where we assume that the person we are working with is a capable, well-meaning individual who is committed to their students.*

❗ **Reusable Resources**

- *Sample Observation Template*
- *Data Conversation Log*

**YOUR REFLECTIONS ON THIS EXERCISE**

_____
_____
_____
_____
_____

**ANTICIPATED CHALLENGES WITH COACHING WITH DATA**

_____
_____
_____
_____

**POTENTIAL SOLUTIONS FOR CHALLENGES**

_____
_____
_____
_____

**OUTSTANDING QUESTIONS**

_____
_____
_____
_____
_____