



COLLABORATIVE FOR
ACADEMIC, SOCIAL, AND
EMOTIONAL LEARNING



ELEVATE: Part I: Teacher Independent Reflection

"If improving outcomes for students were simply about training teachers to implement a set of programs, we would be much farther along in our improvement efforts. But learning is more complex than this. Teacher learning that leads to improved opportunities for students across a system requires more than curricular training, program implementation, and dashboard monitoring. It requires a collaborative, disciplined curiosity about what is happening for learners inside classrooms. It requires honest conversations grounded in empathy, relevant data, and shared responsibility that allow us to confront our implicit biases and build awareness of our effectiveness." [Lead by Learning Playbook](#)

WELCOME to this two-part reflective process based on your own curiosity and desire to have "honest conversations grounded in empathy, relevant data, and shared responsibility that allow us to confront our implicit biases and build awareness of our effectiveness." We start with two questions that the Elevate data helps us to answer:

- What is happening for the learners inside your classroom from their perspectives?
- Based on what you learn from them, what are the small adjustments in your practice that you believe can improve their learning experience?

Part I (5 minutes) helps us to shift to an adaptive mindset before we look at the data.

Part II (25 minutes) guides us through a series of reflections that lead to changes in our classrooms.

PART I

TAKE FIVE: 5 minutes

We begin by opening our heads and hearts to having an honest conversation first with ourselves before we engage with the data. **Reflect on the one topic that matters to you today.**

- ☐ **TEAMWORK:** This work is not possible to do on your own. Think about your closest colleagues. How have you built the relational trust needed to talk honestly about your work?
- ☐ **SENSE OF URGENCY:** This can hijack our ability to think critically. How will you resist the urge to jump right to an emotional reaction to student responses without thinking through the root causes? What strategies will help you to slow down to read and think critically?
- ☐ **TIME:** This is our most valuable resource, and where we invest it is a good indicator of our values. How will you prioritize the time needed to read, think, discuss and plan for change?
- ☐ **COMPLEXITY:** This year is full of complex problems and uncertainty, and we won't be able to fall back on standard practices and procedures. How will you keep your core values at the center while the landscape constantly shifts around you?
- ☐ **FEELING OVERWHELMED:** If it feels like too much, it's too much. Trust your feelings. There will be many moments in this process when you may feel overwhelmed. How can you plan ahead for what happens when those feelings come up for you? What can you do to still take action when something is too heavy, too much, too many?