

# Coaching Guidance: Leveraging Teacher Strengths that Increase Student Ownership

This resource 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.**

<b>Step 2: Decide which teacher strength to leverage in other classrooms.</b>	<b>Step 3: Identify the most effective place to leverage this strength.</b>
<p>Consider which strategy you saw a teacher use:</p> <ul style="list-style-type: none"> <li>● addresses an identified need in the building</li> <li>● has the biggest and most direct impact on student ownership</li> <li>● could, in addition to leading to student ownership, also positively impact other areas of instruction</li> <li>● might be the easiest for another teacher to observe, learn, and effectively replicate</li> </ul>	<p>Consider which teachers:</p> <ul style="list-style-type: none"> <li>● have a readiness level (ability/capacity) for this strategy</li> <li>● have a classroom culture that is primed for this strategy (because this move will lead students to owning their learning)</li> <li>● already have a strong, positive working relationship with the teacher who has the identified strength</li> <li>● could be a conduit for reaching even more teachers/classrooms</li> <li>● have a similar student demographic (English learners, special education, high ability) or similar grade/content that would particularly benefit from this teacher strategy</li> </ul> <p>Think about how you will share this opportunity for growth with the receiving teacher.</p>
<p><b>Notes:</b></p>	

<b>Step 4: Develop a plan for transferring the strategy across classrooms.</b>	
<p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>● what structures are already in place that allow teachers to collaborate</li> <li>● which leadership team member(s) is the best fit to guide this process</li> <li>● which process for transfer is most appropriate in this situation <ul style="list-style-type: none"> <li>○ co-planning, observation, and debrief</li> <li>○ collaborative planning with grade level/department</li> <li>○ analysis of impact of the teacher strategy on student work</li> <li>○ recorded lesson segment shared as a model in cluster/PLC</li> <li>○ PLC unit of study with identified classroom as the field test classroom</li> </ul> </li> </ul>	<p><b>Notes:</b></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:**