Guidance for field-testing

The classroom observation & debrief tool

This tool is designed to surface patterns in and connections between student outcomes, teachers' lenses and teachers' actions. It is designed to be contextualized for use

- By **teacher coaches** who are observing a **developing teacher's** classroom in preparation for a coaching conversation to learn rather than evaluate.
- With a teacher who has used the Teacher's Self-Reflection Tool to prepare for that coaching conversation.
- Together with the Foundational Actions to identify actions to try in the classroom.

This prototype for teachers and coaches is informed by distinguishing patterns in transformational classrooms as captured in the Teaching As Collective Leadership model. An observation tools like this might be best used with a companion Quick Reference Guide.

This is a "beta" prototype intended to help teacher coaches create their own, locally contextualized observation tool.   thank you for your help testing and evolving this tool.

Please shares ways that you customize and contextualize this tool, as well as feedback about how you think we should change the prototype by writing steven.farr@teachforall.org

If you have vision-aligned student leadership outcomes in your organization, you can use those here. We suggest that you consider how these outcomes family align to those contextual outcomes.

If you'd like to explore different questions than the ones written here, please do that and share your questions with us and why they were helpful in your observations.

If you wish to have a scale of some sort to tell you where your teachers are at on these outcomes, please do that. However, please note than the **intention of this tool is to learn with the teacher and not evaluate him/her.**

The rationale for why the outcomes are arranged this way is in the Reference Guide. However, if a different arrangement make more sense to you, please share your thoughts with us.

If you wish to have a scale of some sort to tell you where your teachers are at on these outcomes, please do that. However, please note than the **intention of this tool is to learn with the teacher and not evaluate him/her.**

If you'd like more writing space, please go ahead and adjust these spaces. You may also choose to take notes in your notebook.

PURPOSE LENSES STRATEGIES OUTCOMES

STUDENTS AS LEADERS OF A BETTER FUTURE FOR THEMSELVES, THEIR COMMUNITIES, AND ALL OF US

LOVE & CONNECT
LISTEN & ENVISION
LEARN & DESIGN
FACILITATE & CHALLENGE
REFLECT & GROW

WELLBEING
CONNECTEDNESS
AWARENESS
AGENCY
MASTERY

Name

Date

Lesson

Classroom observation & debrief tool
for teacher coaches, trainers, mentors and tutors [prototype v2.1]

Indicators of student leadership	Well-being	Connectedness	Awareness	Agency	Mastery
	Students are joyfully taking risks and learning together.	Students are working collectively, helping peers feel welcome and learn new content.	Students are exploring their own assets, strengths and identities, as well as systemic injustices that may devalue or inhibit them.	Students are finding their voice, leading learning and connecting daily efforts to their aspirations.	Students are eagerly and productively struggling with challenging and relevant content, at the edge of their abilities.

Observed evidence
What observable evidence of these outcomes do I see? What do I not see? Why do I think that is?

Lenses	Students as leaders	Teachers as learners	Community as power	Our work as systemic
	The teacher sees **students** as whole and intelligent people who are capable of shaping their own lives and the world around them.	The teacher sees him/ her/ their self as lifelong learners who respond to challenges with curiosity, humility and creativity.	The teacher sees **communities as** sources of power and wisdom and recognize that lasting change requires authentic partnership with students, families and other educators.	The teacher sees **our work as** challenging the root causes of injustices that inhibit students' potential - systemic barriers around us, and limiting beliefs inside us.

Observed evidence
What observable evidence of these lenses do I see? What might I ask to explore the teacher's use of the other lenses?

Teach For All | **A Global Network** Developing collective leadership to ensure all children can fulfill their potential

2

We welcome you to make changes to the tool in a way that makes the most sense to you! Here, we share ways you can modify the tool but note that these suggestions aren't exhaustive.

If you'd like to explore different debrief & reflection questions than the ones written here, please do that and share your questions with us and why they were helpful in your observations.

Teacher strategies & actions	Love & connect *to build culture*	Listen & envision *to co-create purpose*	Learn & design *to plan learning experiences*	Facilitate & challenge *to inspire learning*	Reflect & grow *to fulfill potential*
	Build relationships I take time to nurture authentic connections with and amongst students, families, colleagues, and others.	**Broaden perspectives** I seek innovations and insights from diverse contexts to grow a collective sense of possibility.	**Build critical knowledge** I develop expertise on the subjects I am teaching, content pedagogy, and child development.	**Facilitate effectively** I communicate with clarity and authenticity, actively listen to students, and regularly check for understanding.	**Take care of self** I commit to a sustainable plan of daily practices that support my wellbeing and growth.
	Foster belonging I co-create with students an environment in which their experiences, identities, and cultures are welcome and celebrated.	**Host dialogue & discussion** I hold space for authentic dialogue and discussion within and beyond my classroom, by being fully present, listening deeply, and exhibiting curiosity over judgment.	**Plan backwards** I design and sequence learning experiences with "the end in mind" to ensure that my objective-driven lessons add up to classroom goals.	**Manage norms & rituals** I co-create and uphold rituals and systems that maximize joyful engagement for all students.	**Pause & reflect** I commit to a regular practice of pausing to process how my work is going.
	Nurture culture	Partner with families & community	Value learner variability & ownership	Foster collective discovery	Find & foster allies
	Know self	Critically examine history	Expect higher-order thinking	Flexibly adjust course	Seek feedback
	Be human	Collectively envision success	Leverage learning theory	Monitor learning & progress	Learn & unlearn

Observed evidence
What evidence of these actions do I see and not see?
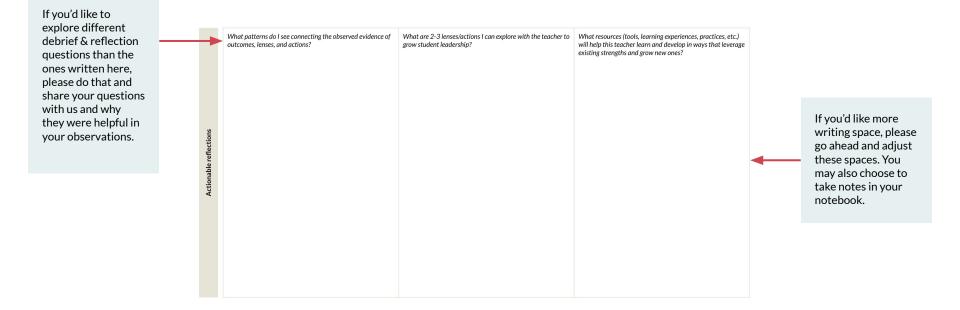
The rationale for why we chose these 10 foundational actions is in the Reference Guide. However, if a different set of actions are better suited for your context, please let us know.

If you'd like more writing space, please go ahead and adjust these spaces. You may also choose to take notes in your notebook as opposed to writing it on the slide.

If you'd like to explore different debrief & reflection questions than the ones written here, please do that and share your questions with us and why they were helpful in your observations.

If you'd like more writing space, please go ahead and adjust these spaces. You may also choose to take notes in your notebook.

Actionable reflections

What patterns do I see connecting the observed evidence of outcomes, lenses, and actions?

What are 2-3 lenses/actions I can explore with the teacher to grow student leadership?

What resources (tools, learning experiences, practices, etc.) will help this teacher learn and develop in ways that leverage existing strengths and grow new ones?

Teach For All | **A Global Network** Developing collective leadership to ensure all children can fulfill their potential

4

Guide for customizing & contextualizing

The classroom observation & debrief tool

This prototype is offers a "holistic" approach, built to help a coach and teacher seek out and identify "through lines" in a classroom from purpose to lenses to actions to outcomes.   In our experience at Teach For All's Global Learning Lab, using observations and debriefs to help teachers explore how their daily actions are and are not contributing to the vision and outcomes they aspire to is a productive way for coaches to help new teachers. (Also, in our experience, too many observation tools focus only on what teachers and doing without considering teachers' motivations, mindsets and lenses, and without connecting to student leadership outcomes.)

Consider making your own variations on this prototype (as have coaches and program designers around the Teach For All network):

- **The "prioritized actions" approach**. Perhaps a teacher and coach have identified a select few of these 25 actions to focus on because they reflect strengths that teacher brings to the classroom as well as a couple areas they teacher wants to improve. You could design an observation tool that leads with the actions, focusing only on those the teacher and coach have prioritized.

- **The "shifting perspectives" approach**. Perhaps your program depends heavily on a university partner to deliver core teaching skills and knowing, and you decide the best use of an observation/debrief is to focus on lenses. You could design an observation tool that centers on how teacher and student actions reflect their ways of "seeing" each other, community and challenges.

This is a "beta" prototype intended to help teacher coaches create their own, locally contextualized observation tool. Thank you for your help testing and evolving this tool.

Please shares ways that you customize and contextualize this tool, as well as feedback about how you think we should change the prototype by writing steven.farr@teachforall.org

Clean copy
(without the annotations)

LOVE & CONNECT
LISTEN & ENVISION
LEARN & DESIGN
FACILITATE & CHALLENGE
REFLECT & GROW

STUDENTS
AS LEADERS OF A
BETTER FUTURE
FOR THEMSELVES,
THEIR COMMUNITIES,
AND ALL OF US

students as leaders
teachers as learners
community as power
our work as systemic

WELLBEING
CONNECTEDNESS
AWARENESS
AGENCY
MASTERY

Name	Date	Lesson

Classroom observation & debrief tool

for teacher coaches, trainers, mentors and tutors [prototype v2.1]

Indicators of student leadership

Well-being	Connectedness	Awareness	Agency	Mastery
Students are joyfully taking risks and learning together.	Students are working collectively, helping peers feel welcome and learn new content.	Students are exploring their own assets, strengths and identities, as well as systemic injustices that may devalue or inhibit them.	Students are finding their voice, leading learning and connecting daily efforts to their aspirations.	Students are eagerly and productively struggling with challenging and relevant content, at the edge of their abilities.

Observed evidence
What observable evidence of these outcomes do I see? What do I not see? Why do I think that is?

Lenses

Students as leaders	Teachers as learners	Community as power	Our work as systemic
The teacher sees **students** as whole and intelligent people who are capable of shaping their own lives and the world around them.	The teacher sees him/ her/ their self as lifelong learners who respond to challenges with curiosity, humility and creativity.	The teacher sees **communities as** sources of power and wisdom and recognize that lasting change requires authentic partnership with students, families and other educators.	The teacher sees **our work as** challenging the root causes of injustices that inhibit students' potential - systemic barriers around us, and limiting beliefs inside us.

Observed evidence
What observable evidence of these lenses do I see? What might I ask to explore the teacher's use of the other lenses?

Love & connect _to build culture_	Listen & envision _to co-create purpose_	Learn & design _to plan learning experiences_	Facilitate & challenge _to inspire learning_	Reflect & grow _to fulfill potential_
Build relationships I take time to nurture authentic connections with and amongst students, families, colleagues, and others.	**Broaden perspectives** I seek innovations and insights from diverse contexts to grow a collective sense of possibility.	**Build critical knowledge** I develop expertise on the subjects I am teaching, content pedagogy, and child development.	**Facilitate effectively** I communicate with clarity and authenticity, actively listen to students, and regularly check for understanding.	**Take care of self** I commit to a sustainable plan of daily practices that support my wellbeing and growth.
Foster belonging I co-create with students an environment in which their experiences, identities, and cultures are welcome and celebrated.	**Host dialogue & discussion** I hold space for authentic dialogue and discussion within and beyond my classroom, by being fully present, listening deeply, and exhibiting curiosity over judgment.	**Plan backwards** I design and sequence learning experiences with "the end in mind" to ensure that my objective-driven lessons add up to classroom goals.	**Manage norms & rituals** I co-create and uphold rituals and systems that maximize joyful engagement for all students.	**Pause & reflect** I commit to a regular practice of pausing to process how my work is going.
Nurture culture	**Partner with families & community**	**Value learner variability & ownership**	**Foster collective discovery**	**Find & foster allies**
Know self	**Critically examine history**	**Expect higher-order thinking**	**Flexibly adjust course**	**Seek feedback**
Be human	**Collectively envision success**	**Leverage learning theory**	**Monitor learning & progress**	**Learn & unlearn**

Teacher strategies & actions

Observed evidence
What evidence of these actions do I see and not see?

Teach For All | **A Global Network** Developing collective leadership to ensure all children can fulfill their potential

8

	What patterns do I see connecting the observed evidence of outcomes, lenses, and actions?	*What are 2-3 lenses/actions I can explore with the teacher to grow student leadership?*	*What resources (tools, learning experiences, practices, etc.) will help this teacher learn and develop in ways that leverage existing strengths and grow new ones?*
Actionable reflections			