

Guidance for field-testing

The self-reflection and development tool

This tool aims to help teachers become more intentional and aware about the underlying assumptions that are influencing how they see students, themselves, their community, and their work. The tool is meant to help teachers "draw connections" from those perspectives to student outcomes.

This tool is designed for use

- By **teachers** who are reflecting in preparation for a coaching conversation to learn rather than evaluate themselves.
- With a teacher coach who has used the [Teacher Coaches' Observation & Coaching Tool](#) to prepare for that coaching conversation.
- Together with the Foundational Actions to identify actions to try in the classroom.

These tools were informed by distinguishing patterns in transformational classrooms as described in the Teaching As Collective Leadership [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.

If you have any questions or concerns as you "field test" this tool in observations and conversations, please email Robbie Dean (USA) at robbie.dean@teachforall.org

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.

A filled out version of the tool can be found later o this same document. Please note that this is just an example.



Name _____ Date _____ Lesson _____

Self-reflection & development tool

for teachers [prototype v1.0]

Note that this is merely an example of how the self-reflection tool can be used. It's **not expected of you to reflect on every student outcome in every lesson but rather to get you thinking about how these outcomes are coming to life in any given lesson, and the role you and your students play in bringing these outcomes to life.*

Indicators of student leadership	<p>Well-being Students feel secure and loved, empowering them to be themselves and take risks in ways that foster learning.</p>	<p>Connectedness Students seek and value the perspectives and experiences of others as they work collaboratively toward a common good.</p>	<p>Awareness Students are aware of inequity, celebrate their unique strengths and identities as assets for navigating challenges in pursuit of their growing sense of purpose.</p>	<p>Agency Students take independent or collective action toward shared goals to cause positive change in their own life or the lives of others.</p>	<p>Mastery Students attain higher order command of knowledge and skills as a means to create new opportunities and solutions to challenges.</p>
	<p>Observed evidence What am I seeing in my classroom? What do I want to see more? How do these indicators overlap in my classroom?</p>				

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

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If you want to explore questions other than the ones we propose here, please do so and tell us which ones you would use and why.

Teacher strategies & actions	Love & connect to build culture <i>Caring and authentic relationships foster the trust, understanding and honesty necessary for my students, their families, my colleagues and I to work together toward meaningful aims.</i>	Listen & envision to co-create purpose <i>Perfecting current ways of learning and teaching will not fulfill my students' potential as leaders of a better future, so we collectively question and reimagine the purpose of our classroom, building sustainable coalitions for change.</i>	Learn & design to plan learning experiences <i>Careful planning ensures that learning experiences are aligned with our vision of students as leaders, students' needs, and how students best learn.</i>	Facilitate & challenge to inspire learning <i>Our classroom creates opportunities for students (and me) to joyfully struggle with rigorous challenges and content at the frontiers of our knowledge and abilities.</i>	Reflect & grow to fulfill potential <i>Learning is a life-long journey fueled by humility and curiosity, as we improve our knowledge, skills and grow our capacity for understanding ourselves, each other and the world.</i>
	Where are my strengths? Where do I want to do more? Where do I want to improve for the sake of my students' growth?				

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A question that keeps coming up with these lenses:

Is the right side "good" and the left side "bad", such that we are always trying to be more toward the right where we see transformational teachers?

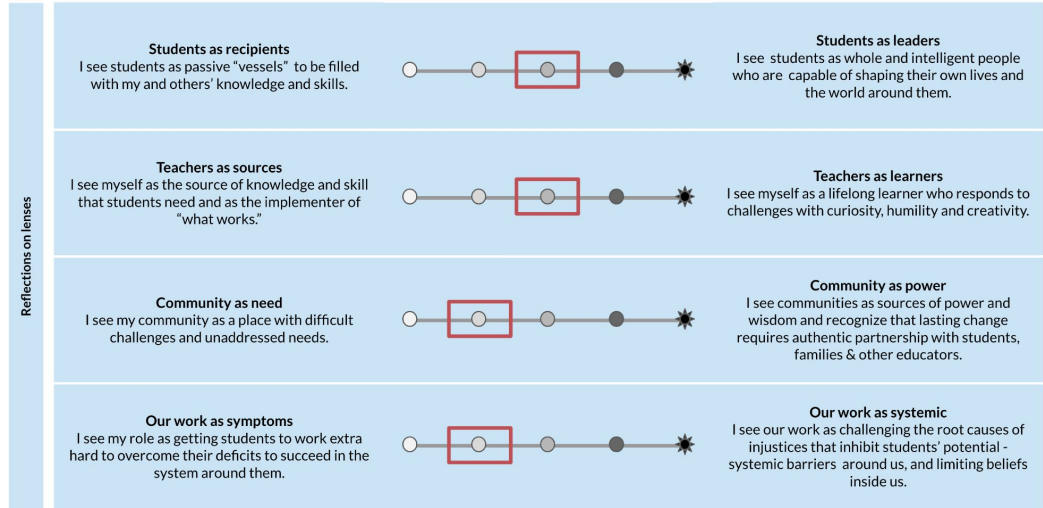
Probably not.

Rather, the left side tends to be the "Default" (the most common structural, societal assumptions), and what we need to do is

- (a) be aware of our where we are on this spectrum of lenses and
- (b) intentional about where we are
- (c) probably more often be toward the right than the pressures around us encourage?



In today's lesson, where am I on these lenses?



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Actionable reflections & commitments	Who or what will help me shift my lenses in ways that I want my lenses shifted?	What makes shifting these lenses more difficult or more easy for me?
	How are my positions on these lenses shaping my actions?	Based on these reflections, by next week, I will/won't ... I will know I am further shifting my lenses when I see/hear/feel ...

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

Example of a filled out tool

*Please note that all characters are fictional

Ahmed (student)

Mr. Y (another Math teacher)



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	<p>Observed evidence What am I seeing in my classroom? What do I want to see more? How do these indicators overlap in my classroom?</p> <p>Agency & Connectedness: After publicly praising Ahmed for his efforts last week, today, I saw him leading his group to share their presentation to the class. I also saw him helping Ali & Sam with their work. Ahmed really seems to be living into his newfound identity. I'm so proud of him!</p> <p>Mastery: Students still struggle with the concept of expanding algebraic expressions. I know 15/30 are struggling with basic multiplication but I'm not sure how much time to spend on that when I'm so far behind in the syllabus. I will need to recruit more Ahmeds to support me in supporting the learning of their friends. This is necessary or else these students will not be able to work on concepts such as area and volume.</p>				

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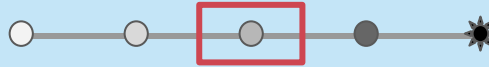
Teacher strategies & actions	<p>Love & connect to build culture <i>Caring and authentic relationships foster the trust, understanding and honesty necessary for my students, their families, my colleagues and I to work together toward meaningful aims.</i></p>	<p>Listen & envision to co-create purpose <i>Perfecting current ways of learning and teaching will not fulfill my students' potential as leaders of a better future, so we collectively question and reimagine the purpose of our classroom, building sustainable coalitions for change.</i></p>	<p>Learn & design to plan learning experiences <i>Careful planning ensures that learning experiences are aligned with our vision of students as leaders, students' needs, and how students best learn.</i></p>	<p>Facilitate & challenge to inspire learning <i>Our classroom creates opportunities for students (and me) to joyfully struggle with rigorous challenges and content at the frontiers of our knowledge and abilities.</i></p>	<p>Reflect & grow to fulfill potential <i>Learning is a life-long journey fueled by humility and curiosity, as we improve our knowledge, skills and grow our capacity for understanding ourselves, each other and the world.</i></p>
	<p>Where are my strengths? Where do I want to do more? Where do I want to improve for the sake of my students' growth?</p> <p>Strengths: <i>Love & Connect. I've good relationships with almost all of my students and I'm able to use these relationships to encourage my students to learn. Facilitate & Challenge. I've established classroom norms and for the most part, students have been adhering to them. This has allowed me to start and end my lesson on time as well as cover the necessary material for that lesson.</i></p> <p>Improve: <i>Listen & Envision: My students would benefit from being asked more open ended questions. Right now, my questions are yes/no questions and this doesn't allow for students to debate and think deeper about their responses and that of their peers. Facilitate & Challenge. I'm aware that my lessons are quite teacher centred and I've been able to get away with this because my students are generally well-behaved. I must make room for my students to play a more active role in the lesson.</i></p>				

In today's lesson, where am I on these lenses?

Reflections on lenses

Students as recipients

I see students as passive “vessels” to be filled with my and others’ knowledge and skills.

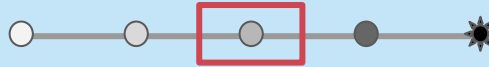


Students as leaders

I see students as whole and intelligent people who are capable of shaping their own lives and the world around them.

Teachers as sources

I see myself as the source of knowledge and skill that students need and as the implementer of “what works.”

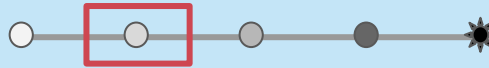


Teachers as learners

I see myself as a lifelong learner who responds to challenges with curiosity, humility and creativity.

Community as need

I see my community as a place with difficult challenges and unaddressed needs.

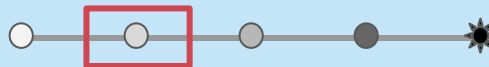


Community as power

I see communities as sources of power and wisdom and recognize that lasting change requires authentic partnership with students, families & other educators.

Our work as symptoms

I see my role as getting students to work extra hard to overcome their deficits to succeed in the system around them.



Our work as systemic

I see our work as challenging the root causes of injustices that inhibit students’ potential - systemic barriers around us, and limiting beliefs inside us.

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Who or what will help me shift my lenses in ways that I want my lenses shifted?

I will get my teacher coach to hold me accountable to where I want to be on the lens and have discussions with him/her before the lesson to observe for specific actions that inform where I am on the spectrum.

I could also employ the help of Ahmed, a student in my class to check how much I speak vs how much the class speaks. That way I'll know if I'm giving my students enough air time and allowing them to take ownership of their learning.

How are my positions on these lenses shaping my actions?

Because I'm more inclined to see my students' communities as one that filled with challenges, I'm often spending time ensuring my students have all the knowledge that they need to pass the exams and do better for themselves. While this isn't wrong, I can definitely work with my students to use the knowledge they've acquired to grow the assets in their communities. By so doing, I'd not only be enabling my students to see that they can effect change (students as leaders) but I'll also be taking the responsibility off me to solve all my students' problems.

What makes shifting these lenses more difficult or more easy for me?

Students As Leaders: I'm focused on completing the syllabus and that makes me neglect certain aspects of the classroom such as ensuring my students have enough time to internalize the material and ask questions & are able to learn from their peers through group activities.

Teachers As Learners: Because I'm trying to get through the curriculum as quickly as possible, I'm not making enough room for learning from my students and understanding their challenges in understanding the lesson material.

Based on these reflections, by next week, I will/won't . . .

I will have one activity in my lesson where students are able to present their work and share how they feel about their presentation

I will also sit in on Mr Y's Math teacher's lesson to see how he makes room for student discussion
- [Steven] watch videos of teachers creating collective discovery in the classroom & think about what's happening in those classrooms that can be translated in my classroom → tie this to norms/rituals → share with Steven

I will know I am further shifting my lenses when I see/hear/feel . . .

When I hear students questioning me and asking why they're doing what they're doing.

When I feel like I'm not the sole driver of my students' learning → I feel less tired physically/mentally :)

Clean copy

(without the annotations)



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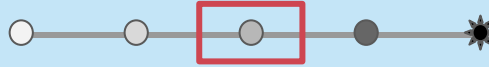
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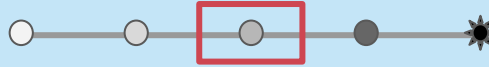


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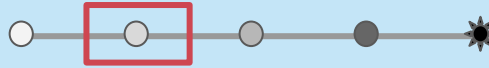


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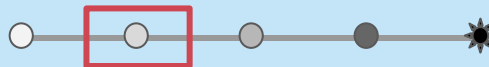


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