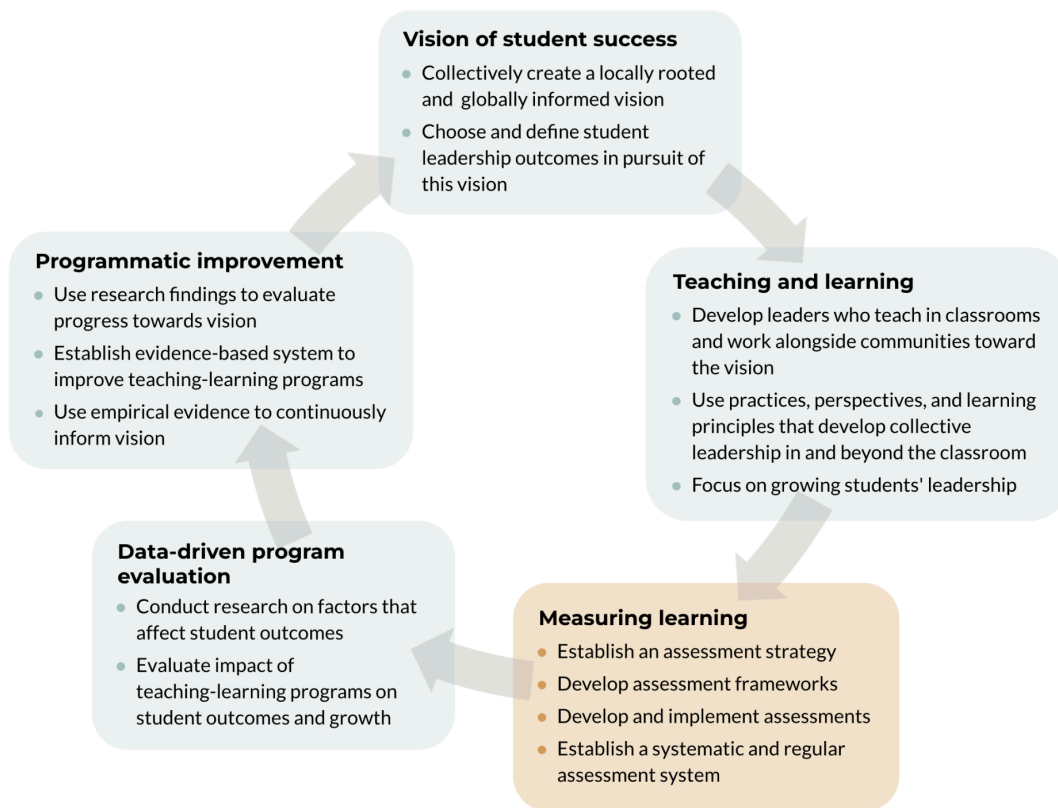


# Teaching and Learning Programmatic Cycle



## Resources

### Vision of student success

Vision is a collective and ongoing conversation which enables a community to come to an agreement on what it wants to be true for students in the long term. Visions of student success drive lasting, transformative impact in classrooms and education systems. A vision should be:

- **Collectively created:** co-constructed and evolved in genuine partnership among educators, students, families, and communities.
- **Locally rooted:** grounded in the history, culture, and values of a particular community.
- **Globally informed:** reflecting global aspirations, what has worked in other places, and economic trends and environmental changes that affect us all.

A commitment to growing student leadership in pursuit of the above vision requires that we question the student outcomes traditionally taught and measured in schools. Classrooms that enable students as leaders of a better future for themselves – and all of us – are focusing on four key indicators of progress: academic proficiencies, student agency, dispositions, and social-political awareness.

To know more about vision of student success: [Detailed Insights: A Collectively Developed Vision of Student Success](#)

## Teaching and learning

By studying classrooms and communities that are nurturing students as leaders of a better future, by drawing on wisdom and insights among practitioners and families in marginalized communities, and by engaging with education researchers and experts, [Teach For All's Learning & Insights Hub](#) is identifying key practices, perspectives and principles of Collective Leadership and Learning that fuel systemic change. The Collective Leadership & Learning model has emerged from (a) the wisdom of students, families and communities that are navigating inadequate education systems every day, (b) our own and others' observations of transformational classrooms, and c) the frontiers of research into what has been effective in schools and communities around the world.

## Measuring learning

Measurement is a key component of a data-driven approach for positive change -- we need to be able to measure what we aim to improve systematically. Measuring student learning is therefore a critical component in the teaching and learning programmatic cycle (visualized above). The main mechanism of any educational program for measuring student learning is through assessments -- in the broader sense where assessment is [defined](#) as the set of processes in which evidence of learning is collected in a planned and systematic way in order to make a judgment about student learning across all domains..

The [Student Leadership Measurement Library](#) contains a list of resources for measuring broad student outcomes that align with the Teach For All network's Teaching As Collective Leadership (TACL) framework: wellbeing, connectedness, awareness, agency, and mastery. This library does not offer measurement tools "off-the-shelf" but rather as one component of a holistic framework that aims to co-create a wide range of locally customized resources and tools for teachers, teacher coaches, and program designers.

## Data-driven program evaluation

Impact evaluations measure the causal effects of a program on a set of intended and unintended outcomes. This type of evaluation compares changes in key outcomes over time to an estimate of the changes that would have occurred in the absence of the program using a control or comparison group and advanced quantitative analysis.

## Programmatic improvement

Learning organizations use evidence from data, research, and evaluation to measure their impact and to constantly improve. Often, organizations have different motivations for investing in monitoring and evaluation. Strong learning organizations have a clear vision for the role and purpose of monitoring and evaluation, often driven by strong leadership and across organizational functions.