



### **COACHING FOR VOICE:**

In a personalized learning environment, every educator is seen as a respected and valued participant. Empowerment comes from an environment in which educators recognize the power of their own ideas and recognize and recognize the shift that can happen by being exposed to others' ideas. Regular educator participation and engagement in co-creating performances and actions constitutes an opportunity to flex their innovative and creative muscles.

### **REFLECTIVE PROMPTS:**

- In what ways do you invite staff to express their thoughts and opinions?
- In what ways do you create an environment of safety for staff to respectfully disagree with one another (and you)?
- In what ways do you give staff the opportunity to advocate for a position?
- In what ways do you encourage staff to raise questions that are skeptical or out of the box?

### **POSSIBLE ACTIONS:**

- Introduce and model Habits of Mind, specifically *Listening with Understanding and Empathy; Questioning and Problem Posing; and Thinking Flexibly*. Educators need to experience what it feels like to be *really* listened to for the sake of better understanding their ideas, point of view, or responses.
- Establish rules or protocols of engagement with staff when having 1:1, team/committee meetings or whole faculty conversations. They should play an active role in the generation and consensus of the rules. Click [here](#) for a sample set of norms.
- Invite faculty to voice their concerns in a transparent and actionable manner. Engaging them to draft Yes, buts... or Frequently Asked Questions around an initiative or concern the faculty is working on creates an opportunity to be heard and have others respond to the question.
- Periodically check in through staff surveys. There can be subtle or seismic shifts throughout the year based on professional development experiences, workload, and how they feel about certain topics/resources.



### **COACHING FOR CO-CREATION:**

School/district leadership work with staff members to **co-create** performances that are challenging, possible, and worthy of the attempt. Staff members assume a significant design role in the development of the idea, challenge, problem, or inquiry. They are being invited to the design table to co-create a personalized plan using “backward design” principles. The leadership team works with staff to develop a challenge, problem, or idea, clarify what is being measured (*learning goals*), envision the product or performance (*task*) and outline a plan to be

successful on that performance so that the desired results are achieved (*learning actions*).

### **REFLECTIVE PROMPTS:**

- To what extent do you provide choice for staff in **WHAT** they can pursue (e.g., question, topic, or idea)?
- To what extent do you provide choice for staff in **HOW** they can pursue it (e.g., collaboration with peers, consulting outside expertise, seeking out and using resources)?
- To what extent do you provide choice to staff for **HOW** they demonstrate learning (e.g., selection of forms for performance, public vs. private audience)?
- To what extent do you provide the opportunity for staff to develop checkpoints and monitor progress in relation to their goal?
- To what extent do you create exhibitions for staff performances or products that focus on what they learned — about the topic and about themselves?

### **POSSIBLE ACTIONS:**

- Introduce to and model Habits of Mind with staff, specifically *Questioning and Problem Posing; Creating, Imagining and Innovating, and Taking Responsible Risks*.
- Envision what the school might look like 5 years from now to develop a shared vision.



### **COACHING FOR SOCIAL CONSTRUCTION:**

Educators build ideas through relationships with others as they theorize, investigate, and develop in pursuit of a common goal. There is real power in feeling that you are not alone, a sense of camaraderie when you are working to cause a change, create a performance, or build a vision. The synergy of individual bits of knowledge, ideas and actions that produce a

bigger impact that is so much larger than the individual is magical.

### **REFLECTIVE PROMPTS:**

- In what ways do you encourage staff to seek others to help give their work more meaning?
- In what ways do you offer opportunities for staff to seek outside of the expertise that is within the classroom?
- In what ways do you provide staff with the opportunities to test their ideas and see whether they hold up to the scrutiny of other's perspectives?

### **POSSIBLE ACTIONS:**

- Teach students the Habits of Mind, specifically *Thinking Interdependently, Questioning and Problem Posing, Communicating with Clarity and Precision, and Remaining Open to Continuous Learning.*
- Use your PLN (Personalized Learning Network) to seek out experts that can provide staff resources, feedback, and inspiration.
- Create FIGs (Faculty Interest Groups) —intentional groups of people with a mutual interest in a particular aspect of teaching and learning. Staff members investigate ideas, develop actions, and evaluate impact to improve the quality of learning both for themselves, their peers, and their students.



### **COACHING FOR SELF-DISCOVERY:**

Students come to understand themselves as learners and know more about what they want to do both in the world as well as in future learning. They reflect on the development of ideas, skill-sets, knowledge, and performances to help envision what might come next. Our ultimate aim is for students to become self-directed learners who know how to manage themselves in a variety of situations. Students need to know enough about themselves to be able to make wise decisions as they navigate through the turbulence

of a rapidly changing environment.

### **REFLECTIVE PROMPTS:**

- In what ways do you provide students with the opportunity to reflect on their learning and how it affects who they are becoming as a learner?
- In what ways do you provide the opportunity for students to know more about the ways that they learn best?
- In what ways do you provide the opportunity for students to see the growth of their work over time?
- To what extent do you create exhibitions for student performances or products that focus on what they learned — about the topic and about themselves?

### **POSSIBLE ACTIONS:**

- Introduce and model for staff the Habits of Mind, specifically *Applying Past Knowledge to New Situations, Thinking about Your Thinking, Remaining Open to Continuous Learning, Persisting, and Responding with Wonderment and Awe.*
- Restructure staff time without students to regularly reflect on classroom and professional development experience, monitor growth, and identify/advocate for next steps for future growth.
- Create a public exhibition that showcases work and provides insight into challenges and discoveries when working on an initiative, idea, or problem. This can be done virtually (e.g., portfolio) and/or physically.