



THE CENTER FOR  
**Authentic  
Intellectual  
Work**

# LT4G

# Learning Team for Growth

A Guide for AIW Coach Reflection

**OUR MISSION:** To fundamentally transform the quality of student learning through teacher professional development by using the AIW theoretical framework to foster deep reflective practice—with profound respect for the work and for the people doing it.

NAME

IF FOUND, PLEASE CONTACT ME AT



**This guide is a gift to you from the Center for Authentic Intellectual Work and the Coaches who work in schools helping teachers transform their pedagogy to increase student learning.**

The purposes of the guide are:

- 1) To provide a tool to de-privatize your work and benefit from the collective wisdom of team members you select to take this journey with you.
- 2) To help you engage in deeper self-reflection regarding your work as an AIW Coach.
- 3) To support other Coaches as you join them on their Learning Team for Growth journeys.

Please know that all the information you write in this book is yours and yours alone. Use it to grow as a Coach and to support other Coaches in improving our collective work in schools.

We wish you well on this important journey, and we thank you for the gifts you bring to your schools, educators, and the students they serve.



Special thanks to Maryann Angeroth and Teresa Bellinghausen for their conceptual contributions in developing this original pilot, and to Kathi Beach, Lucinda Boyd, Pat Briese, Deborah Humpal, Gretchen Kriegel, Susie Peterson, Jen Savery, Tina Wahlert, and Elli Wiemers, for their ideas to improve the protocol after one year of field testing. The Center also would like to thank editor Michele Bassett and designer Jenney Stevens for their contributions to this project.

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## Forward

Back in October of 2010, I had an especially difficult site visit. It seemed to be going really well, and then, for reasons I couldn't understand in the moment, it swung off the path I had set and went careening in its own direction, like when a car suddenly drives up onto the sidewalk. That night I sat down to reflect on what had happened. With no process in place and other things to worry about, I jotted down a few thoughts so I would remember my insights later:

*Like a lot of teachers, I am most comfortable thinking long and hard about a good lesson and then executing it with precision. But that's just it; a lesson—or in my case, an AIW site visit—that is executed with precision can drain the group of energy born from letting the creative process unfold at the learners' pace.*

*This creative process is in fact the lifeblood of teaching—the art and mystery of authentic learning. It is messy, with tension and frustration, with breakthrough moments, and with energy, that all transform a teacher back into a learner. This is what a Lead AIW Coach does when she is successful. Too bad I forgot that at this site visit! Note to self: Next time remember not to over-manage the learning.*

Since that time, I've improved steadily at letting the site visits unfold naturally and managing my own energy. It's a constant battle, and some days I'm better at it than others. The growth I've made has come through hard work and deep, ongoing self-reflection with a small team of trusted colleagues who celebrate my strengths but know my shadow sides. When they share their insights—and listen to mine—I am able to uncover my own next steps.

While all AIW Coaches no doubt have some personal process for debriefing their AIW work, experiences that fall outside the bell curve of what's normal are especially worth learning from.

You may want to celebrate something that exceeded your wildest expectations or debrief an experience that swung out of control or went badly. While you may use this guide for both situations, please remember that the primary purpose of this guide is for you to learn how to be a better Coach, and the best learning often comes from analyzing a situation that didn't go well.

Why is this process important? The work we do as AIW Coaches should, at times, cause dissonance. If it doesn't, it may be an indication that you aren't pushing hard enough. And yet, knowing when you have pushed too hard, broken trust, or mismanaged a situation is key to becoming a better Coach.

The LT4G is a structured process to truly get at the heart of what has happened.

Best of wishes,



Dr. Dana Carmichael  
Center for Authentic Intellectual Work  
Executive Director and Co-founder  
May 14, 2012

## Glossary of terms used in this guide

### **LT4G**

This is shorthand for Learning Team for Growth. The number 4 refers both to a small group of people and to the four parts of the Coaching Diamond.

### **Coaching Diamond**

The Coaching Diamond is the symbol for how these four aspects of coaching connect. “Working above the line” refers to using the explicit knowledge and skills of facilitating AIW learning. “Working below the line” refers to the soft skills and nuances of managing yourself and the energy in the room to maximize the learning opportunity. “Working on the right side” occurs in conversation when the conversation focuses on how the Coach’s core beliefs about AIW impacted how he facilitated the AIW learning experience. “Working on the left side” is when a Coach’s own confidence or insecurities impact the AIW scoring process.

### **AIW**

Authentic Intellectual Work involves original application of knowledge and skills, rather than just routine application of facts and procedures. It also entails careful study of a particular topic or problem, and results in a product or presentation that has meaning beyond success in school. These distinctive characteristics of AIW are summarized as construction of knowledge, through the use of disciplined inquiry, to produce discourse, products, or performances that have value beyond school.

### **Facilitation**

Facilitation refers to the way in which the Coach has structured the learning session. Structures include not only the physical aspects of room, layout, and seating, but also how learning opportunities are structured. The AIW scoring for instruction could be used to determine how much higher order thinking, deep knowledge, substantive conversation and value beyond the session teachers are experiencing.

### **Core Beliefs**

The term Core Beliefs refers to the invisible energy in the room. This energy comes from how the Coach feels about the participants and nonverbally shares those beliefs. Core Beliefs can also refer to the energy participants emanate during the learning context.

### **Self-Reflection**

Self-Reflection refers to a Coach’s capacity to recognize her intrinsic strengths and their corresponding shadow sides. There is a built-in recognition that as human beings we have strategies to quell our shadow sides, and through ongoing self-reflection we continue to develop more tools to maximize our gifts.

### **Learning Context**

Learning context is a general term referring to any of the situations in which a Coach may be engaging with teacher learning. Some typical examples include an AIW Site Visit (periodic), an AIW Team meeting (regular), a Leadership Team meeting, a Mid-Year Conference, an AIW Kick-Off Institute, or a One-on-One meeting.

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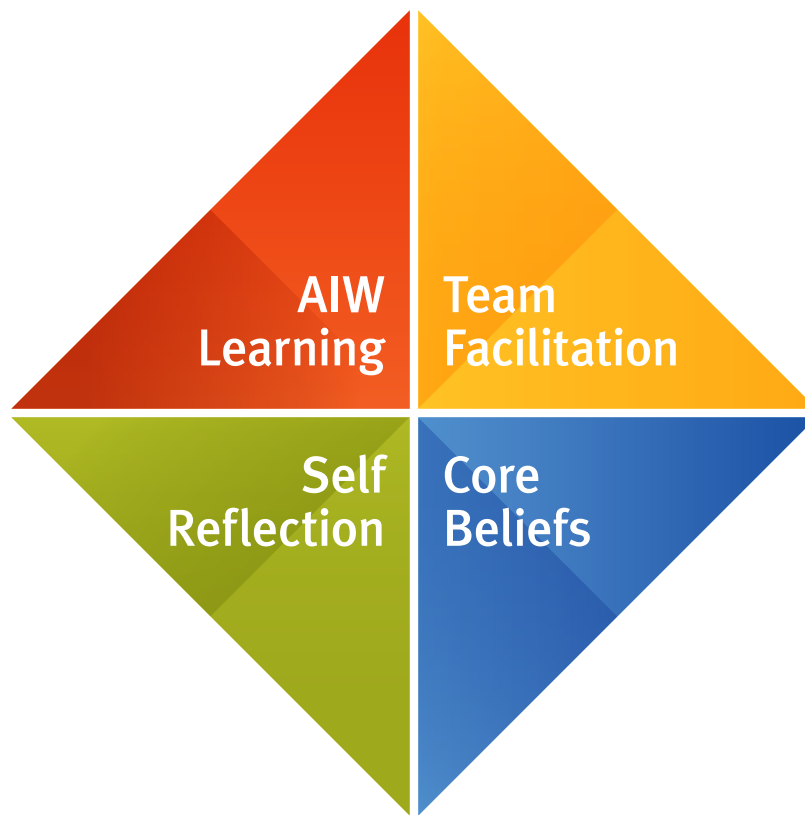
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### The Coaching Diamond

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## Rationale

The Center for AIW's mission is to fundamentally transform the quality of student learning through teacher professional development by using the AIW theoretical framework to foster deep reflective practice—with profound respect for the work and for the people doing it.

The primary way we accomplish this mission is through Coaches. Coaches who facilitate the transformation of AIW teams, individual teachers, and administrators affect learning for all their students. It's a tremendous responsibility.

This tool will help you on the journey in three ways:

**Focusing on yourself:** When a difficult situation arises, deep self-reflection is critical to understanding what has happened and recognizing your part in the situation. Just like teachers, many Coaches start by focusing on how others could have behaved differently. While that's often true, the LT4G asks you to keep your focus on yourself. You are the only person you can change!

**De-privatizing your practice:** In addition to self-reflection, it's important to have a conversation with others. We have developed a structure that guides you as you revisit the Coaching Diamond, allowing you to reflect on your own journey, especially when it has been a challenging one. This conversation also includes a team of people you select to help you with your own thinking. A Learning Team for Growth is made up of people you believe will support you as you embark on deep reflection based on a particular incident during a site visit, leadership meeting, or any learning session where coaching occurred.

**Supporting others:** To be asked to join a Learning Team for Growth is a great honor. Most Coaches enjoy this process because they learn so much. Like on an AIW team, this learning occurs most frequently when you have brought your own learning experience to the team to analyze, but many Coaches report learning when they are supporting a fellow Coach, just as teachers glean ideas when they are scoring another teacher's task. Before you say "yes," be sure you have the **time** and **confidentiality** to embark on their journey!

## Online Tool

LT4G allows us to ensure that Center Coaches engage in the highest level of reflection while serving sites. The Center will give consideration to annual endorsement for Coaches by posting biographies and photos on the Center's website. We will continue to offer Coaches access to their data at the end of the year. Information may also be used to advocate for Coaches or to problem-solve ongoing site-based issues. Requirements for annual endorsement include:

- Using the online tool for self-reflection at least two times during the year
- Focusing on growth opportunities rather than celebrations
- Including 2–4 people in the LT4G
- Ongoing success at sites

To access the online LT4G, visit <http://centerforaiw.com/login>

Username: \_\_\_\_\_ Password: \_\_\_\_\_



## How to Use This Guide

**Congratulations on being an AIW Coach!** Thanks for your work with AIW teams. When the AIW reform moves deeply throughout a school, not only does the learning environment shift into a student-centered environment, but reflection increases among students and teachers, creating some of the best transformation that is happening in schools today.

When a Coach is working with a small number of teachers in an AIW pilot team, awakening infuses each site visit meeting. Team members often become invigorated when teachers bring artifacts that require true revamping. But over time, as more teachers are added to the site or more schools are added to the district's AIW agenda, a Coach, the AIW leadership team, and the anchors can spend a disproportionate amount of time on convincing others that the journey is worth it. Logistics and troubleshooting can also bog down the process. It is not uncommon for Coaches to experience more and more difficult site visits. Some teachers move forward quickly and are eager to begin scoring instruction or develop common assessments, while others are stuck questioning the purpose of the reform and become mired in language of the rubrics. All in all, it can create tension and lead to less-than-productive AIW learning experiences.



When that happens, this guide is your friend! The LT4G process is designed for AIW Coaches to enter back into a reflective state to get fresh ideas to approach their work. The tool is an extension of the AIW Coaching Diamond. Your LT4G offers a chance to reflect on your effectiveness as a Coach. It may be in the context of a site visit, leadership team meeting, one-on-one conversation, or a large group event. In each context we can explore how competent and reflective we were and the degree to which all our assets were leveraged to fully shine in each of the four quadrants of the Coaching Diamond.



## The Coaching Diamond: How Does This Work?

Imagine you had high hopes for your site visit at Tiger School. You've planned well, developing the agenda with the lead AIW team and reviewing your scoring manual before you arrive. The meeting seems to be going well. When you get ready to score an English class writing assignment, you ask the English teacher what the purpose of the paper is. She repeats over and over that it's to learn how to write a five-paragraph essay. When you try to explain that a five-paragraph essay is not conceptual, other teachers jump in to explain to you how important writing is and how much practice the students need at writing the "five-paragraph essay." The energy in the room shifts from problem-based collaboration to cool and slightly hostile. It feels like the chance of this being a successful site visit is slipping away by the second. Finally, when the visit is finished, you can hardly wait to get out of the building. But as you think back on the site visit, you can't quite figure out what went wrong.

### 1) Taking the First Step

Just like a classroom teacher who has a lesson that gets off track, there is an opportunity for you to reflect on what happened, focusing on what you could have done differently. This is the perfect time to meet with your Learning Team for Growth (LT4G). Your first step is to pick up this guide.

### 2) Walking Around the Diamond

Before you decide whether you will want to make this a private reflection, or one where you will have a team supporting you in your reflection, write down the overview of your context and why you want to explore this situation. Also think about whether you just want advice or if you are willing to truly analyze your practice. A LT4G should be used for analyzing practice—not getting suggestions.

- If you decide to have a LT4G, contact team members and select a time and mode for conversation (e.g., Skype, in person, or conference call). One hour should be plenty of time if you have prepared for the conversation.
- Prior to your LT4G meeting, share the scenario and include any additional artifacts, such as emails or tasks, for the team to review. Also determine who is willing to be your facilitator and how that person will best support you, such as taking notes or acting as timekeeper.

*"I have facilitated LT4G conversations much like we do during a scoring discussion, mostly by checking back in with the person that brought the problem and periodically asking them to summarize their thinking for the team. Towards the end of the conversation I have also asked for the Coach who brought the issue to identify action steps as a result of the conversation."*

*—Tina Wahlert, Lead AIW Coach*

- When your team meeting begins, take a "walk around the Diamond" using the LT4G protocol to guide the conversation. Feel free to fill in the inventory online as you go or at a later time. Remember that the process may not unfold the way you expected. Just like some teachers privately assume they've already thought of all the ways to improve their task, most Coaches are surprised at how much one part of the Diamond is impacting another part in ways they couldn't see.

### *Kari's Story*

*Kari came to her LT4G frustrated. She told her LT4G members, "My group is not doing as well because these people aren't fully engaged in the AIW process." Her goal was to get ideas on how to change the situation, but her true focus was on changing the other members. With help from her group, she came to understand that the real problem was her own attitude. In short, she confessed to being a "control freak" and believing deep inside that her way was the best way for learning AIW. Once her LT4G members challenged that assumption, her action steps shifted from worrying about the other people's journey to thinking about herself, with a new commitment to staying open-minded about the different ways that people could engage in the work.*

- The team finishes the inventory by encouraging you to "dream" about how the situation could have gone differently and develop design action steps for how to move forward with the learning situation.
- Your final step is to confirm how you are going to let your team know how your action steps have worked out. You'll be surprised how invested your team will be in your growth!

### **3) Supporting Another Coach's Walk Around the Diamond**

It is a great honor to be asked to join another Coach's Learning Team for Growth. Remember, however, that before you agree to join the team you should consider your willingness to keep the Coach's information confidential and be certain that you have the available time. One hour should be enough. If you have already been on several different teams, it's okay to politely decline. When you agree to work with a fellow Coach, your main objectives are threefold.

- Listen deeply to the situation and ask piercing questions to get at the deeper layers of what's really happening. In particular, the Core Beliefs and Self-Reflection sections offer some scenarios that you might find helpful. If the Coach only wants ideas, you should consider calling off the LT4G, which is reserved for Coaches who are willing to analyze their own practice.
- If the situation was not positive, do not let the Coach lapse into blaming others. The whole purpose of this protocol is for the Coach to uncover what she could have done differently. In other words, the main focus is on what the Coach can control, which is, ultimately, only herself.
- Lastly, be gentle and kind. It is critical that fellow LT4G members assume positive intent with the presenting Coach through clarifying questions. It is NOT your job to fix the Coach or solve their problems. Your ideas may be fantastic, but use restraint so the team doesn't overwhelm the Coach.



## Getting Started

In the space below, describe what you would like your team to focus on. If it is a problem, do not feel obligated to provide your own solution. Likewise, if it is an uncomfortable feeling after a site visit, do not explain why. Just describe what happened. If you have concerns, think about the context that brought these concerns to the surface. If it's a celebration, share what happened and why this is worth sharing.

### The situation I want to focus on is...

- A celebration of something I know I'm already good at—things just went even better!
- A celebration of something that normally is difficult for me.
- Generally positive, but I would like to look at my part more closely.
- Not nearly as good as I thought it would be.
- Yikes! Not good at all.

### This situation happened in the following context...

- AIW Site Visit
- Regular AIW Team meeting
- Leadership Team meeting
- Mid-Year Conference
- Kick-Off Institute
- Other: \_\_\_\_\_

Describe what happened and what you hope to gain from this reflective process. Consider including when you realized this issue was something you wanted to study further:

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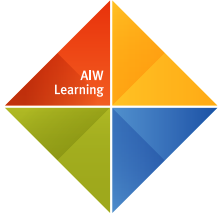
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### For this situation, I will be talking with...

- Only myself in private reflection. (Remember that you may do as many private reflections as you want, but only collective reflection counts towards retaining your certification.)
- One other person.
- A LT4G that has 3–4 members.

When reflecting on this situation...		
I would not like to partner on this concern.	I am not sure if I would like to partner on this concern.	I would like to partner on this concern.
–	0	+

I am going to fill out the online survey:  Yes  No



## AIW Learning

This section is all about AIW Learning. It is designed to help you reflect on your overall skill at scoring this situation. Remember that a Coach often plays two roles in this quadrant of the Coaching Diamond: “Coach as learner” and “Coach as leader.” It is not uncommon for Coaches with all levels of experience to overemphasize one or the other. Common examples include:

### Coaches who dominate

Some Coaches score *for* the team rather than *with* the team. This happens when the Coach begins to believe he has the best score and becomes overly aggressive.

Other Coaches who have limited scoring experience can be too aggressive if they revert into “trainer” mode.

### Coaches who are indecisive

While every score may not be clear-cut, there is always a “right range.” Coaches who forget to use evidence from the artifact or scoring manual have trouble getting clear scores. This often leads to confusion on the team.

### Coaches who are new to

**scoring** sometimes presume their scores are wrong. Often, however, these Coaches who feel confident in “not being sure” are better at modelling being a learner than are veteran Coaches!

### Best Ideas:

- Listen closely to everyone’s evidence and look for fresh perspectives.
- Be clear with your own evidence.
- Assume positive intent.
- Relax!

### AIW artifact used in scoring was...

- A task
- Student work
- Instruction
- A summative assessment
- A bundle
- A unit plan
- A course
- Other: \_\_\_\_\_

### Subject scored

- English
- Math
- Social Studies
- Science
- World Languages
- Family and Consumer Science
- Business
- Art
- Library Science
- Music
- PE
- Tech Ed
- Media/Technology
- Vo-Tech
- Vocational Ag
- Health

### Grade level

#### (check the grade range)

- Pre-K to Grade 2
- Grades 3–5
- Grades 6–8
- Grades 9–12

### Additional considerations

- Special Ed
- Gifted
- ELL

How confident was I at scoring this artifact?				
Not at all confident	Not so confident	Somewhat confident	Confident	Very confident
1	2	3	4	5

## OVERVIEW OF AIW LEARNING

Reflect on your overall skill at scoring in this situation.

Things I did really well in the scoring process:

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Ideas for consideration:

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Things I would want to do differently next time:

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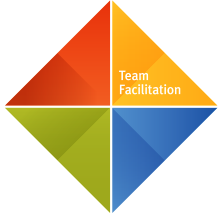


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### *Leigh's Dilemma*

*Leigh, a Local Coach and strong AIW advocate for her district, had a problem: There was one particular person on her AIW team who “never seemed to get it”—no matter how many times she helped him. This was especially evident during AIW scoring sessions. Eventually Leigh brought the situation to her LT4G group to discuss what she could do to help him.*

*Through the LT4G process, Leigh's team members helped her realize that the real problem was that she was a “fixer.” By taking pride in helping others, she was diminishing his learning opportunity. Ultimately she came to understand that every time she offered him a solution, she was denying him the chance to solve the problem himself. In short, she was operating on the assumption that her solutions were better and that he did not have the answers inside himself. As you might imagine, not only did he stop trying (which only frustrated her more), but he also stopped caring. It was only when she stopped trying to fix his scores and started pushing back with key questions that he started to engage more fully in the work and develop some pride and interest in pursuing AIW.*



## Team Facilitation

This section is all about facilitation. It is designed to help you reflect on how you promoted learning. Reflect on your overall skill at facilitating this situation. Remember that a Coach often plays two roles in this quadrant of the Coaching Diamond: the facilitator who manages learning and the facilitator who manages logistics. This section should focus on how well you impacted the learning. Share your rationale and the evidence that tells you how it went.

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### Learning

Facilitation of learning includes being aware of the reasoning behind your facilitation style. For example, why did you have everyone reflect individually instead of working in pairs?

Other factors include:

- Checking in with the AIW Liaison before the meeting to get a sense of new developments
- Changing groupings of individuals to impact dynamics
- Considering where to sit and why

### Logistics

Facilitation of logistics includes many factors:

- Considering the meeting room
- Checking the sound system and technology prior to the meeting
- Having all supplies on hand prior to starting the meeting
- Having everyone's name on hand
- Taking enough breaks
- Practicing strong time management

### How many people were in this learning context?

- \_\_\_ 1 or 2
- \_\_\_ Small group (3–6)
- \_\_\_ Medium group (7–15)
- \_\_\_ Classroom size (16–30)
- \_\_\_ Media Center (40+)
- \_\_\_ Assembly (100+)

How confident were you in facilitating this situation?				
Not at all confident	Not so confident	Somewhat confident	Confident	Very confident
1	2	3	4	5

## OVERVIEW OF TEAM FACILITATION

Reflect on your overall skill at facilitation in this situation.

**Things I did really well with my facilitation:**

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**Ideas for consideration:**

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**Things I would want to do differently next time:**

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### REMEMBER!

The choices you make regarding facilitation almost always connect to how deeply and meaningfully participants learn. In this way, it's very similar to scoring instruction, though your "instruction" is the context you are in. You are the instructor and the AIW learners are the students. When you consider how the learning is experienced for each person in the room, ask yourself the following questions:

#### Higher Order Thinking

- Who was constructing the knowledge?

#### Deep Knowledge

- How deep was the understanding?
- How many voices spoke and what was the quality of the dialogue?

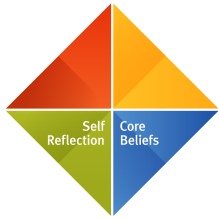
#### Substantive Conversation

- Did the group develop a collective understanding by sharing ideas?
- Was the conversation entirely scripted by one person?

#### Value Beyond School

- How much value did teachers get from the situation that they could directly apply back in their classrooms?

**What do you believe about the learners? Whatever your beliefs, know they will always manifest themselves in your facilitation of the group.**



## Core Beliefs and Self-Reflection

The second half of the Coaching Diamond addresses Core Beliefs and Self-Reflection, and can be more challenging for most Coaches. Some call this “working below the line”—that is, working on the invisible aspects of the situation. The energy of the group and your energy as Coach, whether positive, neutral, or negative, impact the learning experience.

This part of the LT4G protocol is designed for you to focus on yourself rather than on participants, with the primary goal of gaining some insight into what you might do differently.

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**The Core Beliefs quadrant** refers to how belief systems are projected on the group nonverbally. This energy comes from two sources: you and them.

- 1) Your contribution stems from your core beliefs about individual teachers and the group as a whole. If you are excited to be there, they will feel that. If you do not like them, they will know that. If you do not believe in their capacity to score, they will sense that. No matter how good you think you are at hiding your true feelings, your beliefs are all shared nonverbally.

Key questions for your consideration include:

- What do I really think about the people I’m interacting with and their capacity to understand AIW?
- Am I fully interacting with positive intent, believing they can do this work?

- 2) Core beliefs can also be felt in the energy that participants emanate during the learning session. The energy may be about you, or it may have nothing to do with you and relate instead to a dynamic on the team. Either way, core beliefs are filling the space with that vibe, and this will either support the learning process or work against the learning process.

**The Self-Reflection quadrant** addresses the degree to which you are aware of what is happening and how you do or do not adjust yourself accordingly.

Key questions for your consideration include:

- How well did I draw on my strengths to help me?
- To what degree did I let the negative correlates from my shadow side sneak in and take over?
- Did I use my strategies to help me negotiate the situation?

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### *Nicole’s Expectations*

*Nicole loved Social Studies, but not her department. She was lucky enough to bypass them in her first year of AIW scoring because her team was interdisciplinary. AIW really took off at her school and eventually she volunteered to become a Local Coach.*



*Nicole's Expectations (continued)*

*As a Local Coach, Nicole worked with the entire learning team, but in her third year the school switched to department-specific teams so that discussions around conceptual learning could be deeper. Unsurprisingly, Nicole experienced meetings with her own department to be more frustrating than any others, and she decided to bring a specific situation to her LT4G.*

*“On our staff development day I had a lot of responsibilities,” Nicole said, “including helping department teams align their content. I figured I would start with my own department, but when I returned a while later, they were blowing me off, not taking any of the work seriously, and even worse, they clearly didn’t see value in the work.”*

*Through a couple of rounds with her LT4G, Nicole came to realize that she was judging the competence of her colleagues according to her own standards—without recognizing that she had set them up for off-task behavior because the outcome she expected was too big. Furthermore, she realized she had “provided no scaffolding” for them to accomplish the task. Perhaps the biggest learning of all was when Nicole admitted to her LT4G that at the foundation of her core beliefs in her colleagues was the realization that she “never really thought they would be successful.”*

*The good news is that once Nicole realized that she had a role in the behavior of her departmental colleagues, she began the real work of providing more support for them. Most importantly, she changed how she treated them by adjusting her expectations to believe they could do the work independently.*

The bottom line is that grown-ups don’t like being looked down on any more than children do. A smart leader who slips into arrogance alienates his group. An organized leader who solves all the logistics in the group consequently leaves no chance for collaborative problem-solving. An insightful Coach who repeatedly shares her scores with evidence leaves no room for dissonance or discussion. As you proceed from this point on, try to be careful not to blame other people for the “problem.” Instead, keep coming back to the only question you can really answer: What could I have done differently that would have helped the dynamic?” This, more than anything else, will keep you grounded in the type of self-reflection that supports transformational change.

How confident are you that your reaction was the correct response?				
Not at all confident	Not so confident	Somewhat confident	Confident	Very confident
1	2	3	4	5

**Describe the reasoning behind your level of confidence:**

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Return to the overview of the context and think about the energy in the room.

**I noticed a shift in the climate when...**

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**When I think about who was involved, who comes to mind?**

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**What did others do? What did I do?**

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**What emotions did I feel?** (For example, did you feel frustrated, angry, silent, pouty, sullen, nothing at all, or didn't you notice all? If the situation was positive, were you excited?)

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**Did I express these emotions? How did I express them? Verbally? Nonverbally?**

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## OVERVIEW OF CORE BELIEFS AND SELF-REFLECTION

Reflect on your overall handling of this situation.

**Things I did really well in “working below the line”:**

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**Ideas for consideration:**

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**Things I would want to do differently next time:**

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## Conclusions

Based on all of the details you've discussed, explore the following questions.

### **New Learning about the Situation**

What have you uncovered that is new about the situation? Did you discover something that you hadn't previously considered?

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### **Next Steps**

What are the most appropriate "next steps"? For example, how can you repair relationships and move forward with the site?

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### **Progress Update**

How do you plan to check in with your LT4G to update them on your progress?

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### **Growth and Development**

Please finish by imagining how you see the school and/or team growing and developing. Describe in detail how things could improve. What would it look like for AIW team members? What would it look like for yourself?

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## On Your Own

From this point on, you should work on your own. Your goal is to reflect on the authenticity of the process and everyone's level of honesty during the Learning Team for Growth.

How satisfied are you with your level of honesty with yourself about this situation during the Learning Team for Growth process?				
Not at all satisfied	Not so satisfied	Somewhat satisfied	Satisfied	Very satisfied
1	2	3	4	5

How satisfied are you with your honesty with LT4G members about this situation during the Learning Team for Growth process?				
Not at all satisfied	Not so satisfied	Somewhat satisfied	Satisfied	Very satisfied
1	2	3	4	5

How satisfied are you with the honesty of your LT4G members with you about this situation during the Learning Team for Growth conversation?				
Not at all satisfied	Not so satisfied	Somewhat satisfied	Satisfied	Very satisfied
1	2	3	4	5

How satisfied are you with the Learning Team for Growth process overall?				
Not at all satisfied	Not so satisfied	Somewhat satisfied	Satisfied	Very satisfied
1	2	3	4	5

### Lessons Learned

What are some personal notes-to-self that you want to consider as you move forward as a Coach? What are some lessons learned from this situation that you would like to remember?

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Asking for ideas to solve a problem  
is not the same as analyzing yourself  
to problem-solve.

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LT4G conversations are reserved  
for analyzing a Coach's practice in order  
to gain a deeper understanding  
of a particular situation.