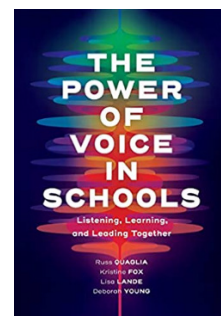


This document has been developed by the Quaglia Institute, offering various resources and strategies designed to assist instructional coaches in working with schools to support the voices of all students. The ultimate goal is to support teachers in creating learning environments where students know their voice is valued and heard, they are deeply engaged, and they can meet their fullest potential.

Listen

[Power of Voice in Schools: Listening, Learning, and Leading Together.](#)

This book reflects the dream of a true partnership in listening, learning, and leading together. When the potential of voice is fully realized, schools will look and feel different. Cooperation will replace competition and conflict, collaboration will replace isolation, and confidence will replace insecurity. Most importantly, the entire school community will work in partnership with one another for the well-being of students and teachers.



[The TLC interview: Russ Quaglia](#)

The theme of this discussion is 'Educator Voice, Student Voice, and Instructional Coaching.' "My approach to coaching consists of four core ideas, which I share with both teachers and students. First, everyone has room to learn and grow, not just in the content areas but what teaching and learning really means. Second, students have something to teach us—about ourselves, about how we teach, about who we are as educators. Third, students and teachers are the potential, not the problem. And fourth, we're all in this together." - Dr. Russ Quaglia



[Student Voice: What We Can Learn By Listening](#)

This issue of *The Learning Professional* is packed with articles and resources aimed supporting educators in listening to and learning from students. In particular check out the reflection tool designed to shift the cognitive load to students from teachers, so that students are actively engaged, use critical thinking skills, and demonstrate understanding of content mastered.



SHIFT THE THINKING LOAD
TO STUDENTS

[Community-Centered Instructional Coaching](#)

Community-centered instructional coaching reflects the idea that we all deserve to feel competent, confident, and fulfilled in our daily work. Ongoing, job-embedded professional learning that capitalizes on the spirit of community yields more buy-in.



[Empowering Change Through Whole-Staff Coaching](#)

Whole-staff coaching offers powerful possibilities. It puts teachers in charge of planning, implementing, and evaluating change, yet allows school leaders to facilitate the process so that it attunes teachers to the school's mission and priorities and helps them see existing patterns and potential changes. Consider taking this idea to the next level by including students in the process!

Learn about identities, interests, & assets	Honor identities, interests, & assets
- ask! (conversations, surveys, interest inventories) - take part in building activities (breakfast clubs, afterschool events) - attend committee meetings and grade-level/department meetings - get observed assets during classroom visits - transform building walkthroughs into celebration walks	- offer choice through collaboration menus - use observed assets to create goals and learning plans - co-design coaching cycles & residencies - offer personalized study groups - expand options for professional text study

Learn

[Instructional Coaching Group.](#)

Any list of resources related to Instructional Coaching must include a link to the work of the amazing Jim Knight and the Instructional Coaching Group! Check out their website, particularly the Resource Library loaded with incredible resources. One of our favorite books of all time that has transformed how we communicate personally and professionally is [Better Conversations: Coaching Ourselves and Each Other to Be More Credible, Caring, and Connected.](#)



[If You're Coaching and Not Learning, You're Not Coaching](#)

Coaching is often thought of as a one-on-one conversation between a teacher and coach, but the reality is that coaching can take on many forms. In this EdWeek article Peter DeWitt discusses his experiences of reciprocal learning, when both the coach and one(s) being coached learn from each other.



[6 Coaching Techniques to Use in Your Classroom](#)

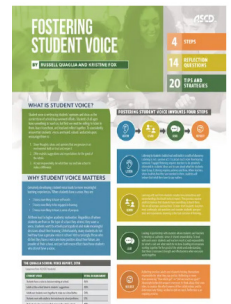
Explore 6 similarities and key takeaways between education and athletics, with the goals of helping students to grow in their knowledge, succeed in their efforts, and become more independent in their learning. given meeting will increase the effectiveness of coaching and collaboration.



Lead

[Fostering Student Voice](#)

When students have a voice, they are motivated to learn, exhibit greater self-worth, are meaningfully engaged in learning, and have a greater sense of purpose. Based on years of research and work in schools, this guide describes a four-step process for fostering student voice, including why student voice matters, how to get started, what instructional strategies to use, and do's and don'ts for supporting voice.



[Letting Student Voice Lead the Way](#)

Consider these four suggested ways for coaches and teachers to help student voices lead and shape classroom culture.



[Instructional Coaching: Why, Wins, Challenges, and Best Strategies for Implementation](#)

In this edition of *Teachers on Fire* roundtable podcast, Tim Cavey hosts a rich discussion about instructional coaching in the classroom: why, wins, challenges, and strategies for implementation.



[Why We Should Focus on Success Criteria as Much as Norms.](#)

Too often, meetings are places where people are talked at and not talked with. In this short video Peter DeWitt discusses how to use success criteria at the beginning of coaching sessions, faculty meetings, PLC meetings, and department meetings. Co-constructing clarity on criteria for success during any given meeting will increase the effectiveness of coaching and collaboration.

