
DNA Coaching Module



Self-Reflection Session

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The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

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Planning management and making ethical choices, considering consequences, and evaluating actions.**

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**The abilities to understand
one's own emotions,
thoughts, and values
and how they influence
behavior across contexts.**

(Believe)

I. *Self Reflection*

Implementation with Fidelity Starts with You

1

Believe in Yourself

To be a great teacher or leader you should start with belief in yourself. You should understand and address your strengths, struggles and blind spots. The fundamental ability to believe in yourself incorporates a maturity, conviction, and expertise that communicates purpose and direction. (Sign-up for your Personal DNA Leadership Assessment)

2

Expect Excellence

Purposeful leaders expect excellence, not perfection by creating a culture of excellence starting with defining excellence as a core value. Leaders that establish high expectations for all and provide the support necessary to achieve those expectations--have high rates of success.

3

Take Action

Successful leaders take action and they strive to make the team better everyday. Leaders create ideas to reach their students and to keep them actively engaged and involved. The key is to move beyond the idea stage and create action plans that turn those ideas into results.

Implementation with Fidelity Starts with You

4

Provide Support

Supportive leaders listen carefully to their team and they create effective two-way communication channels. They positively influence and motivate followers to support the team's goals and objectives.

5

Earn Trust

Trust in leadership must be earned. The trust leaders build with their teams will take your organization to the next level creating an environment for success. The positive environment that is created will also better serve all stakeholders associated with your organization.

6

Monitor Progress

What gets measured gets done, and what gets rewarded gets repeated - direct students to the proper resources at their time of greatest need or challenge. Use data for continuous improvement.

Implementation with Fidelity Starts with You

7

Edu-Marketing- Sell Your Vision

Don't assume that students will be motivated to learn just because you have a degree to teach. Focus on what your students want to learn and need to learn. Make sure your classroom/school design, walls and environment sell your program and showcase student work. Routinely reflect and celebrate successes.

Self Awareness + Leadership = Success

1 Know Your Self

Greatest teaching strengths

Interest and Hobbies

Your Learning Style

Self Awareness + Leadership = Success

2 Know Your Team

Socio-economic background

Strengths

Challenges

Learning Styles

Self Awareness + Leadership = Success

3 Choose the right mix within your context to improve achievement, behavior and climate.

Location/Space Check all that apply.

☐

SEL

☐

PBL

☐

Set Up

☐

Rules/Routines

☐

Other _____

Collaboration:

☐

Administration

☐

Elective, Lunch

☐

ISS

☐

Boot Camp

☐

Parents

Technology:

How do you plan to deal with the Digital Divide?

Self Awareness + Leadership = Success

4 Vision: Focus on the big picture of what you want to achieve. Start developing a mental picture of what you want to accomplish or achieve. For example, your vision may be to improve the graduation rate. Write down a one sentence vision statement.

5 Support: Make sure you have a commitment and the proper staffing to successfully implement your program.

Admin:

Teachers:

Parents:

Others:

6 Engagement: How are you going to engage adults/students and diversify your program over time?

Self Awareness + Leadership = Success

7 Improving Your ABC's Achievement, Behavior & Climate: Discuss elements of your climate.

Strategies for Improving your ABC's

- A.
- B.
- C.

Develop Seven Action Plans

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

List needed resources to improve your ABC's

After collecting your data, review the following prompts to assess areas in need of attention to improve your ABC's.

Review

Review the attendance, dropout and graduation data—What does it imply about the school's expectations for all students?

Student Engagement

How do you know that students in the lowest performing sub group are actively engaged in classroom assignments and assessments at your school? What do your discipline reports convey about expectations for student behavior?

Expectations and Extra Help

What evidence can you collect to determine the level of expectations for students who are in the lowest performing subgroup? What programs are in place to help students catch-up on skills from success?

Transitions

How do you work with feeder schools to identify students who are not ready for the next grade level? What services are provided to these students to ensure that students have the skills and knowledge for success at your school?

Parental Participation

Do you chart attendance at open house and other parent meetings? Do you document the number of contacts with parents and students? What resources are provided to parents?

Support from Stakeholders

How does the district support school improvement efforts at the site? Are all teachers “on-board” with school improvement actions? How does the community support the school?

Data for Continuous Improvement

What other data resources can be reviewed to help with school improvement initiatives? What gaps exist between your school's expectations and the lowest performing sub group (s)?

Coaching Wrap-up Questions

1. What specifically have I achieved during the coaching period?

Review your goals, achievements and successes

- 1.
- 2.
- 3.

2. How am I different / What am I doing differently as a direct result of coaching?

Think as broadly as you can

- 1.
- 2.
- 3.

3. What are my top 3 goals and dreams in life right now?

Both personally and at work or in your career

- 1.
- 2.
- 3.

4. What are my top 5 priorities in life as I now understand them?

- 1.
- 2.
- 3.
- 4.
- 5.

5. What limiting beliefs have I let go of? I NO LONGER BELIEVE:

eg. about myself, life or others

- 1.
- 2.
- 3.

6. What positive new beliefs do I have? I NOW BELIEVE:

eg. about myself, life or others

- 1.
- 2.
- 3.

Coaching Wrap-up Questions

6. What have I learned about myself? *(Things that I perhaps haven't mentioned yet)*

- 1.
- 2.
- 3.

7. What have I learned during this coaching module that I will carry forward in life?

- 1.
- 2.
- 3.

8. What has been the best area of the coaching module for me?

- 1.
- 2.
- 3.

9. What are the best things about my life?

- 1.
- 2.
- 3.

10. What ONE piece of advice would I give myself to take forward?

-

What else would I like to note that would be useful to me going forward?

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-
-

Journal





**The abilities to understand
the perspectives of and
empathize with others,
including those from diverse
backgrounds, cultures,
and contexts.**

(Expect)

II. *Team Dynamics*



The abilities to develop and maintain systems of support and to effectively navigate settings with diverse individuals and groups

(Support)

III. Support Systems



**The abilities to *plan and* make
caring and constructive
choices about personal
behavior and *and*
*organizational goals.***

(Trust)

N. Decision Making