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■ “We can no longer ignore the leadership capacity of teachers-the largest group of school employees and those closest to students. Empowered teachers bring an enormous resource for continually improving schools. School reform is dependent on teacher leadership being developed, nurtured, and reinforced both in schools and throughout the district.”  
 ■ Brown & Moffett

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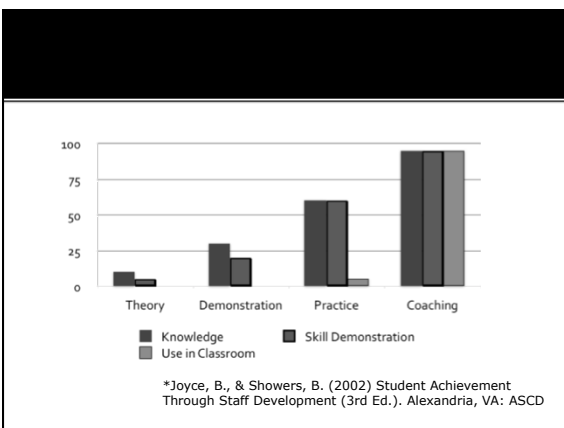
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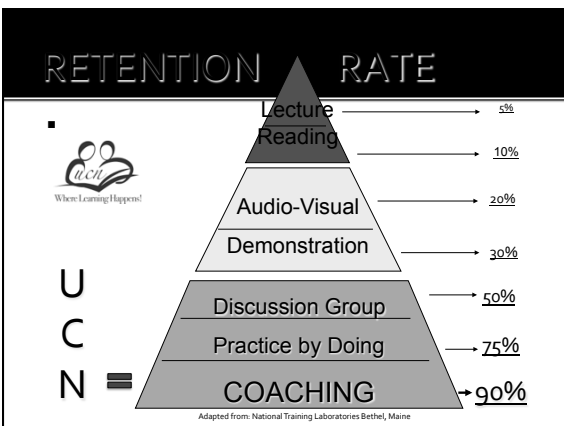
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- Assessment      A
  - Behavior/Social Competency      B
  - Content / Curriculum      C
  - Instruction/Intervention      I
  - Problem Solving      P
  - Differentiated coaching for performance excellence
- Coaching

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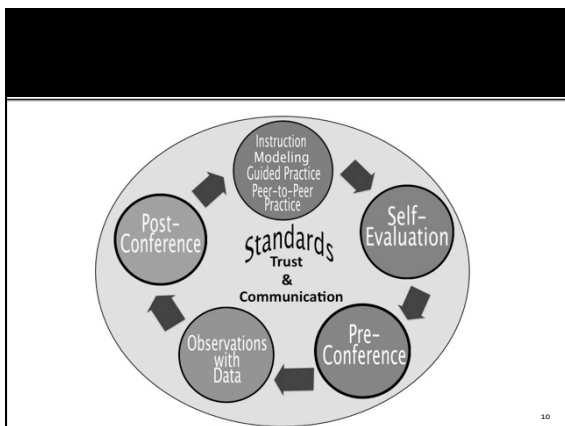
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- Use positive communication skills
- Focus on the target behaviors
- Use data tools (checklists/forms)
- Review data – guide teachers to make sense of observation data & student-level data
- Consider next steps

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- Need to know if students are learning what is being taught!
- Ongoing assessment-progress monitoring
- Identify learning targets
- Make decisions based on data
- Enable students to see and monitor their progress
- Provide constructive feedback to students

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- Create a safe, productive learning environment
- Articulate and teach expectations
- Effectively teach correct behavior
- Increase praise statements
- Increase students' opportunities to respond

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- Deep understanding of what is being taught
- Coaching Cycle
- Target behaviors
- Observation Protocols
- Prioritizing what content to teach
  
- ABCs of CBM
- One Minute Academic Functional Assessment & Interventions
- CHAMPS
- Discrete Trial
- PTR

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- Quality instructional delivery
  - Explicit instruction
  - Objectives clearly stated for students
  - Careful design of instruction
  - High levels of student engagement
  - Multiple chances to practice and demonstrate mastery

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- Identify problem/concern
  - Target behavior to increase or decrease
- Problem analysis
  - Collect & review data
  - Select intervention
- Implement a Plan
  - Focus on specific intervention
- Evaluate
  - Did it work?
  - Next steps?

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- Assessment     **A**
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  - Problem Solving     **P**
  - Differentiated coaching for performance excellence
- Coaching

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- Increase implementation in classroom-Coaching
- Focus on “Simple Things” – Target Behaviors
  - OTRs, Ratio of Interactions, Error Correction, Disruptions, On-Task behavior, Explicit Instruction
- Providing specific feedback – use data (formative)
- Microteaching

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- Power in asking . . .
  - “How am I doing?”
  - “Where to next?”
- Willingness to seek evidence on where students are not doing well – with focus to improve teaching practices
- Use data & evidence-based models

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- Intense “under-the-microscope” view of teaching
- Includes theory, demonstration, practice, feedback, & coaching
- Safe & cooperative climate to learn:
  - From each other – models /peers
  - From specific feedback
  - From the data

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Standards + Data + Goal + Skills

Motivation + Resources + Action + Evaluation

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All Components Included = Execution = Success!

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- Simple changes resulted in powerful impact
- Solved “in house” – not an imported solution
- Those involved trained one other – network
- Replicate “what works” – find the “Bright Spots”  
**successful efforts worth emulating**
- How do these lessons learned apply in your setting???

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- “If you want to bring about a fundamental change in people’s belief and behavior, a change that will persist and serve as an example to others, you need to create a community around them, where those new beliefs can be practiced and expressed and nurtured”.
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- Malcolm Gladwell, The Tipping Point

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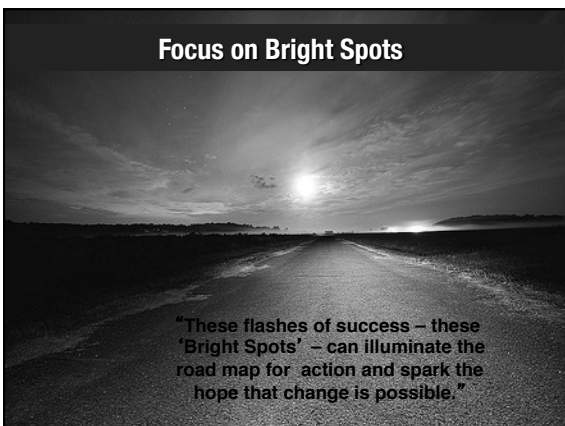
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■ Participants in Two-Year Experience . . .

- LEAs - 25
- Administrators - 55
- Mild-Moderate, Regular Educators, Psychologists - 130
- Severe, SLPs, Early Childhood, others - 35

▪ Total Participants - 215

▪ What about in YOUR district or charter ?

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**Progress Toward Great Things . . .**

- **"As we try to improve, we are drawn to the large, dramatic, and splashy programs for change, but we are impacted more by the small and simple changes in our daily routines. We don't change the world through epiphanies, but by doing lots of little things that add up to sustained transformation.**

**Simple things are not always easy to change, but by improving one thing at a time, we make progress toward great things"**

—Dave Ulrich, writing to his great-great-grandfather.

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■ Change because you see the light, not because you feel the heat.

- Dr. Steve Edwards, speaking on change, June, 2009

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