

TAKING ACTION to IMPROVE INEFFECTIVE INSTRUCTION



One of the most challenging aspects of teacher evaluation systems is how to improve the quality of instruction by underperforming teachers. Knowing how to support these teachers, often rated “needs improvement” or “unsatisfactory”, is a source of ongoing frustration. In this practical program, participants will learn to identify and assist individuals whose current instruction is not positively impacting student growth and outcomes. The program is based on the book by Alexander Platt and Caroline Tripp, *Strengthening Teacher Evaluation: Taking Action to Improve Ineffective Instruction*, aka *The Skillful Leader III* (2014).

15 Hour Program

AUDIENCE

PRINCIPALS
ASSISTANT PRINCIPALS
SUPERINTENDENTS
ASSISTANT SUPERINTENDENTS
COORDINATORS
TEAM LEADERS
DEPARTMENT HEADS
SUPERVISORS
DISTRICT LEADERS
TEACHER LEADERS
EVALUATORS

OUTCOMES

Participants will learn how to use multiple sources of data to diagnose issues, document and communicate problems skillfully, and draw on a repertoire of interventions to improve the quality of instruction. Case studies, video clips, artifacts and dozens of practical examples from K-12 will illustrate how to:

- Use a repertoire of communication strategies to match different individuals’ needs and range of situations
- Create strong, effective recommendations and follow-up
- Craft mini-plans to put improvement in place quickly
- Write formal improvement plans



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FORMAT

Participants are asked to bring district performance standards and hard questions and to be ready to compare notes with others who want to improve students' opportunities to learn and are facing similar obstacles. If possible, participants are encouraged to come with a team and leave ready to support one another's efforts and "take on the really tough stuff."

