



# Research for Better Teaching

Empowering Sustainable School Improvement

## PROGRAMS

### TEACHING:

Equip teachers with high-expertise teaching skills as well as the courage and conviction to assure that all students meet rigorous standards and acquire the 21st Century skills to achieve in the workplace.

PROGRAM NAME	AUDIENCE	DESCRIPTION	LENGTH	CREDITS
<b>Studying Skillful Teaching: Promoting Motivation, Learning, and Achievement (SST)</b>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teacher Leaders</li> <li>Instructional Coaches</li> <li>Administrators</li> </ul>	The Studying Skillful Teaching program is RBT's cornerstone program for building teachers' capacity – the knowledge and skills as well as the courage and conviction – to promote students' motivation, learning, and increased achievement. It is based on the belief that teaching is a process of decision-making; and that skillful teachers never stop learning through experimentation, data analysis, study, and collegial sharing about what works best for their students. This reflective dialogue is consistently rated by our clients as an invaluable asset for building common and coherent language among their educators.	37.5 hours (6 days)	eligible for: 3 graduate, 3 undergrad <i>or</i> 3 undergrad para credits
<b>Foundations in Teaching: Preparing for the First Years (FIT)</b>	<ul style="list-style-type: none"> <li>Beginning Teachers</li> </ul>	Beginning teachers need practical skills so that they can be successful in their first years of teaching. This program focuses on three major areas: an introduction to the belief in the growth mindset that says "smart is something you can get through effective effort;" classroom management and climate, emphasizing the elements that need to be in place for a classroom to run smoothly and productively; and the development of clear learning objectives as the anchor for creating daily lesson plans.	18 hours (3 days)	eligible for: 1 graduate credit
<b>High-Expectations Teaching (Hi-Ex 3-Day)</b>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teacher Leaders</li> <li>Instructional Coaches</li> <li>Administrators</li> </ul>	This program teaches what it looks like and sounds like when a teacher acts authentically from a growth mindset. Participants will learn how to choose language, develop classroom structures, and use effective instructional strategies to motivate all students, but particularly to get low-performing, low-confidence students to change their stereotypes about themselves.	18 hours (3 days)	eligible for: 1 graduate credit
<b>High-Expectations Teaching: Smart is Something You Can Get (Hi-Ex 6-Day)</b>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teacher Leaders</li> <li>Instructional Coaches</li> <li>Administrators</li> </ul>	The 6-day version adds an in-depth case study in which participants apply all the skills and structures of the program to one student to get that student to change their stereotype of themselves. Additional content topics include generating student agency, choice and voice as well as goal setting, explicit teaching of 6 elements of effective effort to students, and teaching them effective study strategies.	37.5 hours (6 days)	eligible for: 3 graduate <i>or</i> 3 undergrad credits

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PROGRAM NAME	AUDIENCE	DESCRIPTION	LENGTH	CREDITS
<b>Making Student Thinking Visible: Audited Version (MSTV)</b>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teacher Leaders</li> <li>Instructional Coaches</li> <li>Administrators</li> </ul>	This program equips teachers to create robust talk environments where students talk more than teachers and at a high level of thinking. When skillfully applied, these skills build students' social skills, classroom climate, and high levels of engagement in meaningful ways across grade levels and content areas.	20 hours (online)	not eligible
<b>Making Student Thinking Visible: Coached Version (MSTV)</b>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teacher Leaders</li> <li>Instructional Coaches</li> <li>Administrators</li> </ul>	This program equips teachers to create robust talk environments where students talk more than teachers and at a high level of thinking. When skillfully applied, these skills build students' social skills, classroom climate, and high levels of engagement in meaningful ways across grade levels and content areas. In addition, teachers will develop a plan and begin implementing MSTV into their student learning environment. Teachers will receive coaching and feedback throughout the program.	45 hours (online)	eligible for: 3 graduate credits

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**LEADING:** Prepare leaders to execute thoughtful and efficient teacher evaluation and to support teacher development.

PROGRAM NAME	AUDIENCE	DESCRIPTION	LENGTH	CREDITS
<b>Analyzing Teaching for Student Results (ATSR)</b>	<ul style="list-style-type: none"> <li>Administrators</li> <li>Instructional Coaches</li> <li>Teacher Leaders</li> <li>District Leaders</li> <li>Supervisors and Evaluators</li> </ul>	This is a program for leaders on how to improve classroom teaching and learning. Reflecting the national shift towards learning-focused supervision and evaluation, the Analyzing Teaching for Student Results (ATSR) program helps leaders zero in on the impact of teaching decisions on students. During the program, participants examine high-leverage teaching strategies and use both a common language and a concept system about teaching to support any state framework. The seven-day curriculum provides multiple opportunities for participants to develop keen observation and analytical skills that will support teachers in building their own capacity to impact students' learning.	42 hours (7 days) <i>Plus site visit</i>	eligible for: 3 graduate credits
<b>Social Emotional Learning: Planning for Sustainable Systemic Implementation (SEL)</b>	<ul style="list-style-type: none"> <li>District Leaders</li> <li>Administrators</li> <li>Teacher Leaders</li> </ul>	Social emotional learning (SEL) is rightfully at the top of most districts' agendas these days. After all, "Emotions are everywhere" and have a profound influence on student learning. This is a program for district level planning teams. RBT has reviewed the SEL field and identified 12 different approaches in the field. They can be viewed in progressive levels of complexity and sophistication. Adopting a good SEL program is a good start, but is not enough. Most programs focus on only one of the 12 approaches, and a district must develop a comprehensive plan to meet the needs of their students. In this program, participants will be introduced to the 12 approaches and they will begin to review the current status of their school/district's implementation of each of the twelve. Then they will begin to develop a clear, comprehensive SEL plan, all through the lens of high-expertise teaching.	18 hours (3 days)	eligible for: 1 graduate credit
<b>How to Build Strong Adult Professional Culture: The Essential Ingredient for School Improvement (APC)</b>	<ul style="list-style-type: none"> <li>Administrators</li> <li>Instructional Coaches</li> <li>Teacher Leaders</li> <li>District Leaders - <i>especially those who supervise principals, and designers of leader certification programs.</i></li> </ul>	This is a program about the everyday behaviors of school leaders who successfully build strong Adult Professional Cultures (APC). It is a program for principals, assistant principals, team leaders, and instructional coaches, and very much for central office personnel who interact with school leaders. Our learning at RBT, supported solidly by research, is that there will be no sustainable improvement in student results and no elimination of the achievement gap until leaders and teachers succeed in making strong the norms of behavior between adults.	37.5 hours (6 days)	not eligible

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**LEADING:** Prepare leaders to execute thoughtful and efficient teacher evaluation and to support teacher development.

PROGRAM NAME	AUDIENCE	DESCRIPTION	LENGTH	CREDITS
<b>The Skillful Leader: Taking Action to Improve Ineffective Instruction (TSL)</b>	<ul style="list-style-type: none"> <li>Administrators</li> <li>District Leaders</li> <li>Teacher Leaders</li> <li>Supervisors and Evaluators</li> </ul>	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. Sample strategies and approaches from the book by Platt and Tripp, <i>Strengthening Teacher Evaluation: Taking Action to Improve Ineffective Instruction</i> , aka The Skillful Leader III (2014).	18 hours (3 days)	not eligible
<b>Coaching for Sustainable School Improvement (CSSI)</b>	<ul style="list-style-type: none"> <li>School and District Instructional Coaches</li> <li>Teacher Leaders</li> </ul>	This program prepares coaches to play the vital role of improving instruction by working with individual teachers to hone their practice, providing just-in-time professional learning opportunities tied to teacher and school goals, and strengthening a collaborative professional culture. Features the use of classroom video in the coaching relationship and incorporates the work of leading coaching expert, Jim Knight.	18 hours (3 days) <i>Plus optional virtual follow-up</i>	eligible for: 2 graduate credits
<b>Differentiated Conferencing (DC)</b>	<ul style="list-style-type: none"> <li>Administrators</li> <li>District Leaders</li> <li>Teacher Leaders</li> <li>Supervisors and Evaluators</li> </ul>	The Differentiated Conferencing program instructs supervisors and coaches on how to develop the knowledge and skills to conduct meaningful and actionable conversations with teachers who are at different levels of professional maturity. It helps them build their capacity to have effective conferences with teaches at five different levels of development. Participants will develop a repertoire of skills to apply in situations from non-directive to directive and even to particularly difficult conversations. Supervisors and coaches grow their conferencing skills and match their clients with just-right approaches.	42 hours (7 days)	eligible for: 3 graduate credits

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### DATA USE:

Build robust teams and train coaches that make effective use of multiple sources of data, especially formative assessments, to continuously improve teaching and learning.

PROGRAM NAME	AUDIENCE	DESCRIPTION	LENGTH	CREDITS
<b>Coaching High-Impact Teacher Teams: Four Steps to Improving Student Achievement (TEAMS)</b>	<ul style="list-style-type: none"> <li>Coaches, Teacher Leaders, Facilitators of Teacher Teams</li> <li>Professional Developers and the Administrators who supervise them</li> </ul>	High-impact teacher teams build their collective expertise in the practices that matter most for increasing student achievement: they clarify learning goals, they plan for and infuse formative assessment practices throughout their instruction, they analyze results based on pre-established success criteria, and they take timely, targeted action to provide feedback, re-teach, and extend learning. In short, they use data frequently and in-depth to make sure that each student succeeds.	18 hours (3 days) <i>Plus required on-site or virtual follow-up</i>	eligible for: 2 graduate credits
<b>Data Coaching: Unleashing the Power of Collaborative Inquiry (DATA)</b>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Administrators</li> <li>Coaches</li> <li>Staff Developers</li> </ul>	This program is for Data Coaches and school/district leaders of Data Teams to learn how to lead a structured process of collaborative inquiry that increases professional community, effective uses of data, and student achievement. Based on <i>The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry</i> (Corwin Press, 2008) by Love, Stiles, Mundry, and DiRanna.	37.5 hours (6 days) <i>On-site follow-up recommended</i>	eligible for: 3 graduate credits

### OUR MISSION:

More high-expertise teaching for more children in more classrooms more of the time. We work to accomplish this by making every school an engine for constant learning about high-expertise teaching that will reach all children.

### CORE VALUES:

**Substance:** Focusing on what matters most.

**Continuity:** Working in districts for enduring change.

**Service:** Being there and staying for as long as it takes.

**Professional Learning:** Growing and Improving.

*Customization is available upon request and is dependent upon the needs of the client.*

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