

COACHING HIGH-IMPACT TEACHER TEAMS (TEAMS): Four Steps to Improving Student Achievement

High-impact teams build their collective expertise in the practices that matter most for student achievement: (1) they clarify the learning goals so students are crystal clear about what success looks like; (2) they plan for and infuse formative assessment practices throughout their instruction; (3) they analyze assessment results based on pre-established success criteria and identify specific errors in student thinking; and (4) they take timely, targeted action to provide feedback, reteach, and extend learning. In short, they use data frequently and in depth to make sure that each student succeeds.

For decades, Research for Better Teaching (RBT) has been studying and learning about high-impact teacher teams, teams that improve student achievement – one meeting at a time. We know that building such teams is not easy. Team time is short; agendas are full. Coaches or teacher leaders don't often have the time they need to research and plan team meetings. And the demand to meet the needs of diverse learners is pressing every day. But it is possible. And it is vital to our students' success. When teachers gain collective confidence and skill in how to improve student achievement, they can quadruple the speed of learning, literally obliterating achievement gaps, according to John Hattie's most recent research (www.corwin.com/visible-learning, 2016).



OUTCOMES

This course distills what high-impact teams do into a practical approach that coaches and team leaders can implement immediately. Participants will learn how to:

- Increase the effectiveness of teacher teams by focusing on the highest leverage actions to improve teaching and learning
- Build the foundation for collaboration, strengthening an adult professional culture for continuous learning
- Plan team meetings that are differentiated based on student and team needs
- Act as co-learner and partner, not necessarily as “the expert”
- Facilitate team activities for learning about, taking action, and reflecting/assessing impact in a four-step improvement cycle:
 - Step 1: Clarify learning target and success criteria for students
 - Step 2: Infuse formative assessment in their daily practice
 - Step 3: Analyze formative assessment results
 - Step 4: Take timely, targeted F-I-R-M-E (Feedback, Investigation of student thinking, Reteaching, Moving on, and Extending learning) action

18 HOUR PROGRAM (3-Days)

Plus required site visits or virtual follow-up

Participants completing all program requirements are eligible to receive 2 graduate credits for an additional cost through Fitchburg State University

Contact info@RBTeach.com for more information

AUDIENCE

- Coaches, Teacher Leaders, and Facilitators of Teacher Teams
- Professional Developers and the Administrators who supervise them





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FORMAT

- Three-day experiential workshop sessions
- Virtual coaching sessions led by an RBT instructor to support participants in transferring new knowledge into their practice and/or
- Onsite coaching sessions where an RBT instructor co-plans with participants, observes them facilitating, and provides feedback
- Online materials for facilitating team meetings, including facilitator guides, handouts, and videos

Learning Map: Coaching High-Impact Teacher Teams

