

GSRP Plan

How do we foster self-help skills in all parts of the day?

How do we get teachers to teach self-help skills with fidelity?

Subtitle: Children are active, independent participants in their day

Fostering Collective Teacher Efficacy-Persisting Against Challenges to Realize Increased Student Results

- Educate and encourage parents to foster self-help skills via TS Gold modeled examples
- Direct connections to TS Gold Social Emotional-Cognitive Objectives/Dimensions in lesson plans in ALL parts of day
- Setting expectations with children about appropriate actions with practice
- Modeling appropriate actions with children

Set up work group to determine self-help lessons (In the classroom what does this look like?)

Home visit has direct conversation about self-help skills and given a self-help checklist.

Make a checklist! This is what it looks like to teach self-help skills.

Plan, Act, Review, Celebrate!

Collecting Data

- Collect and analyze data in Behavior Information Rating System (BIRS) to determine student learning needs per teacher, what professional learning needs to occur per ECS.

Theory of Action is for consistency....How do we get all staff to be completing the items above?

How can we clarify change?

What comes first?

Changes in Beliefs

Changes in Practice

Professional Learning

Increased Student Achievement

When there is an issue during meetings, etc., there has to be a “Therefore ____” How can we solve it? The complaining stops...

Professional Development vs. Professional Learning

Define Learning: Knowledge, education, wisdom; gaining these and allowing it to merge with what you already know. Explore in a new way, reshape.

Recommended Books: Intentional Interruptions and Start with Why

Learning is the process through which experience shapes behavior and has a permanent impact on student achievement

Technical vs. Adaptive-It's about Learning-solving adaptive challenges

Technical: Administering a practice test in order to prepare students for the ministry exams. Increasing the penalty for late or missing work. Sending students for resource support.

Adaptive: Helping content-area teachers integrate literacy instruction into their everyday practice. Raising awareness of ineffective grading practices. Helping teachers differentiate instruction to meet students' readiness levels. (This is GSRP!)

Activity Trap: Moving from one activity to the next. Shape Sorter.

Effective Size Research:

Collective Efficacy: Collective teacher efficacy refers to collective self-perception that teachers in a given

Develop an Inquiry Question:

Consider:

Something you are interested in and genuinely curious about

Not yes/no answer (open ended-how-what-which, versus -do-does-can) also measurable.

Reasonable (time management and within your scope of control)

Connected to an urgent learning need within your classroom/department/school

Question requires an answer that is sought through changes in adult actions

Specific terminology-not too broad

What-How-Why or Why-How-What