ANALYZING TEACHING for STUDENT RESULTS



Reflecting the national shift towards learning-focused supervision and evaluation, the Analyzing Teaching for Student Results (ATSR) program helps leaders zero in on high-leverage teaching strategies that make a difference to student learning. During the program, participants examine and use both a common language and a concept system about teaching to support any state framework. The 7-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.

To ensure the alignment of our work with our national client base, crosswalks between *The Skillful Teacher* and various states' and leading educators' evaluation standards and models have been developed and are available at *www. RBTeach.com* for course participants.

AUDIENCE

ADMINISTRATORS TEACHER LEADERS SUPPORT STAFF

OUTCOMES

As a result of taking this program, participants will be able to:

- Name, explain, and document what expert instructors know and do in many performance areas from classroom management to planning standards-based lessons and assessments
- Communicate effectively about practices and decisions that impact student learning
- Provide standards-based feedback and collegial conferences about teaching practice to stimulate reflection and growth, and thereby support and sustain high-quality teaching
- Use multiple data sources to assess growth opportunities and help meet new requirements for teacher goal-setting and improvement planning

42 Hour Program with Site Visit

Participants completing all program requirements can receive optionally three graduate credits through Fitchburg State University.



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FORMAT

Practice exercises, video clips, case studies, collegial problem-solving, and fieldwork that are used all emphasize a range of instructional leadership skills. ATSR also includes a site visit to participants working within a 90-mile radius of the program location.

The Strands of Instructional Leadership

High Student Achievement



