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## Methods of Support

### Lab Days: Focus on Methodology

A grade-level team (or, in smaller schools, teachers from two or three grade levels) is released for a three-hour lab experience. A consultant can serve two groups of teachers in a day. Activities include:

- Training and collaboration to preview the lab experience
- Modeling or co-teaching in a classroom,
- Debriefing the classroom experience
- Co-planning for follow-up lessons
- Collaboration with principal to plan accountability for application of learning

### Guided Planning: Focus on Content

A grade-level team (or, in smaller schools, teachers from two or three grade levels) is released for orientation to an upcoming unit of study. A full day is best for this work, although we do offer three-hour sessions. Activities can include:

- Collaboratively creating a unit overview and unit calendar.
- Previewing the progression of lessons and strategies to be taught and writing up the first few daily plans;
- Preparing model writing and charts;
- Examining relevant standards, rubrics, and student anchor papers;
- Planning for differentiation to address specific needs.

### Individual Coaching: Focus on Responding to Individual Teachers' Needs

One-on-one work with all or selected teachers (targeting teachers with the potential to serve as resources for colleagues is recommended).

- Can include co-planning, modeling, co-teaching, observation, and/or feedback.
- Often schools opt for 30-60 minutes in the classroom and 30-60 minutes of meeting time per teacher.

### Leadership Support: Focus on Designing Systems and Structures, and on Building Coaching Capacity

Work with principals, instructional specialists, and/or coaches. Activities can include:

- Strategy meetings to design systems and plan for teacher support and accountability.
- Co-coaching to model and practice one-on-one teacher support.
- Visits to high-performing schools using the same methodology.

### Workshops: Focus on Specific Topics

Trainings focused on the practical application of principles proven by research to be effective. Teachers collaborate to observe, read, reflect, discuss, role-play, design lessons, and/or study student work. Options range from a two-hour meeting to a five-day training. Please see our website for topic.

### Data Workshops: Focus on Planning Data-Based Instruction

The full staff examines students' writing-on-demand assessments. This three-part series includes the sessions below. Three hours is ideal for these sessions, but with two hours we can start teachers on work that they can complete in grade-level teams.

- Norming meeting to assure inter-rater reliability when scoring student work.
- Planning meeting to review pre-unit assessment data and to begin designing differentiated instruction.
- Reflection meeting to review post-unit assessment data, note when instruction was most effective, when it was least effective, and set growth goals for teachers.