

***Five Leadership Behaviors
That Raise Student
Achievement***

February 26, 2026

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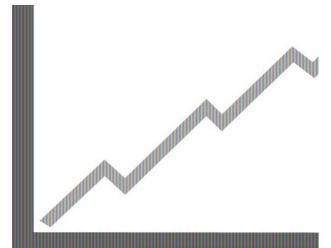
We have a great deal to celebrate. Please share a celebration of:

- Specific increase in student learning
- A proud culture moment
- Evidence of professional development/conversation paying off
- Leader's choice



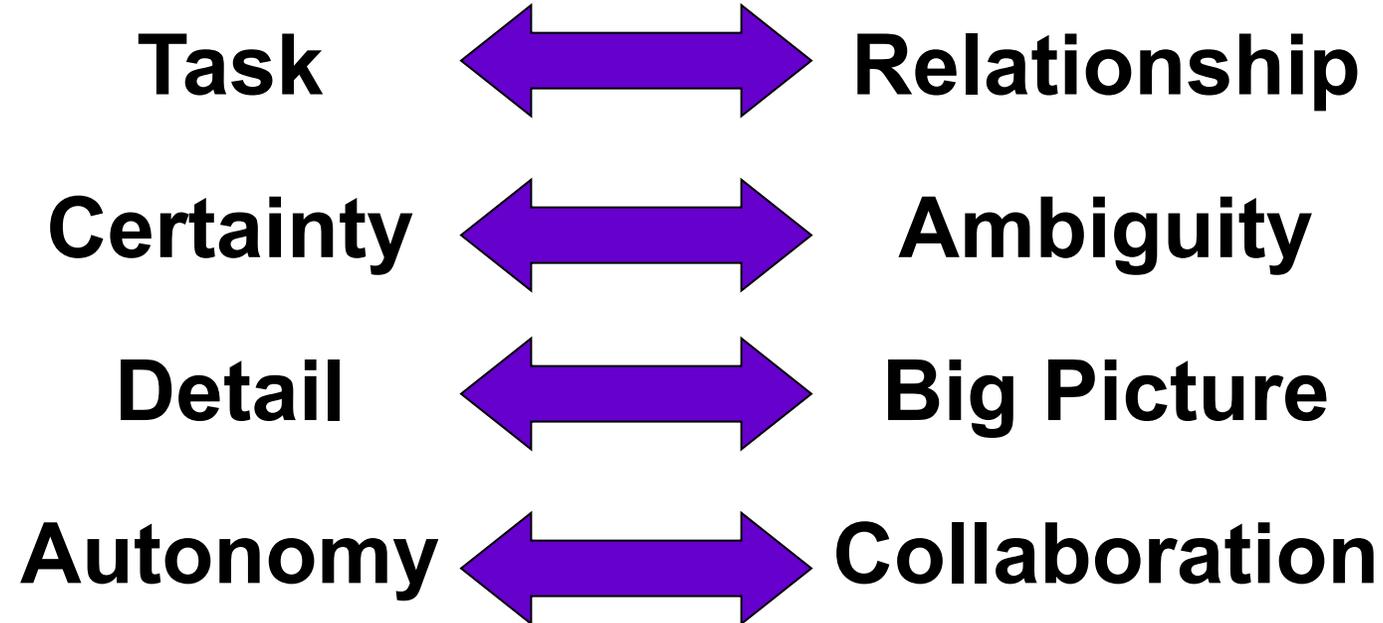
Objectives

- Identify and define leadership behaviors that raise student achievement.
- Identify pitfalls and discuss strategies to overcome obstacles when demonstrating those behaviors.
- Assess your strengths as a leader that allow you to be most effective.
- Chart mentally the next steps for your school/district to fully maximize these behaviors.



There are predictable dynamics in groups.

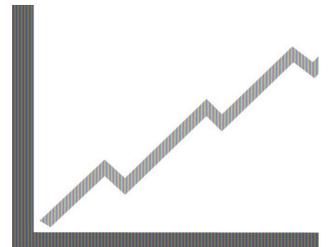
Principle: Predictable tensions arise for group members and group leaders.

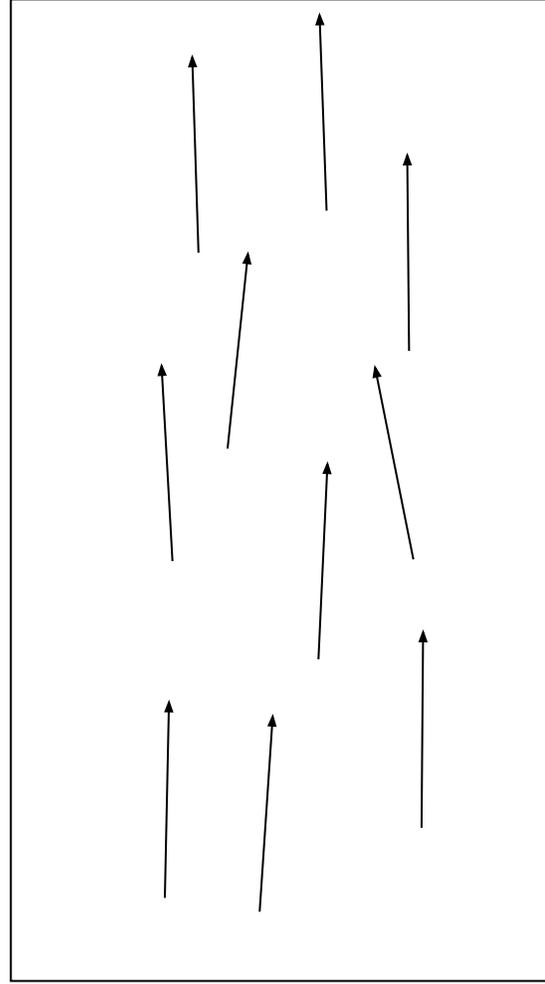
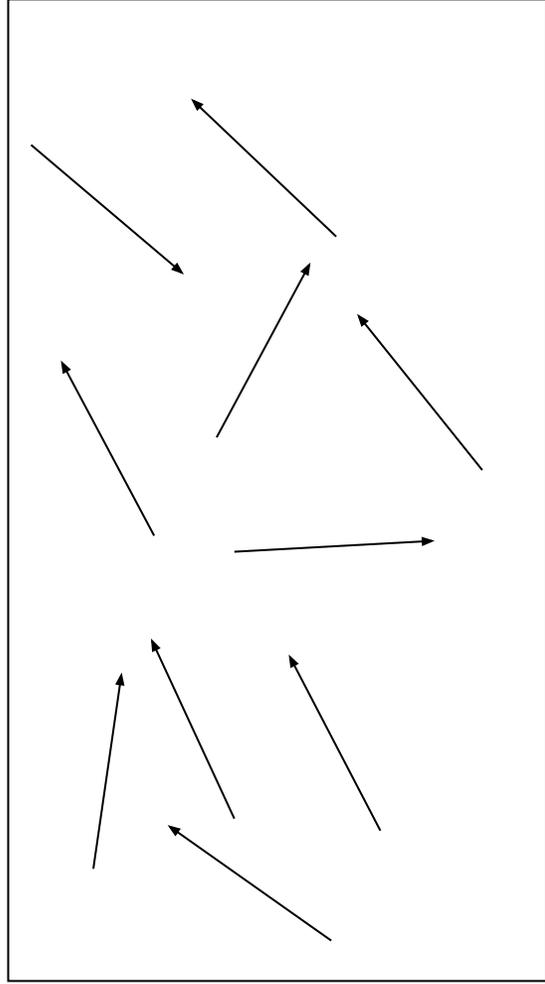


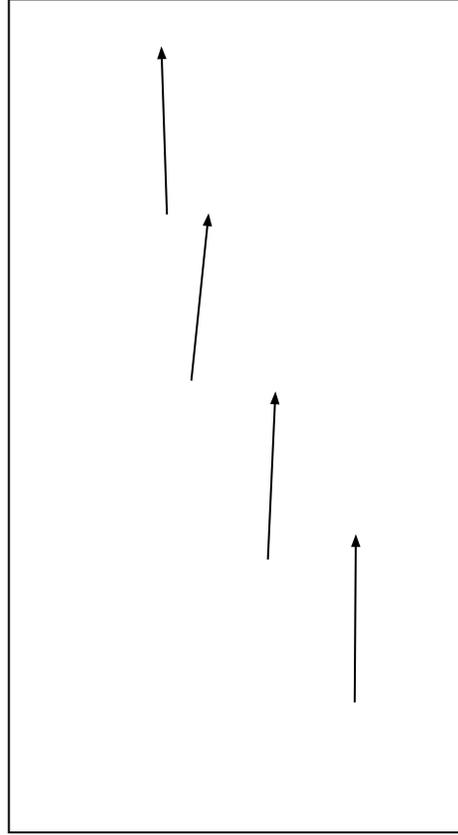
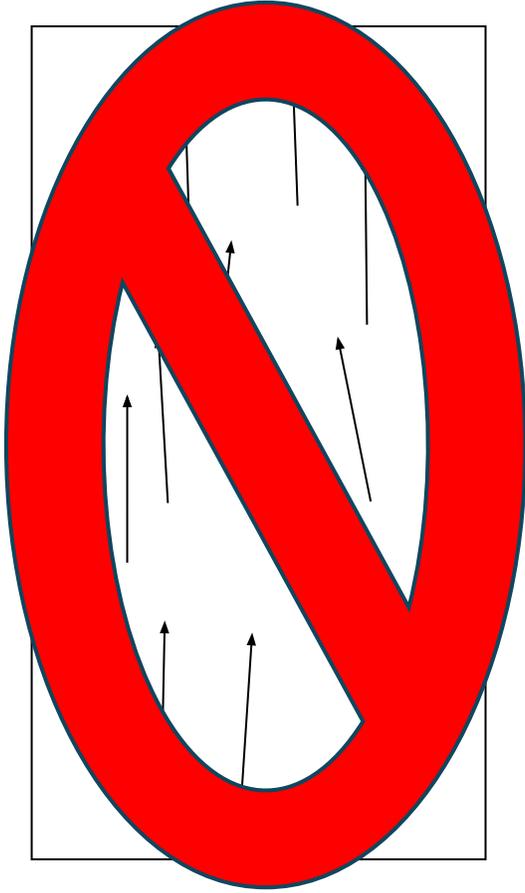
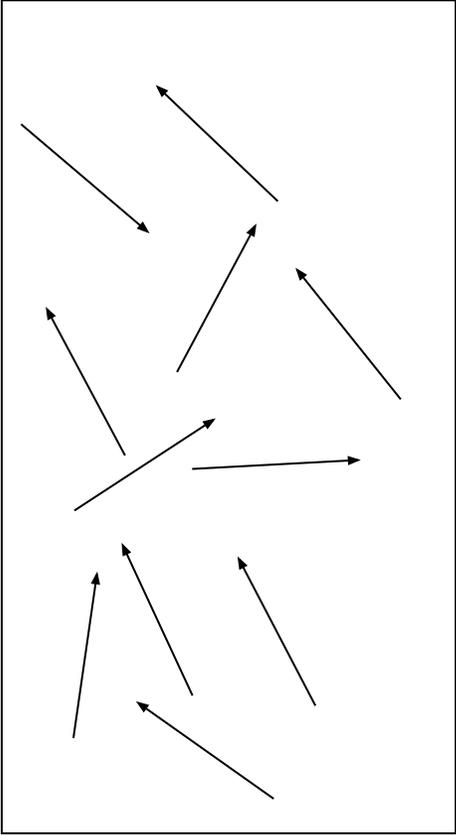
The Power of Psychological Safety

	Low Standards	High Standards
High Psychological Safety	Comfort Zone	Learning & High Performance Zone
Low Psychological Safety	Apathy Zone	Anxiety Zone

From: *The Fearless Organization* by Amy Edmondson







THE FAR SIDE



High above the hushed crowd, Rex tried to remain focused. Still, he couldn't shake one nagging thought: He was an old dog and this was a new trick.

Why do we talk about leadership

We all face many of the same issues.

- Effectiveness in communication
- Clarity in expectations:
 - What we mean.
 - What people think we mean.
 - What actually gets done.
- When there is alignment there is less tension and the tension that does exist is more easily resolved.
- The goal—Get better; Help others get better.



Think for a moment about the most powerful components we as leaders control to raise student achievement.

Take three slips of paper and individually write down the three components (e.g. guaranteed and viable curriculum).



Now, in your group, develop a consensus about the components, from greatest impact to least impact.

The person with the least experience in his/her current position, will report out for the group.



3 Hurdles to Gains In Student Learning

1. Lack of goals and/or goal clarity.
2. Overwhelming number of programs to address the concern
 - No program evaluation based on data
 - Sacred cows or “I feel it is effective”
3. Unaware or unresponsive to practices detrimental to successful goal attainment
 - Intervention pullout during core instruction
 - Whittling away of instructional time by starting late, leaving early, excessive time in self-directed learning
 - Incongruent instructional materials, intervention practices
 - “Important” interruptions to instruction for announcements, convocations, guest speakers, “culture building events”



Leaders that raise student achievement ensure:

1. Common Lesson Design

2. Guaranteed and Viable Curriculum

3. Goal Aligned, Detailed Data Rosters, Routinely Updated

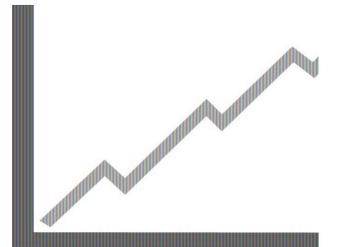
4. Collaboration Focused on Raising Student Achievement (More than just PLC)

5. Teacher Evaluation As a Process Not an Episode

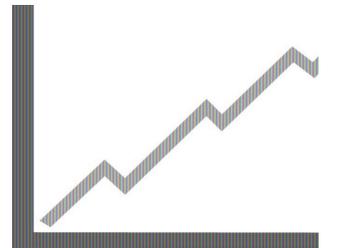


“We need to get the
basics before innovation.”

Mike
Schmoker



*When you think about lesson design,
what components/elements does it
include?*



Common Lesson Design:

1. Learning Objective (Standards)
 2. Anticipatory Set
 3. Input
 4. Modeling
 5. Guided Practice
 6. Check for Understanding
 7. Independent Study
 8. Closure
- (Madeline Hunter)

1. Clear Learning Objective (Standards)
 2. Anticipatory Set
 3. Teaching/Modeling/
Demonstrating
 4. Guided Practice
 5. Check for Understanding/
Formative Assessment
 6. Independent Practice
- (Mike Schmoker)



When we think about lesson design, what should be expected of teachers?

- New teacher
- Effective teacher
- Highly effective teacher
- Teacher needing improvement

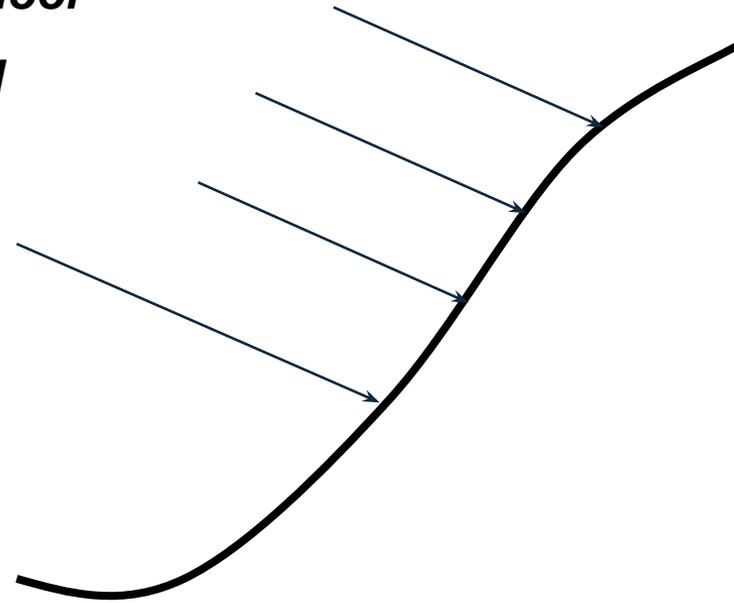


In your groups, please think about in class interventions. Develop a comprehensive list.



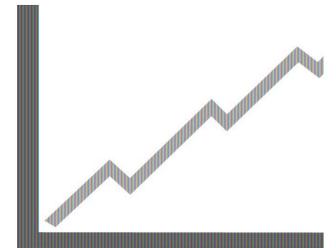
J Curve

*Intensive out of school
intervention*
*Intensive in school
intervention*
*Intensive in class
intervention*
*Intensive in class
intervention*

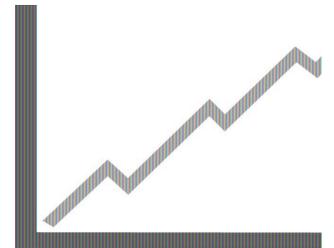


Time for Learning

Student Learning



Lesson Design is rated as the #1 most important thing leaders do to raise student achievement. Do you agree? Why or why not?



What is one thought/follow-up on
Lesson Design?



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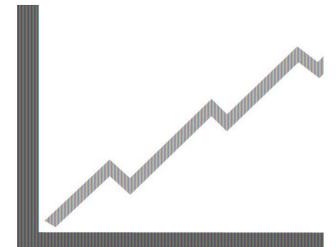
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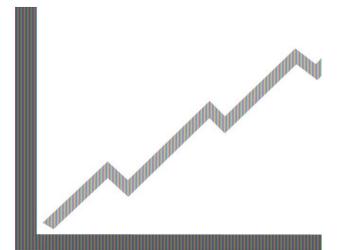


Guaranteed and Viable Curriculum

1. Common format across subjects, across grade levels
2. Includes standards (Unidimensionality)
3. Cognitive alignment between the standard and demonstration of learning
4. Clear student performance standards
 - Common formative assessments
 - Common summative assessments connected to data rosters
5. Instructional materials
 - Materials for intervention (When possible aligned with primary teaching materials)
 - Materials for enrichment



Thinking about **Guaranteed and Viable Curriculum** and what that looks like in classroom, what needs to happen next in your district? Think about the different grade levels and courses for your response.



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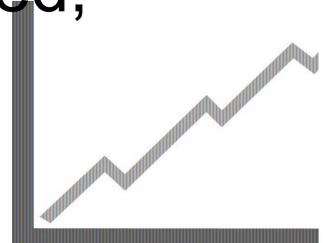
The Evolution of Goals

- No goal
- No specific goals
- Specific goal with no measurable checkpoints toward the achievement of the goal.
- Specific goal with measurable checkpoints toward the achievement of the goal but not effectively communicated.
- Specific goal with measurable checkpoints toward the achievement of the goal, well communicated but everyone does not know/understand his/her role in achieving the goal.



The Evolution of Goals (Continued)

- Specific goal with measurable checkpoints toward the achievement of the goal, well communicated but everyone does not know/understand his/her role in achieving the goal.
- Specific goal with measurable checkpoints toward the achievement of the goal are well communicated, everyone understands his/her role in achieving the goal, yet checkpoints are not reviewed as planned.
- Specific goal with measurable checkpoints toward the achievement of the goal are well communicated, everyone understands his/her role in achieving the goal, checkpoints are reviewed as planned, current practices are not reviewed, adjusted if necessary or celebrated.



The Evolution of Goals (Continued)

- Specific goal with measurable checkpoints toward the achievement of the goal are well communicated, everyone understands his/her role in achieving the goal, checkpoints are reviewed as planned, current practices are not reviewed, adjusted if necessary or celebrated.
- Specific goal with measurable checkpoints toward the achievement of the goal are well communicated, everyone understands his/her role in achieving the goal, checkpoints, along with current practices are reviewed as planned, adjustments are made if necessary—and well communicated; midpoint celebrations take place to build momentum toward the final outcome. *

*Upon achievement of the goal, a rigorous review takes place while the outcome is fresh in everyone's mind and what is learned serves as the foundation for the following year's goal.

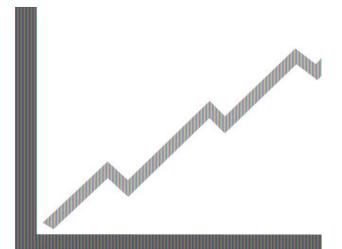


What are some ways we can keep the goal front and center...of our staff, students and community?



What is the strength of our goal setting process?

Where is an area we can improve on our goal setting process?



In grades K-5 we pivot the Beginning-of-Year Dibels against End-of-Year Dibels.

CORP Dibels Held at Core BOY (rows) to EOY (columns)				
	Column Labels			
Row Labels	Core Support	Strategic Support	Intensive Support	Grand Total
Core Support				
Count	3133	102	21	3256
% of Row	96.22%	3.13%	0.64%	100.00%
Strategic Support				
Count	327	98	26	451
% of Row	72.51%	21.73%	5.76%	100.00%
Intensive Support				
Count	199	102	188	489
% of Row	40.70%	20.86%	38.45%	100.00%
Total Count	3659	302	235	4196
Total % of Row	87.20%	7.20%	5.60%	100.00%

Comparison Schools – ELA Held at Core



District	Pop	Started Passers	Held Passers	2022 Pass Rate* UtF	2023 Pass Rate* UtF	Held At Core	Lost from Core	Move to Core	Kept Form Core
Damar Charter Academy	29	2	2	0.068966	0.068966	1	0	0	1
IN Sch for the Blind & Vis Imprd	26	1	1	0.038462	0.115385	1	0	0.08	0.92
Smith Academy for Excellence	35	5	5	0.142857	0.228571	1	0	0.1	0.9
The Genius School	31	2	2	0.064516	0.322581	1	0	0.275862069	0.724138
Brownsburg Community School Corp	3813	2656	2391	0.696564	0.711251	0.900225904	0.099774	0.277441659	0.722558
Carmel Clay Schools	5979	4042	3619	0.676033	0.701957	0.895348837	0.104651	0.298399587	0.7016
Seven Oaks Classical School	184	107	95	0.581522	0.630435	0.887850467	0.11215	0.272727273	0.727273
Paramount Brookside	392	193	171	0.492347	0.581633	0.886010363	0.11399	0.286432161	0.713568
Covington Community School Corp	282	139	123	0.492908	0.524823	0.884892086	0.115108	0.174825175	0.825175
South Montgomery Com Sch Corp	617	315	278	0.510535	0.615883	0.882539683	0.11746	0.337748344	0.662252
Plainfield Community School Corp	2151	1250	1101	0.581125	0.616457	0.8808	0.1192	0.249722531	0.750277
Duneland School Corporation	2058	1127	992	0.547619	0.623421	0.880212955	0.119787	0.312567132	0.687433
Penn-Harris-Madison School Corp	4087	2487	2189	0.608515	0.622706	0.88017692	0.119823	0.2225	0.7775
School Town of Speedway	635	333	293	0.524409	0.582677	0.87987988	0.12012	0.254966887	0.745033
The Bloomington Project School	166	108	95	0.650602	0.63253	0.87962963	0.12037	0.172413793	0.827586

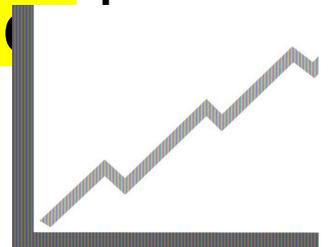
Comparison Schools – ELA Intervention Moved to Core



District	Pop	Started Passers	Held Passers	2022 Pass Rate* UtF	2023 Pass Rate* UtF	Held At Core	Lost from Core	Move to Core	Kept Form Core
Paramount Cottage Home	48	24	21	0.5	0.666667	0.875	0.125	0.458333333	0.541667
Paramount Englewood	201	76	65	0.378109	0.58209	0.855263158	0.144737	0.416	0.584
The Oaks Academy	462	302	263	0.65368	0.688312	0.870860927	0.129139	0.34375	0.65625
South Montgomery Com Sch Corp	617	315	278	0.510535	0.615883	0.882539683	0.11746	0.337748344	0.662252
Duneland School Corporation	2058	1127	992	0.547619	0.623421	0.880212955	0.119787	0.312567132	0.687433
Union Township School Corp	515	312	265	0.605825	0.63301	0.849358974	0.150641	0.300492611	0.699507
Carmel Clay Schools	5979	4042	3619	0.676033	0.701957	0.895348837	0.104651	0.298399587	0.7016
Diocese of Evansville	2269	1592	1387	0.701631	0.699427	0.871231156	0.128769	0.295420975	0.704579
School Town of Munster	1463	879	755	0.60082	0.630895	0.858930603	0.141069	0.287671233	0.712329
Paramount Brookside	392	193	171	0.492347	0.581633	0.886010363	0.11399	0.286432161	0.713568
Brownsburg Community School Corp	3813	2656	2391	0.696564	0.711251	0.900225904	0.099774	0.277441659	0.722558
Mill Creek Community Sch Corp	546	239	199	0.437729	0.520147	0.832635983	0.167364	0.276872964	0.723127
The Genius School	31	2	2	0.064516	0.322581	1	0	0.275862069	0.724138
Seven Oaks Classical School	184	107	95	0.581522	0.630435	0.887850467	0.11215	0.272727273	0.727273
North West Hendricks Schools	709	444	388	0.626234	0.648801	0.873873874	0.126126	0.271698113	0.728302

Goal Aligned, Detailed Data Rosters, Routinely Updated

1. Classroom data rosters, with predictive information for each student, are routinely updated and distributed to teachers
2. Collaborative processing of the newly released information, intervention supported by and widely communicated by building leadership
3. Celebrate successes and process interventions—begin identifying what works, what works best and in some cases who is the best at making it work
4. Clear plan (evidence of changed practice based on the data) is put in place leading to the next update; a sense of **urgency** woven into the interventions



Why is predictability so important?

Do you study and react to correlation between data roster standardized data and student grades?



What we've learned

1. Be careful not to exit students from intervention too soon.
2. There are some great predictors and some not so much—know the difference
3. Be sure you know what you are predicting and it matters: Be specific in the problem you are identifying—everyone should know what the problem is, how we are trying to fix it and the progress we are making. This must be reviewed on a regular basis.
4. Don't rule out common sense and generalities but supporting data is important
5. There is a thing as too many or too much assessment
6. Common assessments increase dialogue about what is important to teach, but more importantly defines the level of quality of student performance.
7. Formative assessments done correctly are the most important tool for increasing student learning and teacher effectiveness.
8. Integrate goal setting into PLC—regular checkpoints toward the goal
9. Can't argue with the data—correlation is a powerful thing.

What is one thought/follow-up on
**Goal Aligned, Detailed Data Rosters,
Routinely Updated?**



Leaders that raise student achievement ensure:

1. Common Lesson Design
2. Guaranteed and Viable Curriculum
3. Detailed Data Rosters, Routinely Updated
- 4. *Collaboration Focused on Raising Student Achievement
(More than just PLC)***
5. Teacher Evaluation As a Process Not an Episode



Collaboration Isn't Just for PLC Anymore:

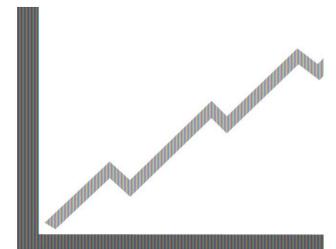
1. Prioritization of standards
2. Deconstructing the standards
3. Alignment of instructional materials (after examining the student learning data)
4. Develop effective intervention strategies and alignment of instructional materials and settings (after examining the student learning data)
5. Vertical review of student performance on common and standardized assessments focused on increasing rigor. (Purposeful spiraling of essential content.)



Collective efficacy is the shared conviction that educators make a significant contribution in raising student achievement.
(Hatti, 2020)



Collective efficacy was **three times** more likely to contribute to student achievement than any other influences on student learning. (Hatti, 2016)



Is your team cooperative or collaborative?

Cooperative (Collegial)

- Mutual respect
- Transparency
- Shared goals
- Independent and dependent
- Loose network
- Short-term
- Sharing ideas as a group
- Engagement

Collaborative

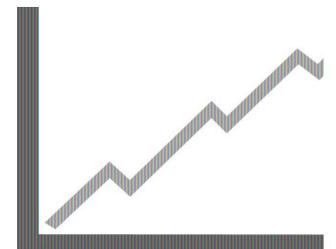
- Mutual trust
- Vulnerability
- Shared vision and values
- Constant state of interdependence
- Tight culture
- Long-term
- Generation of new ideas as a group
- Empowerment

Minus these elements it is a meeting, not a PLC.

1. What do we want our students to know?
2. How are we going to know they know it?
3. What are we going to do if they don't know it? Or enrich their learning if they do know it?

Richard
Dufour

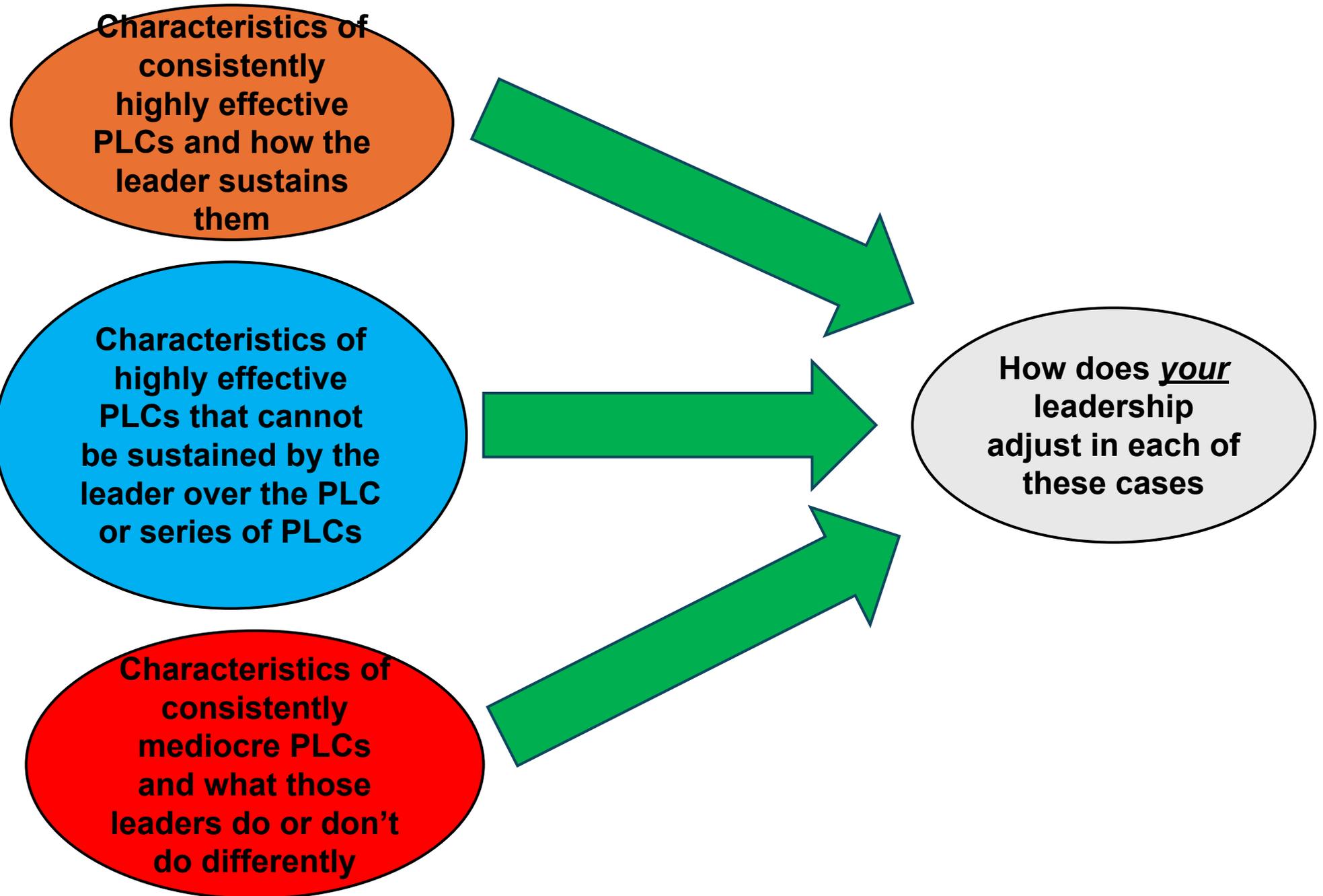
Additionally, is there evidence of adult
learning
and specific processing time to improve.



PLC Situational Leadership

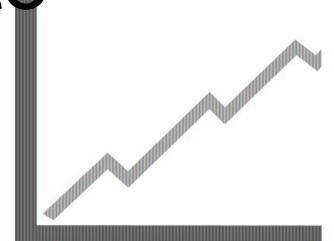
- What characteristics do you notice in consistently highly effective PLCs?
- Some PLCs cannot sustain those characteristics over a PLC or series of PLCs. What do you notice about those specific characteristics?
- What consistent traits do you see emerge in consistently mediocre PLCs?
- How does your leadership need to adjust to get every PLC consistently highly effective?





Read these PLC processing questions. Which one would be more powerful for your PLC and why?

- What did I learn today that will help my students perform at a higher level?
- What did I learn today that will help me perform at a higher level?
- What did our team learn today that will help us perform at a higher level?
- What did I do as a leader and/or team member to help us perform at a higher level?



Some considerations

- Being a PLC leader does not mean you have to do all the work.
- PLC that are not improving desire comfort more than growth. Growth causes discomfort.
- Don't focus on getting better at less effective practices, when there is so much potential for even greater learning—student and teacher, outcomes.
- There is a significant difference between “doing” PLC and “being” a PLC



The Skills of Teacher Leaders

- **Collaboration Skills**
 - Determining roles
 - Establishing group norms
 - Selecting group leaders
- **Facilitation Skills**
 - Introducing a new topic
 - Presenting a new idea
 - Leading a discussion
 - Keeping the group on track
 - Clarifying
 - Mediating
 - Summarizing
 - Dealing with negativity
 - Knowing when to summon outside expertise
- **Planning Skills**
 - Problem posing or problem finding

*From Charolette Danielson,
2008*

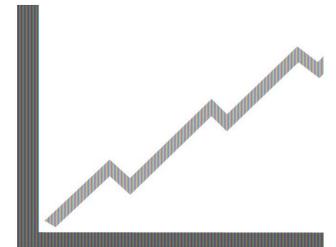


Effective PLCs:

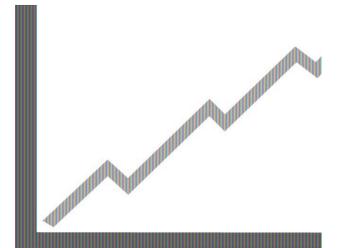
- Have a focus on learning—not coverage (taught this) but what our students demonstrated learning (results oriented)
- A collaborative culture—beyond cooperation
- Consider an PLC environment that has:
 - Reminders/protocols/goals on a table chart (or on the agenda at a minimum)
 - Materials (e.g. post its, pens, snacks 😊)
 - Timer (phone)
- Consider an agenda that:
 - Front loads
 - Statement of purpose
 - Reason for the task(s)
 - How it connects to past and future work
 - Reviews norms (beginning and/or end) and processes success of adhering to the norms
 - Reflection
 - Next time—no surprises on what is coming

The importance of short term wins

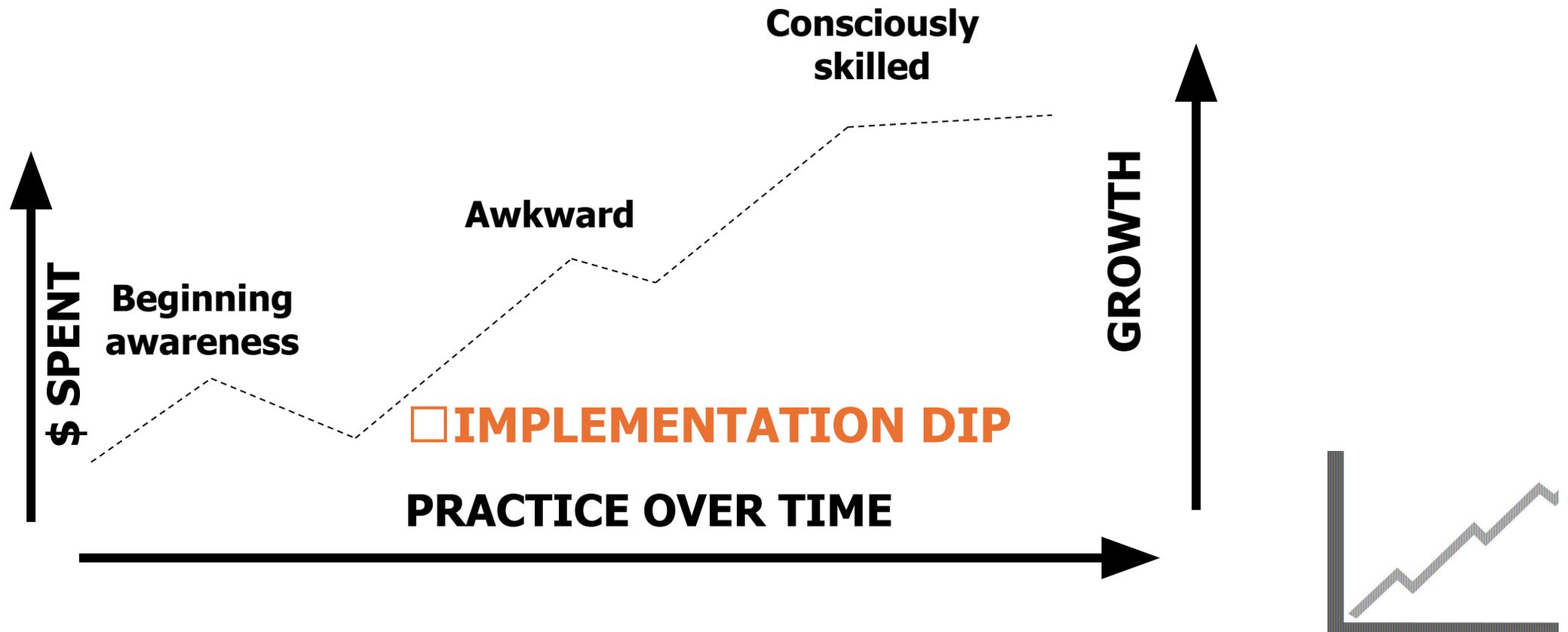
- Provides evidence the sacrifices are worth it
- Rewards change agents with “a pat on the back”
- Helps fine tune vision and strategies
- Undermines cynics and self serving resisters
- Keeps central office on board—continue to support building efforts
- Builds momentum for more change



What is one thought/follow-up on
**Collaboration Focused on Raising
Student Achievement (more than just
PLC)?**



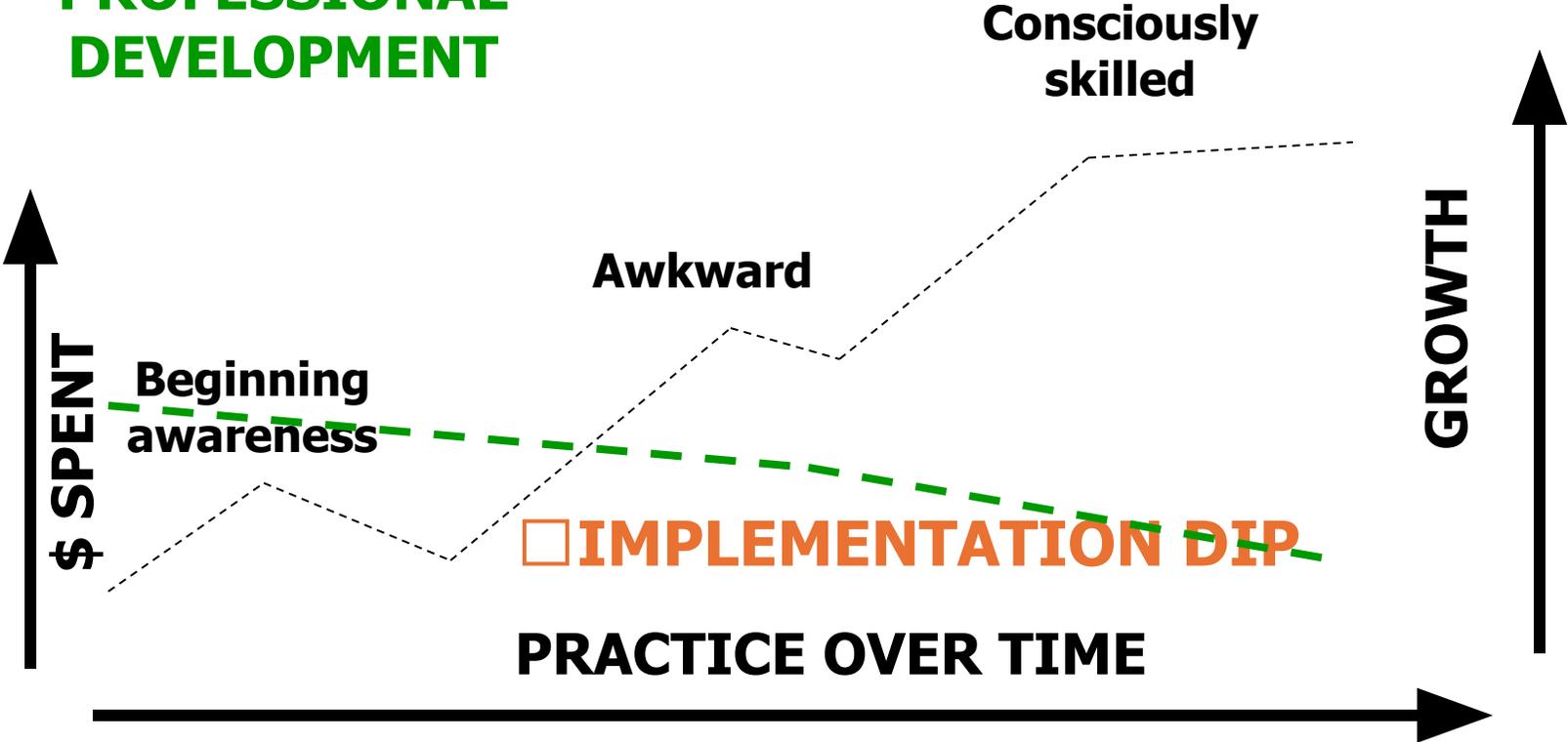
Model for Spending During Professional Development Process



Source: Michael Fullan

Model for Spending During Professional Development Process

SPENDING ON PROFESSIONAL DEVELOPMENT

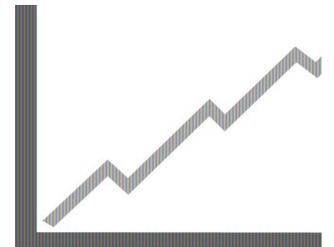


Source: Michael Fullan



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Accountability

- Hierarchical (Done to)
- Focuses on the problem
- Critical
- Short-term
- Out of my control

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Capacity Building

- Collaborative (Done with)
- Focuses on improvement
- Affirming
- Long-term
- Led by me



Accountability or Capacity Building

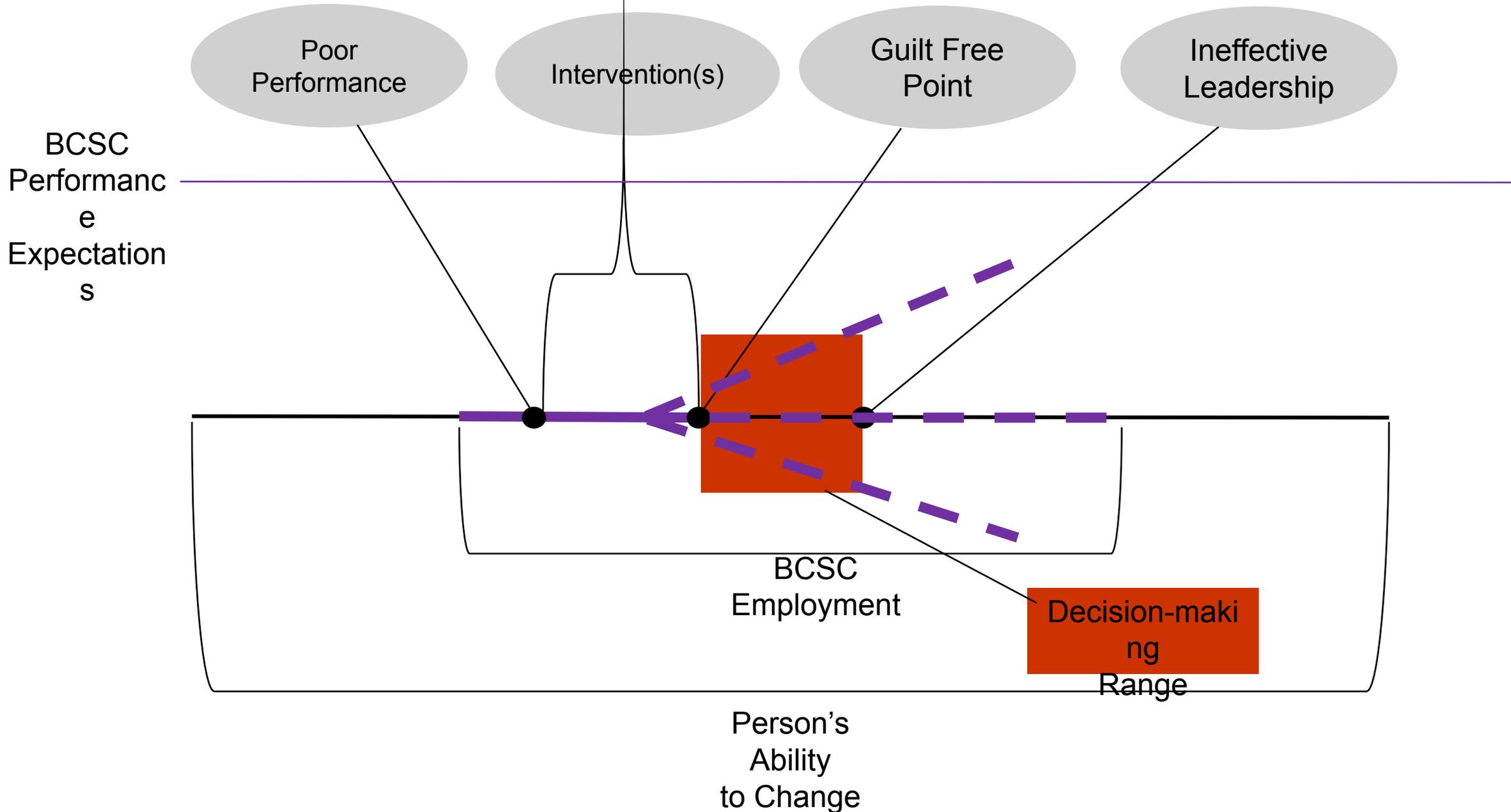
- Of these two choices—***holding people accountable*** or ***building capacity***, which is your most dominate approach?
- Why?
- Can you share a brief example/evidence of how you utilized accountability or capacity building with a staff member?



Key Beliefs About Teacher Evaluation

- Teacher evaluation is a **collaborative endeavor** between the teacher and the evaluator *focused on recognizing excellent teaching, learning and professional practice*, while supporting efforts to become even more effective in the profession.
- For 98%-99% of our teachers, this is about **professional dialogue** that clearly supports their efforts in the classroom, working with colleagues and parents. Following the evaluation, teachers should feel affirmed in most if not all their professional practices and have one area, *often initiated by them*, where there is a genuine desire to improve (progress principle). The evaluator should focus on ways he/she can be supportive in the improvement effort.
- The teacher evaluation process—from classroom walk throughs to the summative evaluation to informal conversations about teaching, should be affirming, *provide helpful and specific feedback* that leaves the teacher feeling supported in our **professional partnership** to do what is best for our students.
- Embedded in the teacher evaluation process is the essential element of **understanding**—not just the expectations from the evaluator which should be clearly aligned to the rubric, but just as importantly, understanding how to fully support and affirm the teacher—from the teacher’s perspective. (What area is the teacher trying to make progress in?)
- There should never be any surprises, particularly the kind that could be viewed as negative in the summative evaluation. Any concerns, whether shared verbally or in writing, should have been *shared previously in a prompt, clear manner* with the teacher at the time the evaluator became aware of the concern.
- In the 1%-2% of the cases when the evaluation can impact current and future employment decisions, it should be direct, clear and aligned with past communication between the evaluator and the teacher. This should be as honoring of the teacher as possible.

***Place a good person in a
bad system and the system
will win every time.***



BROWNSBURG COMMUNITY SCHOOL CORPORATION

TO:

FROM: Jim Snapp

SUBJECT: Improvement Necessary Rating on 2019-2020 Evaluation

DATE: 6/3/2020

CC: Personnel File

On this date you met with Jodi Gordon and me to discuss the Improvement Necessary rating you received on your 2019-2020 performance evaluation. As a result of that rating, you will not receive a salary increase for the 2020-2021 school year.

The purpose of this conference was to:

- Review and answer questions regarding the evaluation process;
- Clarify your rating of Improvement Necessary and the consequences of that rating;
- Discuss efforts to date to support you in areas noted for improvement;
- Request your input on other strategies that can assist you in achieving a rating of Effective or higher in 2018-2019 and each year beyond;
- Emphasize the need for immediate and sustainable improvement to take place in your professional performance; and
- Stress that failing to meet BCSC performance expectations will result in a recommendation to non-renew your contract with the school corporation.

If is essential to your continued employment with the Brownsburg Community School Corporation that your professional performance consistently meets corporation expectations. **Failure to meet those expectations will result in a recommendation to end your employment with the school corporation at the conclusion of the 2020-2021 school year.**

Your signature below only indicates that this meeting has taken place and these points have been reviewed with you.

Name

Date

Wrong Justifications

- **The Special Circumstance:** Hard to find teacher
- **The Likeable Fraud:** Not a good teacher but everyone likes him/her
- **The Excuse:** It isn't my fault, I didn't pick them. She got through the model lesson; even the superintendent interviewed her
- **The Gamble:** She will leave on her own
- **The Comparison Game:** At least this person isn't as bad as OR this person is better than
- **Not my Decision:** AP>Principal; SDH>Principal; Principal> CO
- **Self Healing:** It will take care of itself—others will help—”She’s on a good team”
- **Poor Team:** He would have been fine on another team. What does it say about that team?
- **Giving Credit Where Credit Isn't Due:** “He knows” it is serious—without being told it is serious
- **Time:** Give it more time—meaning there will be bigger issues next year and attention on this will diminish



3 Types of Feedback

- **Appreciation:** to acknowledge, motivate, thank
- **Coaching:** to help receiver expand knowledge, sharpen skill, improve capability; or to address the giver's feelings or an imbalance in the relationship
- **Evaluation:** to rate or rank against a set of standards, to align expectations, to inform decision making

From *Thanks for the Feedback*
(Stone & Heen, 2014)

Teacher Evaluation: Highly Effective

- **Greater consistency** —not just great once or twice a week—this is professional behavior not a professional episode
- Greater variety of **effective strategies**
- Expanded **formative assessment** that drives student learning—think specificity to the student
- Consider more artifacts: What does the **quality of student work** look like? Have you asked to review different examples of differentiation? Have you asked teachers to explain showing the work students have completed? Remember—Show, Don't Tell. (Data)
- Goal writing: What level of thinking is reflected in the entire goal writing process?

In the school corporation I lead:

1. A Highly Effective rating is directly linked to (measurable) student learning outcomes.
2. A teacher cannot be rated as Highly Effective if he/she sees more than 10% of students decrease in performance.
3. A teacher cannot be rated as Highly Effective if he/she does not move at least 10% of the students from failing to passing.
4. Student artifacts of learning are an important part of the overall evaluation process.
5. Either by the evaluator, or for teachers rated as Highly Effective, a measurable improvement goal that positively impacts student learning is established and monitored.



Some considerations

- Constantly **reinforce the teacher evaluation** rubric is how we define good teaching in our schools—not the preference of a principal or superintendent.
- **Embed in each Leadership/Principal meeting** conversation/professional activities focused on the evaluation rubric.
- Simplify the classroom walkthrough data gathering tool (think lesson design). **Utilize the data gathered** to select what part of the teacher evaluation rubric to focus on with principals—and then teachers.
- Gather feedback from teachers about what part of the teacher evaluation rubric needs greater clarification. Focus on that during faculty meetings. Consider **allowing teachers to assist in defining it**. Share with leaders in other schools at the next principals meeting.
- **Good teaching is not an episode**, but consistent behavior but remember we all have bad days. Don't argue about a classroom visit, have a do over.
- **Show don't tell** when it comes to what needs to be included in an evaluation—whether with Highly Effective teachers or those who urgently need to improve.



How do you embed valuable teacher evaluation content into each principal meeting?



What is one thought/follow-up on
***Teacher Evaluation as a Process Not an
Episode***



What are the issues?

- Lack of leadership
 - Lack of tough decisions
 - Lack of tough conversations
- Lack of common vision
 - Lack of clarity/precision
- Lack of focused feedback for improvement
 - Lack of follow-up
 - Lack of agreement on measures of progress
- Lack of processing
 - Lack of focus on the real issue with real solutions



The Power of Psychological Safety

	Low Standards	High Standards
High Psychological Safety	Comfort Zone	Learning & High Performance Zone
Low Psychological Safety	Apathy Zone	Anxiety Zone

From: *The Fearless Organization* by Amy Edmondson



Leadership Moment:

*We might not give it much thought, but how we address these has the potential to **increase stress and anxiety** OR **diminish the stress and anxiety** of our colleagues.*

Generally speaking, what does your current approach most likely do?

Using the sheet of paper on your table, as a table group create a t-chart. On one side list evidence to decrease stress on the other side list evidence that increases stress.

Summary

- In one sentence, share a new idea you had today.
- In one sentence, share an idea or practice currently in place that was reinforced.
- In one sentence, share one thing from today that made you most uncomfortable and/or disagreed with.
- In one sentence, what one change can you make that will provide the greatest leverage to increase student and/or adult learning.
- What is one question you have?