

# Good to Great

TNTP's Good to Great Development Program helps teachers push their practice to the next level—so they can help all students master challenging content.



*Nevada Teacher Corps member Christian Delannoy teaches a third-grade ELA class at J.M. Ullom Elementary in Las Vegas. The school is a teaching site for members of the Nevada Teacher Corps.*

## The Challenge

Students have big goals for their lives, and teachers want to make them possible. But helping students meet new, higher standards requires advanced instructional skills and content knowledge. It also takes an unwavering belief that students can do the work that will prepare them for college or a career—and a commitment to let them try, even when it's challenging. None of this is automatic, even for experienced teachers. Teachers need support that shows them how to combine high expectations with strong instruction to make grade-level content accessible to all their students—and see how it can help students reach new heights.

## Our Approach

Good to Great is a coaching and learning experience that helps experienced teachers and school leaders internalize high standards and align their practice around the belief that all kids—even kids who are far behind—can master challenging content.

## Seeing what's possible

Teachers believe their students can master more challenging material when they've seen them demonstrate success.<sup>1</sup> Good to Great gives teachers a safe and supportive environment to deliver high-quality academic content to students without watering it down. They can watch first-hand as students rise to the challenge—and feel more confident about adopting higher expectations in their own classrooms.

## Coaching and practice on key skills

Teaching to higher standards requires instructional shifts that can feel daunting, even for experienced teachers. Good to Great helps experienced educators make this crucial pivot. Teachers work with experienced coaches and their peers to practice identifying, planning for, and delivering challenging content—and receive immediate feedback to use as they hone their skills.

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<sup>1</sup>Guskey, T.R. (2002). Professional development and teacher change. *Teachers and Teaching: theory and practice*, 8(3), 381-391.

## School leader training and support

For high expectations to stick, everyone in a school must be on board. Working alongside their teachers, leaders learn how to recognize key elements of strong teaching in each subject area. With the support of a TNTP leadership coach, leaders practice analyzing standards-based instruction in a classroom, giving effective feedback to develop content skills, and leading teachers to analyze student work and rehearse lessons.

## Our Support

Each new partnership begins with a diagnostic, which may include interviewing teachers and school leaders, observing classrooms, and reviewing student work samples to understand pressing needs. We then select the Good to Great model that best fits the partner's needs and help integrate the approach into their existing professional development and support systems.

## Teacher Development

We offer three models of Good to Great training, where teachers focus on key concepts and skills for math or literacy, practicing new skills with students, then debriefing with coaches and peers each day. In the summer immersion model, teachers work in collaborative teaching teams to develop their skills in multiple components of math or literacy instruction. In the school year intensive model, we focus on a narrower set of prioritized teaching skills, beginning with a 3-4 day intensive training, followed by additional individual days of training and support throughout the year. Since the start of the COVID-19 pandemic, we have developed and successfully implemented a fully virtual model that has achieved the same success as our in-person models.



**Good to Great has transformed everything I am doing with my teaching. I was an average teacher and now I'm able to grasp that feeling of being a great teacher.**

**Good to Great Participant**

### **Teachers develop higher expectations about what students can learn.**

In *Good to Great*, teachers reflect on research that shows the effect teachers' implicit bias has on students' performance. Each day, teachers explore how their instructional choices communicated to students a belief about their abilities—whether purposefully or not.

In our most recent *Good to Great* institute, **60 percent of students said that their “teacher doesn't let people give up when the work gets hard.”**

### **Teachers internalize challenging, grade-appropriate academic content.**

In *Good to Great*, teachers learn to use high-quality literacy and math materials that allow opportunities for the highest-priority teacher moves and student progress. With coaches and peers, teachers collaboratively analyze student work and prepare upcoming lessons, using simple protocols they can easily apply in their own classrooms.

Over the course of a four-day intensive, student work increased significantly in **both length and quality of explanations.**

### Teachers make the instructional shifts to rigorous learning standards and deeper engagement.

TNTP facilitators create an environment for collaborative feedback and a safe space for teachers to try new strategies. School leaders co-observe teachers, learning how to recognize strong instruction and deliver effective feedback.

When participants returned to their own classrooms, **71 percent of teachers made the instructional shifts required by College and Career Ready Standards**, compared to just 38 percent nationwide.

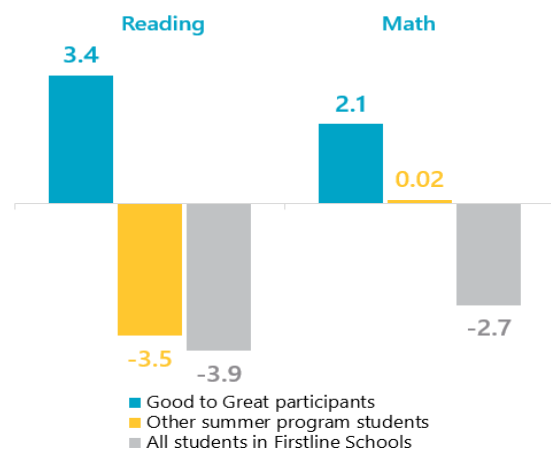
## Ongoing support

Throughout the school year, we work with our partners to customize support—including ongoing direct teacher support, leader and coach development, and program evaluation—based on what will create the greatest sustained impact.

## Our Results

Since 2015, nearly 400 teachers, reaching over 9000 students, have participated in Good to Great Summer Institutes in New Orleans charter schools, School Year Intensives in Florida, California, Pennsylvania, Kansas, Nevada, and Louisiana, and Virtual Institutes in Fresno, Buffalo and Arizona. Students who attend Good to Great Institute classes improve academically and avoid summer loss of academic knowledge—benefits that continued into the year. In 2016, students at First Line Schools improved academically after just two weeks of Good to Great classes while their peers regressed over the summer—benefits that persisted into the school year. All four schools that that have experienced the Good to Great school year model saw significant gains in ELA assessment results – enough to improve by a level in the state accountability system.

Average Percentile Change on MAP Assessment  
Spring 2016 vs. Fall 2016, Grades 3-7



## Contact Us

Learn more about bringing Good to Great to your school by contacting Valerie Barron ([valerie.barron@tntp.org](mailto:valerie.barron@tntp.org))