



SCHOOL-SITE PROFESSIONAL DEVELOPMENT



**DEMONSTRATED
SUCCESS**

Improving student learning by
helping teachers do what they love

Demonstrated Success provides workshops, in-school professional development and coaching to help educators improve their content instruction. Each of our trainers has over a decade of experience coaching colleagues in areas such as developing reading and writing curriculum, improving assessment results by developing sustainable PLC processes, aligning math and reading instruction across schools, coaching interventionists and content area specialists, and modeling cross-disciplinary practices that foster student engagement, critical thinking, and a growth mindset. Our support and professional development is available to school leaders as well as teachers. Training packages include options such as:

- Half-day or full-day on-site coaching or workshops
- Monthly rotation through PLC team meetings
- Quarterly meetings with grade level teams or leadership teams
- Project based support



For more information about Professional Development, visit www.DemonstratedSuccess.com/PD

AREAS OF EXPERTISE

Schools today are faced with initiative overload, limited resources and ever-shifting priorities. At Demonstrated Success we are committed to breaking down the overload so that administrators, educators and students can thrive. As instructors and educational leaders ourselves, our goal is to help teachers maximize their effectiveness, and through that process, their job satisfaction. We provide assistance in the following areas:

■ ELA, math and science instruction

- Cross-content literacy
- Developing local assessments
- Aligning curriculum to standards within and across grade levels
- Instructional coaching (1:1, observation, modeling, Japanese lesson study, lab model, cluster collaborative coaching)
- Developing and identifying effective tiered interventions
- Selecting instructional programs
- Implementing project based and blended learning
- Differentiating for individual needs (Universal Design for Learning - UDL)
- Understanding math, ELA and Next Gen Science Standards
- Implementing competency based learning practices

■ Establishing and sustaining effective Professional Learning Communities (PLCs)

- Defining PLC process
- Providing protocols and templates
- Facilitating PLC teams until they are self-sufficient
- Providing coaching to leaders to support PLC teams

■ Using data to inform instruction

- Designing school and district data procedures with leaders
- Analyzing national, state and local data using DS protocols
- Collaboratively analyzing student work
- Developing and calibrating assessment rubrics

■ Leadership training

- Administering teacher evaluations
- Calibrating teacher evaluation rubrics among district leaders
- Improving school operations
- Establishing math, literacy and science walk-through criteria
- Establishing a system for peer observations
- Creating and sustaining a system for data use in school



CASE STUDIES

- ✦ At a struggling public elementary school, Demonstrated Success' Director of Assessment and the building Principal led a 5-year school-wide PLC data cycle initiative that focused on the rigorous use of data. This process elevated the school's ranking from 276th to 2nd in New Hampshire.
- ✦ In a large regional district, our literary specialist conducted a teacher survey across 5 schools that revealed focused mini-lessons as a priority to enhance literacy skills. She collaborated with each grade level team to develop sample lessons, perform peer modeling and execute these lessons in the classrooms. Together, they created a toolbox of resources.
- ✦ In a district with a transient student population, leadership implemented the Assessment Inventory Tool to understand what information teachers were collecting about student mastery of priority learning targets. We identified gaps, then helped teachers design assessments to measure effective instruction.



**DEMONSTRATED
SUCCESS**

444 Middle Street
Portsmouth, NH 03801
262-7DS-INFO

