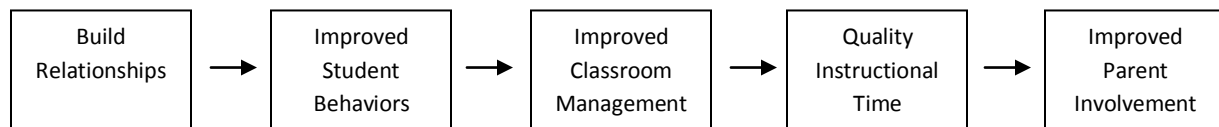




Executive Coaching Enterprises collaborates with teachers and administrators to improve student achievement, student behavior, and parent involvement. We work with you to implement a rigorous and repetitious program for improving classroom practice and management, based on the specific needs of the school. Our program works with teachers by providing them strategies to become coaches that have positive relationships with parents and students, good classroom management, and quality instruction. Coaching/teaching starts with building relationships. Once relationships are established, it is a domino effect with improved student behavior, improved classroom management, quality instructional time, and improved parent involvement, which ultimately leads to improvement in student achievement.



Strategies for Coaching Success

Building Relationships with Students:

- Building relationships with your students motivates them to work hard to please.
- Make it clear to ALL students that you want and expect them to succeed.
- Don't be afraid to share things about your own life. This is very important because they will make connections and see that you can relate to how they feel.
- Maintain a supportive classroom environment in which students feel safe to respond to questions, experiment with ideas, or take risks.
- Use a soft voice, actively listen, and be responsive to the needs of each student.
- Celebrate success for all students! Every student, especially the struggling ones, need to be encouraged and celebrated for EVERY little step forward.

Student Behavior:

- Establish rules and stay consistent. If you aren't consistent, the behaviors of your students won't be either.
- Have a school-wide behavior plan that has the same rewards and consequences throughout the school.
- Make students take an active part in coming up with rewards for behavior. If the reward is of value to the students, they will work harder to earn it!

Mission Purpose

Mission Driven

Mission Accomplished



Student Behavior Continued:

- Develop a partnership with parents and communicate regularly outside the daily/weekly behavior report. Call your parents and give positives as well as negatives. This will also lead to more parent involvement because you have built a relationship with your parents.
- Take time to get to know triggers that lead to misbehavior in students.
- Use a soothing voice when redirecting/directing a student.
- Call students by name and discreetly redirect.
- Intervene quickly at the first sign of a student losing control.
- Use verbal or nonverbal cues to refocus a student.
- Teach students to use positive self-talk and to support one another.
- Use physical activities to relieve stress.
- Take a time out and do a movement activity for the entire class to give them a break and release some energy.
- Use students with problematic behaviors to do specific jobs to give them a sense of worth and responsibility as an active member of the classroom. Helps deter the student away from the negative behaviors.

Classroom Management:

- Design a well-organized and structured environment.
- Establish a warm, accepting atmosphere where students treat each other with dignity and respect. Expect no less!!
- Be consistent!
- Provide effective classroom instruction (smooth transitions, little downtime, engaging activities). Learning can be fun and engaging at the same time!!
- Have clearly defined rules and expectations.
- Teach, model, and practice procedures until they become automatic, beginning on the first day of school. Practice makes perfect!
- Greet and speak to the students by name and with enthusiasm as they enter the classroom each morning. This is very important for setting the mood in your classroom each day.
- Monitor student engagement and provide positive, specific feedback when student is behaving or working on a task appropriately. Accentuate the positive behaviors and others will strive for that positive feedback.
- Use planners, assignment notebooks, or agendas to organize assignments. This helps parents know the homework expectations each night.



Parent Involvement:

- Communicate all rules and expectations to parents in written form.
- Use flexibility in scheduling meetings with parents.
- Allow parents to discuss and give feedback.
- Always begin conversations with parents using a positive focus.
- Develop and build trust by keeping parents informed. This means call your parents on a regular basis.
- Require parents to sign or initial their assignment folder, agenda, or journal each night. Hold them accountable with phone calls, notes homes, and reminders.
- Assign a project that involves the parent. (research your family tree)
- Invite parents to give input in setting behavior goals for their child.
- Provide recognition and encouragement to parents for being involved, showing interest, or demonstrating support.
- Use incentives to pull parents in for parent involvement activities such as Talent Show, Student Showcase, or plays. (Incentives could include raffling off a gift card, school t-shirts....)
- Use student rewards to get parents to come to parent involvement activities. (homework pass, treasure box, candy bar...)
- Provide parents with a monthly calendar showing all parent involvement activities for the week and calling parents the night before to remind them. If you take the time to call the parents, you will see an increase their involvement.

Quality Instructional Time:

- Be prepared! Don't expect your students to come prepared if you aren't.
- Make lessons engaging! Face it – if you want your students to actively participate, then you need to make lessons that draw them in.
- Be consistent and keep a structured schedule. Students perform better when they know what is expected of them throughout the day.
- Provide direct and specific information to help students see and learn how to correct errors.
- Target specific content and set a specific purpose for all activities.
- Use a variety of strategies and data when determining group members for small group instruction.
- Break down complex skills in short segments allowing **repeated** practice.
- Provide an overview of the lesson in a condensed and organized form like an outline or study guide.
- Data-driven instruction. Assess students' learning during or after the lesson to determine the depth of understanding or the connections made. Use this data when forming small groups.
- Model what you teach!



Curriculum

The Executive Coaching Enterprises curriculum focuses on these principles:

- **Repetition**
- **Memorization**
- **Fluency**
- **Comprehension**

No matter the subject, repetition and memorization are key components in improving student outcomes.

- **Repetition leads to memorization.**
- **Memorization leads to fluency.**
- **Fluency leads to better comprehension.**

Extended Learning Curriculum K-2:

Our K–2 curriculum includes repetitious phonics and sight word lessons that are directly aligned with common core standards. The key is the repetition. The more they read- the more natural and fluent they become in their reading. This fluency leads to better comprehension, which in the end, results in higher academic performance.

The lessons also introduce students to new vocabulary through the use of words and pictures. The pictures help the learner make connections to what the words mean, and this in turn will help with comprehension as they become independent readers. The lessons need to be followed thoroughly and teachers must be actively leading, coaching, and instructing throughout the lessons for it to be effective.

The math curriculum also uses repetitious and skill specific activities and lessons that assist students in memorizing numbers and math facts. Our lessons are done in cooperative small groups where all students take an active part and remain engaged throughout the duration of the lesson.



Extended Learning Curriculum 3-5:

The third, fourth, and fifth grade curriculum is skill specific and is directly aligned with the common core standards. Students are introduced to skill specific activities and provided opportunities to read a variety of genres and answer a variety of questions.

The curriculum is used as a tool to reinforce what is being taught in the classroom and provide extra practice to master skills. For the struggling learner, it provides an opportunity for a skill to be re-taught with another approach and by another teacher. Our curriculum is rigorous and keeps students engaged by the use of a variety of activities.

The third, fourth, and fifth grade math curriculum is also skill specific and concentrates on one skill each session and is directly aligned with common core standards. It promotes memorization of basic math facts and problem solving.

The curriculum provides extra support and practice and helps build endurance for the end of the year assessments.