The Good to Great
Classroom Culture Program

Taking teachers from "Good to Great" in Chicago by purposefully empowering students and engaging their voices in the classroom

Designed by

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School Partners:
Teach for America
EXCEL Alternative School
Solorio CPS High School
Urban Prep Charter Network
Catalyst Maria High School
Longwood High School
BASIL Elementary School
Perspectives Charter Network
EPIC Charter High School

Good to Great Program
Developing and Implementing Excellence in the Classroom

*The Good to Great Program will challenge high performing teachers to **redefine the vision of a path changing classroom culture** by giving them empowering theories of classroom management to reflect upon and implement. By providing a space and training that allows teachers to **create and embrace a space that promotes ownership and empowerment with students**, our teachers will implement empowering theories of classroom management that make discipline an authentic learning experience for students. As our **teachers reorient their mindsets around the role of student voice and ownership within the context of classroom management**, our teachers will create classroom cultures that place students on a trajectory of authentic empowerment.*

Proposed Goal, Objectives, Target Population and Implementation Plan

Goal of the Good to Great Pilot

Create a greater number of truly transformative classrooms for students by providing teachers who have interested and hard-working cultures of achievement the theories and concrete strategies necessary to develop passionate, urgent, joyful, caring classrooms

Objectives of the Good to Great Pilot

1. Challenge top performing teachers to redefine their vision of a transformative classroom as one that empowers students
2. Provide theories and experiences that give teachers the knowledge, skills, and mindsets to empower students
3. Coach teachers to develop as empowering leaders who can monitor and reflect upon students' growth of voice and ownership

Components of the Good to Great Pilot

Component	Rationale
Empowering Theories of Classroom Management	Our top performing teachers are implementing basic frameworks of discipline well. Our goal is to push their thinking as they implement more holistic management systems.
Practice and Application	Our top performing teachers must develop a sense of excitement and eagerness to learn and try new management techniques in order to be on a path from good to great. This component will challenge them to practice new strategies and reflect on the process of developing a unique, purposeful management system.
Coaching	This is the component to mold teachers' practice to be one that is meaningful and authentic to their style while maintaining fidelity to research-proven theories of discipline.
Experiencing and Challenging Excellence	Our top performing teachers believe they have reached the ceiling of teaching excellence when they have not. This belief stems from a lack of exposure to truly great teaching which leaves them with nothing to challenge their frame of excellent teaching.
School Partnerships	In order for our teachers to experience and experiment with best practices, their school leaders and stakeholders must be fully invested in the process. We believe a key component to this program is strong levels of investment from administrators and stakeholders.

Good to Great Selection Criteria

Criteria Category	Teacher Qualities in Category	Potential Evidence Points
Classroom Culture of Achievement Level	Classroom is at the Interested Hard Working level of CoA	Classroom observation
Leadership Mindsets	Vision-oriented and goal-driven Leads with a positive mindsets about students and the communities that we work in Recognizes their locus of control and the positive power of students Enjoys learning and developing in a professional learning community	Classroom observations, conversations with their students/parents/school leaders, reflections evidenced in debriefs
Leadership Skills	Strong organization and prioritization skills Receptive to feedback and implements feedback Operates with a "teacher's actions influences student's actions" framework Consistently reflective on classroom experiences	Implementing SCM plans, reaching out to coach for feedback, reflections and skills evidenced in debriefs
Coachability	Owns their professional development Open and eager to implement new learning and culture theories into their classroom Comfortable in sharing classroom experiences and progress with cohort leaders and peer group	Reaching out to coach for resources and class support, seeking their own PD, reaching out to people about development and networks