

## How does TeachUNITED (TU) stack up?

### Takeaway 1. Focus on instructional practices rather than content knowledge.

TU content and strategies are pedagogy-based and can be adapted for classroom settings, content areas, and grade levels.



94% of participating educators reported a positive impact on their teaching practice.

### Takeaway 2. Prioritize concrete materials for practice over general principles.

Combining research-based strategies with tangible classroom tools & a sustained coaching model, TU participating educators are first trained by TU coaches to practice and apply in their classrooms. Upon program completion, educators are trained as in-house coaches and maintain access to all TU materials for use throughout your school.



97% of participating educators are confident implementing new teaching strategies in their classrooms.

### Takeaway 3. Have follow-up meetings after PD or coaching.

With built-in coaching sessions as well as peer communities of practice, a continuous feedback loop is created and encouraged between participant, leadership, and TU.



*"It was obvious that our coach knew who we were, remembered conversations from our one-on-one, and made a point of knowing our grade level and the special things happening in our individual classrooms."  
- New Hampshire, Teacher*

### Takeaway 4. Help teachers build relationships with students.

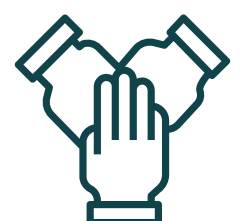
TU trained educators discover a new way of learning, making them more open and ready for change, satisfied in their work, and connected to their peers and students.



92% of participating educators are confident addressing the needs of struggling students.

### Takeaway 5. Coaching and teacher collaboration are key strategies.

Communities of practice are incorporated into every TU program so that you and your staff are immersed in a learning community that can support leading, teaching, and career growth.



*"One of the biggest takeaways that I got... was that I could and should start using voice and choice for the adult learning community. They should be engaging in PLCs of their own choosing so that we can create a community of engaged staff."  
- New Hampshire, Administrator*

Source: <https://annenberg.brown.edu/sites/default/files/rppl-building-better-pl.pdf>

