## TOOLS

EFFORT-TO-IMPACT MATRIX	
<b>1.</b> Thinking alone or in collaboration with a teacher change strategies.	er, consider current student learning needs and brainstorm a list of possible
Needs and strategies:	
complex behavior that requires rethinking seve	rt required for this change to be made. a simple behavior to learn, practice, and establish consistency of use? Or is it a eral aspects of practice or underlying beliefs and values? er leader? Will it require several modeling or co-teaching experiences?
Notes:	
<ul> <li>3. Consider the anticipated impact of each strategy.</li> <li>If this strategy is successful in changing practice, who would benefit and how? The most important factor to consider is how the change would benefit student outcomes, but you might consider teacher-level factors as well, such as how the proposed change might impact teacher stress levels or self-efficacy.</li> </ul>	
Notes:	
<b>4.</b> Place each strategy in the appropriate quadrant of the matrix. Note that there is no standard definition of high-impact or low-impact. It is a subjective judgment based on your reflections and discussions of the above questions.	EFFORT-TO-IMPACT MATRIX
<b>5.</b> Reviewing the options you've identified in the matrix, consider the following questions:	
<ul><li>Which quadrant are you most drawn to right now, and why?</li><li>Are there strategies you can immediately</li></ul>	
<ul><li>discard or disqualify? Which ones, and why?</li><li>Which strategies make the most sense to implement right away? Why?</li></ul>	
Which strategies might you implement later?     When and why?	EFFOR
<ul> <li>Is there a sequence of strategies you might try? Why did you choose that order?</li> </ul>	
<b>6.</b> Plan with your team how to begin implementing the strategies you plan to try first.	
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