



Bell Ringer

Think about the current state of BTC implementation in your school. If BTC implementation were a source of energy, light, or fire what would it look like right now?

Create a quick sketch on your personal whiteboard to represent your ideas.

Consider:

- Is it just getting started?
- Growing and spreading?
- Steady and sustaining itself?
- Needing attention?
- Exploding with energy?



Bell Ringer Debrief

- Explain your picture
- Discuss:
 - What makes a fire grow?
 - What causes a fire to burn out?
 - What role does a coach play?



Learning Targets



- I can identify the key BTC practices that will create the greatest impact on student thinking in my school.



- I can use coaching strategies that encourage teacher buy-in and implementation of BTC practices.



- I can develop a plan to ignite BTC momentum in my school.

Introductions: Jen and Kim



Demographics



Sort

Match the practice to its description.

When you are done, grab a blue sheet from the front table to check your answers.

Organize the practices from easiest staff buy-in to most challenging staff buy-in.



BTC Practices & Coaching Moves

Implementing BTC isn't about starting a wildfire overnight—it's about helping schools build a steady, sustainable fire that continues to grow over time.



The Task

Coaching Moves

Lighter Lifts

Heavier Lifts



The Task

Coaching Moves

Lighter Lifts

- Organize staff into groups of 3 for faculty meetings and professional learning sessions
- Embed the use of vertical whiteboards into all professional development
- Embed the gradual release protocol into most of our professional development
- Embed visible thinking strategies into faculty meetings
- Identify specific staff for more in-depth training
- Coffee with the coaches

Heavier Lifts

- Create a strategy closet
- Organize "Sneak a Peek"
- Co-planning lessons
- Co-teaching lessons
- Embed BTC practices into district conference days
- Create and maintain a website of instructional strategies
- Plan and host a book club



Meaningful Notes

COACHING BTC

FIRE SUPPRESSANTS

Instructional areas that need work

OUR DESIRED FLAME

Set your goal

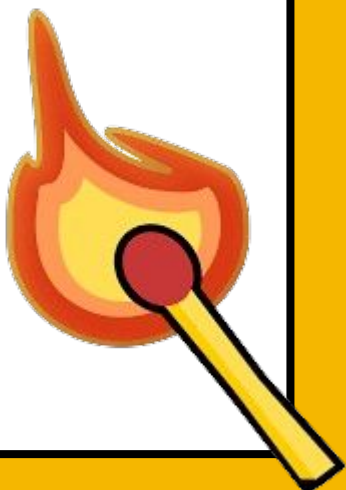


FUEL FOR THE FIRE

Identify BTC practices that will help you reach your goal

LIGHT THE FUSE

Identify your coaching moves



Meaningful Notes

FIRE SUPPRESSANTS

Instructional areas that need work

- Limited student engagement
- Predominantly lecture-based instruction with note copying
- Limited evidence of visible student thinking
- Participation concentrated among a small number of volunteers
- Minimal student discourse and academic conversation
- Limited opportunities for collaborative learning and peer interaction

OUR DESIRED FLAME

Set your goal

- Increase student engagement during classes
- Increase visible student thinking



FUEL FOR THE FIRE

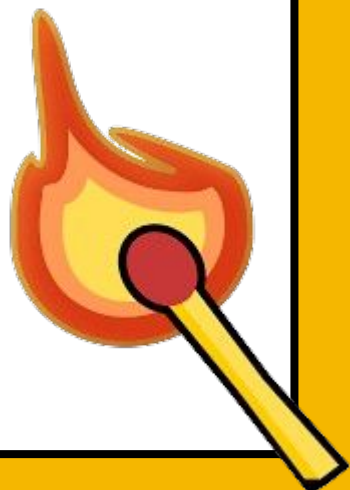
Identify BTC practices that will help you reach your goal

- Random groups of 3
- Vertical white boards
- Meaningful notes

LIGHT THE FUSE

Identify your coaching moves

- Embed practices into existing faculty meetings and professional learning opportunities
- Identify specific staff for further training
 - attend online training
 - coffee with the coaches
 - sneak a peek
- Open a strategy closet



Reach Out

"Every BTC classroom, every teacher risk, every moment of student thinking begins with a spark. Thank you for being the people who light the fuse."

Jen Champlin

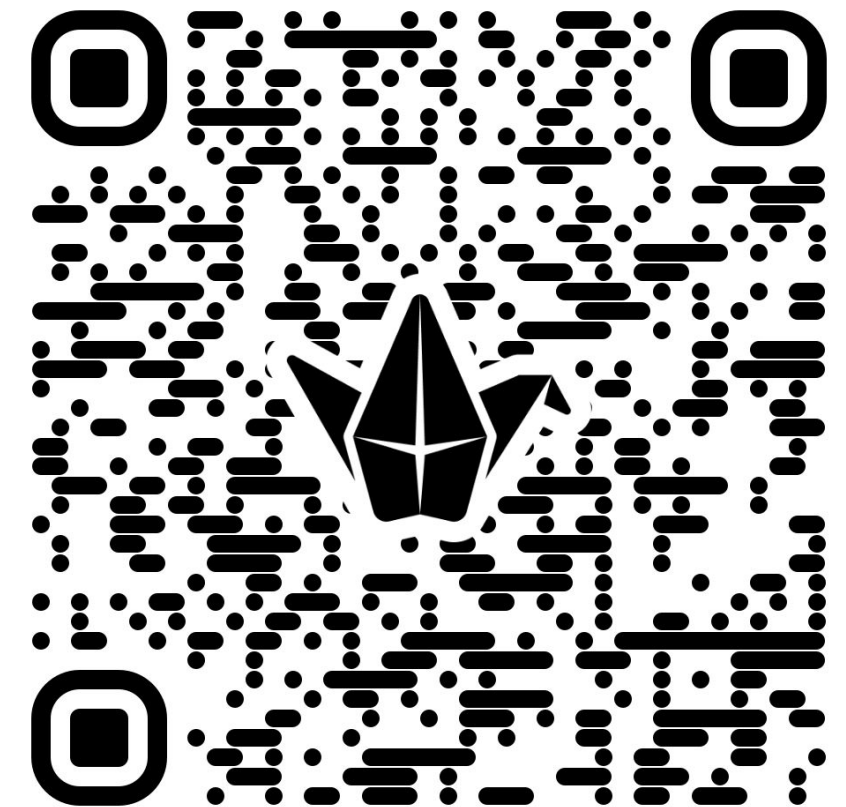
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<https://tinyurl.com/BTCignite>



Time	Activity	Minutes
9:35–9:37	Welcome & Opening (Slide 1)	2
9:37–9:42	Bell Ringer (draw, share at tables) (Slide 2)	5
9:42–9:46	Debrief (Slide 3)	4
9:46–9:49	Learning Targets (Slide 4)	3
9:49–9:52	Introductions & District Context (Slides 5–6)	3
9:52–10:00	BTC Sort Activity (Slide 7)	8
10:00–10:02	Transition to Coaching Moves (Slide 8)	2
10:02–10:15	Vertical Whiteboard Activity + Gallery Walk (Slides 9–10)	13
10:15–10:25	Consolidation & Individual Planning (Slide 11)	10
10:25–10:30	Closing Reflection, Padlet, Questions (Slide 12)	5