

Same students. Same teachers. BETTER RESULTS.

THE BARR MODEL:

Great teaching begins with understanding each student as a learner—and as a person.



1. Better understand and build on students' strengths



2. Proactively address the non-academic reasons why they may be falling behind in school



3. Identify what resources they need and steps they can take to thrive

BARR's eight strategies work together to guide educators to build safe, strong, trusting relationships to foster an environment to ensure every student thrives.

1 FOCUS ON THE WHOLE STUDENT

“When students enter high school, especially a large high school, they are a number - they use their number for lunch, to check in with attendance to get their books - BARR allows our students to have an identity and they have a team of teachers who know their story.”

- Emily Shaw, Principal, Hemet High School, California

2 PROVIDE PROFESSIONAL DEVELOPMENT FOR TEACHERS, COUNSELORS, AND ADMINISTRATORS

“I liked the personal experience and expertise of the BARR presenters. It was the most effective training I've had in 20 years. BARR offers a clear and concise model that will help change our campus community.”

- Wayne Terry, Principal, St. Anthony Village High School, Minnesota

3 USE BARR'S I-TIME CURRICULUM TO FOSTER A CLIMATE OF LEARNING

“As BARR coordinator, one of the biggest impacts for me has been I-Time. As a teacher, I always built in some time to learn my students, the good, the bad, and the needs. I-Time allows teachers to do this in a structured way. It has been a game changer with our students. Our Mustang students are more collaborative and open because of the BARR model and we are grateful to be implementing it here at Rancho Verde.”

- Paula Showalter, BARR Coordinator, Rancho Verde High School, California

4 CREATE COHORTS OF STUDENTS

“When you have 100 kids on your caseload, you have to deal with the bigger issues in class, and the kid who comes 30 seconds late to class every day can slip under your radar. I thought we were really good at interpersonal relationships with our kids, but you don't know your kids until you are talking about them every week.”

- Josh Tripp, former Math Teacher and current Principal, Bucksport Middle School, Bucksport, Maine

5 HOLD REGULAR MEETINGS OF THE COHORT TEACHER TEAMS

“Grades are a good indicator of how a student is doing, but if you just look at grades, you miss a lot of things: social changes, friend-group changes, attendance, health, all of a sudden a student is getting too skinny ... It's like a puzzle, and everybody holds a piece of the puzzle, so when we are all together, we can see the whole kid.”

- Janice Eldridge, Former High School Social Studies Teacher and Current BARR Trainer, Woodstock, Maryland

6 CONDUCT RISK REVIEW MEETINGS

“Our teachers love Risk Review for 3 reasons: they know that they have a team of professionals ready to respond when students are in crisis, they receive additional support with students who are exhibiting chronic absenteeism or academic failure and they can rest assured knowing Risk Review keeps kids from falling through the cracks.”

- Caitlin Lyons, BARR Coordinator, Bryan Adams High School Leadership Academy, Texas

7 ENGAGE FAMILIES IN STUDENT LEARNING

“The family structure is a key element for student success. When families are engaged in the learning process, students develop a better self image and are better equipped with the supports necessary to overcome obstacles.”

- Noel Crum, Principal, Johnson County High School, Kentucky

8 ENGAGE ADMINISTRATORS

“BARR brings all resources to the table and provides administrators with needed support to help our students deal with issues that prevent them from being successful. They are able to hear the stories that the students so desperately want them to know. BARR provides connectedness for the teachers and administrators to be part of the solution.”

- Shena Royster, BARR Coordinator, Warren County High School & Middle School, North Carolina

LEARN MORE AT BARRCENTER.ORG

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8 ENGAGE ADMINISTRATORS

“Typically, when students experience issues such as substance abuse, failing grades, sudden homelessness, or death, administrators can feel overwhelmed and disconnected when trying to find resources to help them. BARR brings all resources to the table and provides administrators with needed support to help our students deal with issues that prevent them from being successful. They are able to hear the stories that the students so desperately want them to know. BARR provides connectedness for the teachers and administrators to be part of the solution.” - Shena Royster, BARR Coordinator, Warren County High School & Middle School, North Carolina