### EFFORT-TO-IMPACT MATRIX

1. Thinking alone or in collaboration with a teacher, consider current student learning needs and brainstorm a list of possible change strategies.

   **Needs and strategies:**

2. For each strategy, consider the amount of effort required for this change to be made.
   - How much effort will it be for the teacher? Is it a simple behavior to learn, practice, and establish consistency of use? Or is it a complex behavior that requires rethinking several aspects of practice or underlying beliefs and values?
   - How much effort will it be for the coach or other leader? Will it require several modeling or co-teaching experiences?

   **Notes:**

3. Consider the anticipated impact of each strategy.
   - 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.

   **Notes:**

4. 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.

5. Reviewing the options you’ve identified in the matrix, consider the following questions:
   - Which quadrant are you most drawn to right now, and why?
   - Are there strategies you can immediately discard or disqualify? Which ones, and why?
   - Which strategies make the most sense to implement right away? Why?
   - Which strategies might you implement later? When and why?
   - Is there a sequence of strategies you might try? Why did you choose that order?

6. Plan with your team how to begin implementing the strategies you plan to try first.