

# **GET BETTER FASTER COACH'S GUIDE:**

**QUICK REFERENCE GUIDE**

**ALIGNED TO THE**

**GET BETTER FASTER SCOPE & SEQUENCE**

# PHASE 1 (PRE-TEACHING)

## PHASE 1 MANAGEMENT DEVELOP ESSENTIAL ROUTINES & PROCEDURES

### ROUTINES & PROCEDURES 101

Action Step	When to Use It	Probing Questions	Scenarios to Practice	Cues for Real-Time Feedback
<b>Plan &amp; Practice Critical Routines &amp; Procedures Moment-by-Moment</b>	Teacher does not have clear routines established for the classroom	<ul style="list-style-type: none"> <li>• (Show a model video or do a live model): “What is each step the teacher takes in this routine?” “What is the teacher doing and what are the students doing?”</li> <li>• “Describe what you want [certain routine] to look like. Ideally, what would students do during that transition/routine? What would you be doing?”</li> </ul>	<p>Complete the template for the key routines in the teacher’s classroom (most important: student entry and exit, transitions, materials distribution, and listening). Rehearse in the classroom setting.</p> <ul style="list-style-type: none"> <li>• Round 1: basic mastery: focus on the specific words and actions the teacher will use, such as where to look and stand, and key ways to break the routine down into smaller steps for the students.</li> <li>• Round 2: add minor student errors in following instructions (not too much: you want to build muscle memory!)</li> </ul>	N/A
<b>Plan &amp; Practice the Roll-Out</b>	Routine is new for the students (beginning of the year or when changing a routine)	<ul style="list-style-type: none"> <li>• (Show a model video or do a live model of an effective rollout): “What did you notice about that rollout that made it effective?”</li> <li>• “What will be the most difficult parts of the routine for you to deliver and for students to master?”</li> <li>• “What are the key micro-actions for you to model to perfect this part of the routine?”</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on scripting the I Do: break it down, pregnant pause, repeat step-by-step</li> <li>• Keep the language positive and enthusiastic, including a challenge</li> <li>• Memorize the roll-out speech, then stand up and practice</li> <li>• Leader or peers should play roles of students to make practice more authentic</li> </ul>	Model: If the teacher modeling is ineffective, prompt: “Mr. Smith, am I following your model effectively?” [then model the correct actions and narrate what you’re doing]
<b>STRONG VOICE</b>				
<b>Square up, Stand Still</b>	Posture: teacher undermines his or her leadership presence by slouching, shifting foot to foot, or facing at an angle away from the students	<ul style="list-style-type: none"> <li>• [Watch video]: “How does the teacher use her body language to communicate leadership in her classroom?”</li> <li>• [Model giving directions with a relaxed posture, then while squaring up and standing still]: “What is the difference in the way I communicated the first way versus the second way?”</li> <li>• “What is the value in communicating leadership with our body language?”</li> </ul>	<ul style="list-style-type: none"> <li>• Practice maintaining a formal posture while delivering a lesson on routines and procedures. Note when the teacher is squaring up and standing still, and when the teacher’s body begins to become informal/weak</li> <li>• Film the practice—or use a mirror—so that the new teacher can see what he or she looks like while delivering instructions.</li> </ul>	Non-verbal: Model exaggerated posture and stance—shift your body upward and arch shoulders to remind the teacher to square up and stand still.

<b>Formal Register</b>	Tone: the teacher's vocal register is too casual or informal	<ul style="list-style-type: none"> <li>● “Imagine you had to say ‘it’s time to leave’ to three different audiences: your friend after dinner, a symphony concert audience at the end of a performance, or when a building is on fire. Speak out loud how you would deliver those words differently to each audience.” [After doing so] “What is the value and purpose of the middle one: your formal register?”</li> <li>● “When is it important to use formal register? What message does it send to the students?”</li> <li>● For a teacher who knows formal register: “What are the keys to formal register?”</li> <li>● (Watch video of their classroom): “What conditions lead to you drop your formal register?”</li> </ul>	<ul style="list-style-type: none"> <li>● Videotape the teacher during practice, and review the footage so the teacher can hear when he/she is maintaining a formal register, and when his/her register begins to become casual/informal</li> <li>● Practice maintaining a formal tone while delivering a lesson on routines and procedures. Note when the teacher is maintaining a formal register, and when the teacher's register becomes to informal or casual</li> </ul>	Non-verbal: combine square up/stand still gesture with pointing to your mouth to remind the teacher to speak in a formal register.
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## PHASE 1 RIGOR WRITE LESSON PLANS

### DEVELOP LESSON PLANS 101

Action Step	When to Use It	Probing Questions	Scenarios to Practice	Cues for Real-Time Feedback
<b>Write Precise Learning Objectives</b>	Lesson objectives are not data-driven, are not manageable and measurable, or have not been identified at all	<ul style="list-style-type: none"> <li>● “Let’s look at the upcoming assessment and the questions related to this objective. What do students have to know and do to be able to answer one of these questions correctly?”</li> <li>● “If you asked them how they know their answer is correct, what key conceptual understanding do you want them to be able to articulate?”</li> <li>● (After breaking down all the skills/knowledge required to answer the assessment tasks): “Of all the skills/knowledge, what are the most important parts for you to address in this lesson? Which do students already have some mastery of, and which are the key next skills to push them further?”</li> </ul>	<ul style="list-style-type: none"> <li>● Pull out upcoming assessments to identify the right end goal: break down too-broad objectives to make them manageable for individual lessons.</li> <li>● Plan &amp; Practice are identical: plan a full week of upcoming objectives together</li> <li>● Make sure you have all materials at hand during the meeting: upcoming lesson plans, curriculum scope and sequence, interim assessment, final exam/state test released items, etc.</li> </ul>	N/A
<b>Script a basic “I Do”</b>	Teacher stumbles or doesn't know what to say during the “I Do” part of the lesson.	<ul style="list-style-type: none"> <li>● “Let’s look at your objective and the key understandings that students need to have in order to master it. How will you explain those key understandings?”</li> </ul>	<ul style="list-style-type: none"> <li>● Plan: Write out key understandings students must reach by the end of the lesson.</li> <li>● Script “I Do” into the lesson plan word for word. Remove extraneous words. Don’t</li> </ul>	Nonverbal: Hold out your palm and point to it with the other hand to indicate to them to go back to their script and follow it.

		<ul style="list-style-type: none"> <li>• “What will be the key points of confusion for many of the students? Given that answer, where should you really emphasize your points most clearly to address that confusion?”</li> <li>• “What are the key points you want to communicate during the ‘I Do’?”</li> <li>• “How can you write out your ‘I Do’ to make it easy to remember and deliver in the moment?”</li> </ul>	<p>begin practice until you have fully tightened the script.</p> <ul style="list-style-type: none"> <li>• Practice delivering: look for the teacher adding extraneous words or sentences that you could cut to reduce the model to what is essential.</li> </ul>	
<b>Design Exit Ticket Aligned to the Objective</b>	Teacher’s exit ticket doesn’t align to the objective.	<ul style="list-style-type: none"> <li>• “When you finish the class, what will students be able to do to show you that they have mastered the objective?”</li> <li>• “What key question/task could you give them at the end of the lesson to assess that mastery?”</li> <li>• “Look at the upcoming interim assessment/year-end test: how can we align your question to that level of difficulty and rigor?”</li> </ul>	<ul style="list-style-type: none"> <li>• Plan/revise a week’s worth of exit tickets. Have the upcoming interim/year-end assessment questions in hand to help set the rigor of the Exit Ticket.</li> <li>• Look at previous exit tickets to see where students are struggling and what skills need to continue to be assessed.</li> </ul>	N/A
<b>INTERNALIZE EXISTING LESSON PLANS</b>				
<b>Internalize Key Parts of the Lesson: “I Do” &amp; All Instructions</b>	Teacher hasn't internalized the lesson, and may stumble when delivering it	<ul style="list-style-type: none"> <li>• “What parts of the lesson plan are most important for you to know cold? What is the value of memorizing these parts of the lesson?”</li> <li>• “How do you normally prepare and internalize a lesson plan?”</li> <li>• “What are the challenges to remembering these plans during delivery?”</li> </ul>	<ul style="list-style-type: none"> <li>• Give the teacher a set time to learn a specific chunk of the lesson cold, and then have him/her try delivering it to a partner without looking down at the lesson.</li> <li>• Practice one chunk of the lesson at a time. Once a teacher has it cold, put those chunks together until s/he has it completely memorized.</li> <li>• Build a lesson internalization routine: determine when s/he will spend time each day memorizing key parts of the lesson, how s/he will practice, and who will be their practice partner (even if the “partner” is as basic as a mirror).</li> </ul>	Model: when teacher is struggling with the lesson plan, intervene and cue students to Turn & Talk. Give teacher 30-60 seconds to skim the plan before jumping back into the lesson.
<b>Build Time Stamps into Lesson</b>	The teacher runs out of time, completing only part of the lesson plan and leaving large chunks untaught	<ul style="list-style-type: none"> <li>• “What is the ideal amount of time you want for independent practice at the end? What are the challenges to making sure that students have that amount of time?”</li> <li>• “What are the key tasks students need to do to be able to work independently effectively? What are the parts of the lesson we could cut short if you are running out of time?”</li> </ul>	<ul style="list-style-type: none"> <li>• Write down specific time stamps in their lesson plan. Note which parts of the lesson could be trimmed or cut if teacher is running over.</li> <li>• Rehearse the lesson with timer in hand. Cut unnecessary language that is slowing the teacher down.</li> </ul>	Nonverbal: hold up fingers for how many more minutes to spend in that section of the lesson

# PHASE 2: DAY 1-30

## PHASE 2 MANAGEMENT

### ROLL OUT & MONITOR ROUTINES

WHAT TO DO				
Action Step	When to Use It	Probing Questions	Scenarios to Practice	Cues for Real-Time Feedback
<b>Economy of Language</b>	The teacher's directions are unclear or use too many words.	<ul style="list-style-type: none"> <li>● “What happened yesterday when you asked your students to ___? What caused the confusion?”</li> <li>● What is the value in using fewer words to describe what students should do?”</li> <li>● [Play video of teacher's instructions] “What is another way you could have restated these directions to make them clearer for students?” OR “Write down all the directions you gave. Where did you use more words than needed?”</li> <li>● [If teacher struggles, model for them]: “Let me deliver those same instructions [Model]. What do you notice about the difference between my delivery and your own?”</li> </ul>	<ul style="list-style-type: none"> <li>● Script clear, concise instructions together. Plan them out word-by-word: don't take shortcuts! Remove all extraneous words.</li> <li>● Provide feedback on clarity <u>before</u> practice: most errors can be fixed before your practice.</li> <li>● Rehearse key directions: if necessary, model for teacher what is most effective.</li> <li>● Focus on the pregnant pause between each component of the instruction: students often become confused when given too many directions at once.</li> </ul>	<p>Non-verbal: hold up a red card for too many words.</p> <p>Nonverbal: hold up a sign that says “What to Do.”</p> <p>Whisper prompt: “When you bring everyone back from this assignment, just say: ‘Pencils down. Eyes on me!’ No extra words.”</p> <p>Model: Model giving concise directions using 3-5 words</p> <p>Model: Ask a student to repeat the teacher's instructions</p>
ROUTINES & PROCEDURES 201				
<b>Revise Routines</b>	Students are following the routine but it is inefficient or ineffective	<ul style="list-style-type: none"> <li>● “What has been the challenge in implementing this routine?”</li> <li>● “Where does the breakdown begin: when is the first moment of students not following the routine?”</li> <li>● [Watch video of a better routine] “What can we draw from this routine to make your own more effective?”</li> </ul>	<ul style="list-style-type: none"> <li>● Focus practice at the point where the routine has been going wrong. Model any student errors you anticipate</li> <li>● Pay attention to teacher positioning: (stand in ideal location), and incorporate Strong Voice (posture, register), and What to Do</li> <li>● Rehearse the first words to say to noncompliant students</li> </ul>	<p>Model: “This is my favorite routine. Can I show our students the new way to do it?”</p>
<b>Do it Again</b>	The routine is effective, but students aren't following it.	<ul style="list-style-type: none"> <li>● “What are the keys to running a Do it Again effectively?”</li> <li>● “Why is it important to have students repeat this routine when they haven't done it correctly?”</li> <li>● [Watch video] “Where are the moments when students are incorrectly executing the routine? What would you like to see them do differently?”</li> </ul>	<ul style="list-style-type: none"> <li>● Plan each step of the Do it Again sequence:               <ul style="list-style-type: none"> <li>○ Strong Voice (square up, stand still, use formal register)</li> <li>○ What to Do (name the error, name the correct action)</li> <li>○ Challenge the students to do better</li> <li>○ Give the signal to restart the routine</li> </ul> </li> <li>● Role play the revised routine: Make the same student errors from class and have</li> </ul>	<p>Non-verbal: Make a circle with your finger to cue teacher to have students re-do that part of routine.</p> <p>Verbal: “Ms. Smith, I know we can do that better. What would you like to see us do differently this time?”</p> <p>Model: “Can I show our students what we'd like them to</p>

		<ul style="list-style-type: none"> <li>● “What is challenging about noticing or stating what you want to see students change when they Do it Again?”</li> </ul>	the teacher practice implementing Do it Again until the routine looks flawless	do?” (whisper to teacher what you are modeling)
<b>Cut it Short</b>	The teacher asks students to re-do routines they have already performed sufficiently well.	<ul style="list-style-type: none"> <li>● “Remember when you had students do it again for the third time? Did they perform it even better after that?”</li> <li>● “What is the purpose of having your students do it again? When is it no longer valuable to do it again?”</li> </ul>	<ul style="list-style-type: none"> <li>● Practice Cut it Short the same way as you would practice Do it Again, but with extra emphasis on the conclusion of the Do it Again. As you repeat the practice, try varying up how quickly you perform the routine correctly so the teacher learns to truly evaluate when it’s time to stop the Do it Again.</li> </ul>	<p>Nonverbal: signal to the teacher that it’s time to stop repeating the Do It Again.</p> <p>Model: cut short the Do It Again.</p>
<b>TEACHER RADAR</b>				
<b>Scan Hot Spots</b>	Teacher is not noticing the earliest actions of off-task behavior	<ul style="list-style-type: none"> <li>● [Watch video of class] “At what moment do the first students begin to go off track?”</li> <li>● “Which students are most often off-task?”</li> <li>● “If you know these students are most likely to veer off track, what are your ‘hot spots’ that you want to scan continuously throughout the lesson?”</li> </ul>	<ul style="list-style-type: none"> <li>● Identify hot spots and moments in the lesson plan to scan hot spots.</li> <li>● Practice: role play student behavior you want the teacher to be able to catch and correct by scanning. Repeat until the teacher is consistently scanning the hot spots and identifying off-task behavior.</li> </ul>	<p>Nonverbal: Hold up sign that says “scan.” Hold your hand out over a hot spot at the moment you want the teacher to notice and correct off-task behavior.</p>
<b>Be Seen Looking</b>	The teacher is not scanning and watching the students; students veer off task as a result.	<ul style="list-style-type: none"> <li>● [Watch video of lesson and pick key moments] “Where are you looking right now? Where should you be looking?”</li> <li>● [Model Be Seen Looking] “What did you notice about what I did when giving directions? What is the value of that body language?”</li> </ul>	<ul style="list-style-type: none"> <li>● Practice scanning every row (for students’ hands and eyes) of the classroom while teaching.</li> <li>● Sit in the classroom far from the teacher. Model off-task behavior for the teacher to identify when scanning.</li> </ul>	<p>Non-verbal: Crane your neck to indicate that teacher should do the same.</p> <p>Model: Take over the routine and crane neck/scan with finger while scanning students.</p>
<b>Circulate with Purpose (break the plane)</b>	Teacher is stationary: lack of movement makes students go off-task	<ul style="list-style-type: none"> <li>● “Where did the off-task behavior start? Where were you standing at that time? What is the challenge of not moving around during the lesson?”</li> <li>● [Watch the video] “How much time do you spend away from the front of the room?”</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the hot spots in the room (i.e., where off-task behaviors often occur)</li> <li>● Create a pathway based on the hot spots</li> <li>● Practice moving along this pathway while teaching, stopping at hot spots to scan and giving students a non-verbal redirect</li> </ul>	Nonverbal: point to a corner of the room where they should stand.
<b>Move Away from the Student Who is Speaking</b>	When one student is speaking, other students become disengaged.	<ul style="list-style-type: none"> <li>● “When did the off-task behavior start? Where were you in the classroom in relation to where the problem occurred?”</li> <li>● “What is the value of moving away from the student who is speaking?”</li> </ul>	<ul style="list-style-type: none"> <li>● Have the teacher pretend to call on an imaginary student. Then, while the imaginary student is responding, you can be playing the part of another student in another part of the room who is off-task. The teacher can then practice moving around to remind the other student that he or she is still obligated to pay attention, and, if necessary, to give a silent re-direct.</li> </ul>	Nonverbal: cue the teacher to move away from the student who is speaking.
<b>WHOLE-CLASS RESET</b>				

<b>Planned Reset</b>	A class has slid into low engagement over a few days without the teacher realizing it	<ul style="list-style-type: none"> <li>● “How did you establish that routine so effectively the first time?”</li> <li>● “What are the challenges in implementing the routine right now? Where does this routine break down?”</li> <li>● “What are the root causes of the deterioration of this routine?”</li> <li>● [Show a model: video or yourself modeling]: “What did you notice: what were the key actions the teacher took to re-engage the classroom?”</li> </ul>	<ul style="list-style-type: none"> <li>● Script the reset word-by-word: use as minimal language as possible, e.g.: <ul style="list-style-type: none"> <li>○ Pause. “Eyes on me.”</li> <li>○ Narrate the problem &amp; give a direction</li> <li>○ Scan. Wait for 100%. If not there, give a second direction to off-task students</li> <li>○ Continue the lesson</li> </ul> </li> <li>● Practice: incorporate all previous action steps, particularly: Strong Voice (posture &amp; register); What to Do; teacher radar (scan).</li> <li>● Rd 1: all students “comply” right away.</li> <li>● Rd 2: a few students still don’t comply and teacher has to get them on target.</li> </ul>	N/A (planned in advance)
<b>In-the-Moment Reset</b>	A class has slid into low engagement within the same class period without the teacher realizing it	<ul style="list-style-type: none"> <li>● “When are typical moments when your students go off track?” (If the teacher cannot answer, show him or her video footage of a part of the class when students frequently go off track, and use the video to guide the teacher in identifying the moment when a reset is needed.)</li> <li>● “What are the key indicators in the class that you can look for that will tell you it is time to reset the class?”</li> <li>● “When have you been most successful in resetting the classroom? How could you apply those same skills to this other context?”</li> </ul>	<ul style="list-style-type: none"> <li>● From video of the teacher’s classroom, practice the moment when engagement drops</li> <li>● Script a generic in-the-moment reset that could be used in every situation: Pause, “Eyes on me,” narrate the problem, give direction, scan, and wait for 100%. If not there, give a second direction to students not on task. Continue the lesson.</li> <li>● Incorporate previous action steps</li> <li>● Rd 1: all students “comply” right away.</li> <li>● Rd 2: a few students still don’t comply and teacher has to get them on target.</li> </ul>	Nonverbal: create a cue for “reset” or hold up a sign. Model: “Students, we need to reset ourselves right now.” Model a reset for the teacher.

## PHASE 2 RIGOR INDEPENDENT PRACTICE

### WRITE THE EXEMPLAR

Action Step	When to Use It	Probing Questions	Scenarios to Practice	Cues for Real-Time Feedback
<b>Script the Ideal Written Student Response</b>	The teacher doesn’t know what a rigorous student response to a question looks like.	<ul style="list-style-type: none"> <li>● “Let’s pull out independent practice task. What do you want students to write when you give them this task? [If not yet written] Take a few minutes to write your exemplar.”</li> <li>● “What answers would be only partially correct?”</li> <li>● “How do you want students to show or organize their work in answering this question?”</li> </ul>	<ul style="list-style-type: none"> <li>● Write or revise exemplars for a written-response question in upcoming lessons.</li> <li>● “Spar” with another exemplar: either another teacher’s exemplar or experts in the field (e.g., Shakespearean critics)</li> </ul>	N/A

		<ul style="list-style-type: none"> <li>• “What are the advantages of writing an exemplar response? How is it different from writing objectives?”</li> </ul>	<ul style="list-style-type: none"> <li>• Break down the exemplar: ID key things the student will need to do to produce a response of the same quality.</li> </ul>	
<b>Align Independent Practice to the Assessment</b>	Independent practice activities are not as rigorous as the final assessment students are working towards.	<ul style="list-style-type: none"> <li>• “Let’s look at the upcoming assessment. What is the gap between the rigor of your independent practice and the assessment?”</li> <li>• “What can we do to make the independent practice more aligned to the rigor of the end goal?”</li> <li>• [If teacher struggles to see the gap, use a model]: “Here are two different independent practice activities. Why is activity #1 more aligned and more rigorous than activity #2?” [Teacher responds] “What are your key takeaways for designing quality independent practice tasks?”</li> </ul>	<ul style="list-style-type: none"> <li>• Pull up a lesson plan and upcoming assessment: write/revise independent practice to match the rigor of the upcoming assessment.</li> <li>• Write scaffolded questions that ramp up to the rigor of the final assessment question.</li> </ul>	N/A
<b>INDEPENDENT PRACTICE</b>				
<b>Write First, Talk Second</b>	Class discussion begins without students having the opportunity to write first.	<ul style="list-style-type: none"> <li>• “What is the value of having students write before beginning class discussion?”</li> <li>• “What is the most important information you want to students to grapple with/write about before beginning the conversation?”</li> </ul>	<ul style="list-style-type: none"> <li>• Plan lessons that consistently place writing time before discussion: annotate a week’s worth of lesson plans with short moments to write before talking.</li> <li>• Minimal Role play: practice the launch of the writing task and bringing students back to discussion afterwards.</li> </ul>	N/A
<b>Daily entry prompt (Do Now)</b>	Teacher begins class before students have had a chance to write/work independently	<ul style="list-style-type: none"> <li>• “What is the purpose of a Do Now?”</li> <li>• Timing: “How long are students spending on the Do Now?” [If too long] “How can we reduce the Do Now so that students finish earlier?”</li> <li>• Relevance: “What should be the purpose of your Do Now in this lesson: tell you how well students learned the content from yesterday? Or prepare them to learn the content you’re teaching today?”</li> </ul>	<ul style="list-style-type: none"> <li>• Write Do Now questions for upcoming lessons: short (3-5 minutes to complete), easy to monitor (can check student work) and aligned to objective.</li> <li>• Rehearse a start-of-class greeting that will prompt the students to begin working on the Do Now.</li> </ul>	N/A
<b>Exit Ticket or Longer Independent Practice</b>	Lessons include less than 10 minutes worth of independent practice.	<ul style="list-style-type: none"> <li>• “What is the purpose of daily independent practice/exit tickets?”</li> <li>• Timing: “How long are students spending on independent practice/exit tickets?”</li> <li>• Relevance: “What do you need your Exit Ticket to tell about what students learned today?”</li> </ul>	<ul style="list-style-type: none"> <li>• If challenge is quality of exit ticket: write exit tickets that confirm student mastery. Look at IP and exit tickets side-by-side to make sure they align in level of rigor.</li> <li>• If challenge is delivery: spend time on the instructions they give to students during the times, integrating management action steps: Strong Voice, What to Do, Radar.</li> </ul>	N/A

## AGGRESSIVELY MONITOR

<b>Monitoring Pathway</b>	Teacher monitors only a handful of students—or none at all—during independent practice	<ul style="list-style-type: none"> <li>● Watch a model video: “What does the teacher do after launching independent practice?”</li> <li>● “What do you notice about this seating chart from your peer—what about it would make it easier to monitor your students’ work?”</li> </ul>	<ul style="list-style-type: none"> <li>● Pull out seating charts from other teachers to use as guides</li> <li>● Create a seating chart for this teacher’s class with data in hand &amp; plan the monitoring pathway: start with fastest writers and then move to the ones who need more time.</li> <li>● Practice: test out the seating chart walking around. Revise for anticipated management/off-task behavior.</li> </ul>	Nonverbal or whisper prompt: Cue teacher to follow his/her planned pathway
<b>Monitor the Quality of Student Work</b>	Teacher does not see patterns in student answers	<ul style="list-style-type: none"> <li>● “What were the challenges for you as you monitored during independent practice? What made it difficult for you to remember all your students’ answers?”</li> <li>● “If you cannot monitor everything a student writes, what are the key pieces based on today’s focus?”</li> <li>● “What trends did you notice as you aggressively monitored the independent work today? Who mastered it and who didn’t?”</li> <li>● “What is the purpose of aggressive monitoring during independent practice? How can that help inform the rest of your lesson?”</li> </ul>	<ul style="list-style-type: none"> <li>● Planning: take out the exemplar and annotate for the keys to look for:                         <ul style="list-style-type: none"> <li>○ Humanities: the argument/thesis, evidence, or a writing technique.</li> <li>○ STEM: a certain formula or critical step in answering a problem</li> </ul> </li> <li>● Set up a note-taking template for monitoring.</li> <li>● Practice: set out papers with student writing on desks, and give the teacher a set amount of time to fill in note-taking template and note the patterns in student responses</li> </ul>	Whisper prompt: Cue teacher to monitor student work. Model: Walk alongside teacher and ask what trends s/he is noticing. Show teacher how to use exemplar to identify patterns and determine the trend.
<b>Mark Up Student Work (Pen in Hand)</b>	Teacher is not giving explicit feedback to more than a handful of students if at all	<ul style="list-style-type: none"> <li>● “What is the student experiencing in the moment when you’re monitoring? How many of them know if they are on the right track or not?”</li> <li>● [Present a coding technique/watch a video of a teacher marking up student work/look at a sample student work that has been marked up by a teacher] “How did the teacher give quick feedback to this student to help them get on track?”</li> <li>● “What is the power of a coding system for allowing you to give feedback to more students?”</li> </ul>	<ul style="list-style-type: none"> <li>● Create a feedback code: simple cues to write on student work to spur self-correction.</li> <li>● Practice: put out a class set of student work on all the desks. Have the teacher monitor the room and write feedback codes on as many papers as possible.</li> <li>● Rd 2: ID ways to go faster</li> <li>● Integrate previous actions: monitoring pathway; collecting data.</li> </ul>	Model: Walk alongside the teacher as they monitor and whisper, e.g., “I think you should put an E on this one” when you see him/her struggle to give the student feedback.

## PHASE 3: DAY 31-60

### PHASE 3 MANAGEMENT ENGAGE EVERY STUDENT

#### CREATE A CHALLENGE/BUILD MOMENTUM

Action Step	When to Use It	Probing Questions	Scenarios to Practice	Cues for Real-Time Feedback
<b>Create a Challenge</b>	Teacher states or acknowledges the boring/hard nature of the content they are teaching	<ul style="list-style-type: none"> <li>● [Watch model video] “What does this teacher say to get her students so excited to complete the task?”</li> <li>● “What is the value of providing a challenge to build momentum in the class?”</li> <li>● “Where in your lesson did you miss an opportunity to create a challenge? What could you do differently?”</li> </ul>	<ul style="list-style-type: none"> <li>● Have teacher script challenges into lesson plan and practice delivering them</li> </ul>	Nonverbal: Pump your hands in the air like a cheerleader, Model: model creating a challenge.
<b>Speak Faster, Vary your Voice and Smile</b>	Teacher’s tone doesn’t convey the joy and excitement that should infuse the classroom	<ul style="list-style-type: none"> <li>● [Show model video]: “What do you notice about Ms. Smith’s tone in this clip? What does she do to make her delivery sparkle?”</li> <li>● “Now think about your own classroom. What’s creating the gap between this teacher’s tone and yours?”</li> </ul>	<ul style="list-style-type: none"> <li>● Teach part of upcoming lesson while speaking faster and smiling.</li> <li>● Stop teacher and repeat what teacher has just said while smiling and speaking more quickly.</li> <li>● Have the teacher vary their voice, dropping lower to create tension rather than always remaining at high or low volume.</li> </ul>	Nonverbal: Point to corners of your mouth to remind teacher to smile, or gesture with your hand to remind him or her to speak more quickly.  Whisper prompt: “Sparkle! Smile! Jump back into teaching!”
PACING				
<b>Use a Timer</b>	Teacher falls way behind the planned pacing of their lesson plan	<ul style="list-style-type: none"> <li>● “How much time did you want to spend on the ‘I Do’ part of the lesson? What kept you from sticking to that amount if time?”</li> <li>● “How much time had you planned to have left for independent work at the end of the lesson? What kept you from having enough time?”</li> </ul>	<ul style="list-style-type: none"> <li>● Plan: review time stamps for each part of the lesson. Script how to move on when the timer goes off and the teacher hasn’t finished that section. Plan where teacher can cut certain parts of the lesson when falling behind</li> <li>● Practice lesson with a timer. Rehearse what to do when timer goes off &amp; teacher isn’t finished with that section.</li> </ul>	Non-verbal: point at watch/wrist when time to move on. Non-verbal: give a hand signal of how many more minutes to stay on this activity.
<b>Increase Rate of Questioning</b>	Teacher pauses too long between questions, losing the students’ engagement	<ul style="list-style-type: none"> <li>● “What is the key to pacing? Given that principle, what do you think is the ideal amount of time after each student answer before you ask another question?”</li> <li>● “Do you recall what happened after you called on Max yesterday? What would you need in order to keep instruction moving more immediately after calling on a student?”</li> </ul>	<ul style="list-style-type: none"> <li>● Role play a questioning sequence from an upcoming lesson keeping track of the rate of questioning. Note specifically moments where the rate slows due to pauses in between questions and lack of teacher preparation. Key teacher actions to look for: knowing the questions cold, and knowing which student to call on.</li> </ul>	Model: model the questioning pace for the teacher

<b>Countdown to Work the Clock</b>	Students are slow to move during lesson transitions: e.g., whole class to pairs to IP, etc.	<ul style="list-style-type: none"> <li>• “How much time did you want to take in this transition?”</li> <li>• [Watch model video]: “What actions does the teacher take to go faster? How could you apply them to your lesson?”</li> <li>• “How could you challenge your students to work with greater purpose?”</li> </ul>	<ul style="list-style-type: none"> <li>• Script and practice Bright Lines--cues to signal switching between activities: claps, hand gestures, etc.</li> <li>• Play part of students and have teacher transition from one activity to the next using a countdown to work the clock.</li> </ul>	Nonverbal: signal “5-4-3-2-1” with your fingers when it’s time for a countdown.
<b>Call &amp; Response</b>	Students lose focus/engagement while teacher is modeling or talking.	<ul style="list-style-type: none"> <li>• “What is the purpose of a choral response? How does it add value to engagement both behaviorally and academically?”</li> <li>• “Here’s a video clip from your lesson yesterday. Where could you have used a choral response to increase engagement?”</li> </ul>	<ul style="list-style-type: none"> <li>• Identify moments when it would be most useful to implement a choral response.</li> <li>• Role play: provide occasional lackluster responses so teacher can practice having students Do it Again for choral response.</li> </ul>	Nonverbal: create a cue for choral response
<b>ENGAGING ALL STUDENTS</b>				
<b>Call on All Students</b>	Teacher tends to call on the same few students over and over.	<ul style="list-style-type: none"> <li>• “Let’s look at this footage from some of your questioning sequences in the past week. Which students are you calling on and which aren’t getting called?”</li> <li>• “What could you do to make sure you call on all students? How will you remember to do so in-the-moment?”</li> </ul>	<ul style="list-style-type: none"> <li>• Option 1-embed in lesson plan: write into plan which specific students to call on during plan, ensuring that students at different levels of mastery of the content are getting called on and that everyone gets to speak frequently.</li> <li>• Option 2-use attendance list: pull out teacher attendance list and have teacher check students off as they are called on.</li> </ul>	Non-verbal: point to the student who would be ideal for him or her to call on.
<b>Cold Call</b>	Some students disengage when the teacher asks a question	<ul style="list-style-type: none"> <li>• “What is the purpose of cold calling?”</li> <li>• “Where in your lesson today could a cold call have increased engagement?”</li> <li>• “Who are the students who would benefit the most from a cold call?”</li> </ul>	<ul style="list-style-type: none"> <li>• Choose students to cold call in advance.</li> <li>• Practice: run through a questioning sequence and strategically cold calling on various students.</li> </ul>	Non-verbal: point at the ideal student for the teacher to cold call.
<b>Turn &amp; Talk</b>	Students become restless during lengthy I Do or class discussion	<ul style="list-style-type: none"> <li>• “What are the benefits of having students do a Turn &amp; Talk?”</li> <li>• “What are the keys to an effective Turn &amp; Talk?”</li> <li>• “How will you know the Turn and Talk is effective?”</li> </ul>	<ul style="list-style-type: none"> <li>• Planning: ID moments in upcoming lesson to do a quick Turn &amp; Talk.</li> <li>• Create bright lines—make Turn &amp; Talk entry and exit unmistakably crisp: pre-establish whom students turn towards, What to Do instructions, brisk signals, “Go!”</li> <li>• Scan the room and redirect off-task students</li> </ul>	Nonverbal: forefingers turn toward each other. Model: lead a Turn and Talk and then explain rationale to teacher during the Turn and Talk
<b>Use Multiple Methods to Call on Students</b>	Teacher over-relies on just one technique for engaging all students	<ul style="list-style-type: none"> <li>• “We’ve discussed multiple ways to call on students: cold call, taking hands, turn &amp; talks, and choral response. Which ones do you use the most? Which ones could you use more frequently in your lesson?”</li> <li>• “What are the times in which each technique would be best to use in your class?”</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a whole group discussion: note which questions are best suited for cold call, hands, choral response or turn &amp; talk</li> <li>• Role play the discussion following the script the teacher created.</li> </ul>	Non-verbal: create/use cue for cold call, choral response and all hands. Whisper prompt: “When you call the group back together, start with a choral response” Model (if needed).

<b>NARRATE THE POSITIVE</b>				
<b>Narrate what students do well</b>	Teacher's tone when addressing management problems is overly negative	<ul style="list-style-type: none"> <li>● [Watch model video] "How did the teacher get students to correct misbehaviors without being negative?"</li> <li>● [Watch video of teacher] "What could you have done in this particular moment to increase the positivity of your tone?"</li> <li>● "What negative phrases do you find yourself using most often?"</li> </ul>	<ul style="list-style-type: none"> <li>● Planning: re-write teacher's most frequent negative comments into positive statements.</li> <li>● Practice: role play keeping students on track through positive narration.</li> <li>● Focus on the positive tone: practice tone until it feels authentic: not overly positive nor too flat/negative.</li> </ul>	Nonverbal: index card with a plus sign written on it Whisper prompt: "Narrate the positive."
<b>While Narrating the Positive, Look at Off-Task Student</b>	Students who are off-task don't respond to positive narration	<ul style="list-style-type: none"> <li>● [Watch model video] "Where is the teacher looking while narrating the positive? How does that affect student responsiveness?"</li> </ul>	<ul style="list-style-type: none"> <li>● Practice: you play the role of a student and model off-task behavior while the teacher looks at you and narrates the positive actions of another (imaginary) student.</li> </ul>	Whisper prompt: "Look at off-task students while narrating positive."
<b>Use Language that Reinforces Students Getting Smarter</b>	Teacher tends to praise behavior rather than academic effort or achievement	<ul style="list-style-type: none"> <li>● [Watch model video] "What does this teacher say when her students are responding? What behavior is she reinforcing?"</li> <li>● "When do you find yourself giving positive feedback to students?"</li> <li>● "What are the classroom culture benefits of praising academics over behavior?"</li> </ul>	<ul style="list-style-type: none"> <li>● Plan: With an upcoming lesson plan, script moments when the teacher could give precise academic praise that would reinforce students' effort.</li> <li>● Practice students giving a response and the teacher giving precise praise</li> </ul>	Model: praise student thinking if an opportunity is missed. Whisper to teacher to give precise praise after another positive academic behavior
<b>INDIVIDUAL STUDENT CORRECTIONS</b>				
<b>Least-Invasive Intervention</b>	<p>Teacher sees the problem, but What to Do and Narrate the Positive aren't working for a few students, or teacher does not consistently or effectively provide consequences for minor misbehaviors.</p> <p>Teacher uses corrections that draw unnecessary attention to the student who has been off-task.</p>	<ul style="list-style-type: none"> <li>● "When a student shows ___ [insert low-level nonresponsiveness, such as calling out, repeated head down, off-task, etc.], what is your ideal response?"</li> <li>● "What is the challenge when you try to redirect an off-task student?"</li> <li>● "Look at this list of interventions from least to most invasive. What is the advantage of starting with the least invasive intervention?"</li> <li>● "When you are intervening with off-task students, which of these interventions are you using? Which ones could you add to your repertoire?" [Watch video of teaching if needed.]</li> <li>● "Which intervention is most appropriate given the behavior and the part of the lesson in which it occurs?"</li> </ul>	<p>You really cannot over-plan and over-practice this action step. The more at-bats the better!</p> <ul style="list-style-type: none"> <li>● Script the precise language of administering the consequence</li> <li>● Practice the tone and timing until teacher has mastered a formal tone.</li> <li>● Role play as a student with different types of off-task behavior. Have the teacher re-direct you with least-invasive interventions. Slowly progress up to persisting in the off-task behavior so that the teacher has a chance escalate to every type of intervention.</li> </ul>	<p>Nonverbal: point to the student off-task and give a re-direct signal.</p> <p>Whisper prompt: "This student is off task. Use ___ intervention."</p> <p>Model: re-direct an off-task student and wait for the teacher to repeat the action with the next off-task student.</p>

## PHASE 3 RIGOR PLAN WITH DATA

### HABITS OF EVIDENCE

Action Step	When to Use It	Probing Questions	Scenarios to Practice	Cues for Real-Time Feedback
<b>Teach Students to Annotate with Purpose</b>	Students don't annotate texts when reading, making it difficult for them to go back and cite the best evidence	<ul style="list-style-type: none"> <li>• “What is the purpose of annotating a text? Based on your prompt/task, what would be the best focus for their annotation?”</li> <li>• “How many students are annotating the text while reading?”</li> <li>• “For the students that are annotating, what are the biggest gaps in their ability to annotate for the best evidence?”</li> </ul>	<ul style="list-style-type: none"> <li>• Review text the students will be reading in the upcoming week. Create an exemplar annotation: what are the key pieces of evidence you would like them to highlight</li> <li>• Practice: monitor student work with annotated exemplar on a clipboard.</li> <li>• Set up a simple written feedback/cue to give to students while monitoring their annotation (e.g., circle = look for better evidence)</li> </ul>	Walk alongside the teacher when monitoring student annotation of their reading. Look for patterns of good and weak annotations. Whisper prompt: “Prompt x student to improve their annotations.”
<b>Teach/Prompt Students to Cite Key Evidence</b>	Students don't cite evidence from the text when answering questions	<ul style="list-style-type: none"> <li>• “What is the importance of citing evidence in answering a question?”</li> <li>• “Where in your last lesson could students have been asked to cite their evidence more clearly/effectively?”</li> </ul>	<ul style="list-style-type: none"> <li>• Name key evidence from exemplar, identify additional valid evidence, and predict wrong evidence.</li> <li>• Practice: prompt students when they don't cite best evidence</li> </ul>	Nonverbal: Cue for evidence (e.g., card with an “E” printed on it). Whisper prompt: “Ask for evidence.” Model if needed

### CHECK FOR WHOLE-GROUP UNDERSTANDING

<b>Poll the Room</b>	Teacher moves ahead without a clear vision of which (or how many) students comprehend	<ul style="list-style-type: none"> <li>• [Debrief your own intervention] “I intervened in your class and polled the room. What was the purpose of doing so? How did that help guide the rest of your lesson?”</li> <li>• “What would be the best moments in your upcoming lesson to poll the room?”</li> <li>• “What are the advantages these polling techniques versus self-report thumbs up/thumbs down?”</li> </ul>	<ul style="list-style-type: none"> <li>• Script into the lesson plan key moments to conduct a poll of the room</li> <li>• Plan the rollout of the polling routine: integrate Phase 1 &amp; 2 actions for rollouts</li> <li>• Predict the outcome for the polling of upcoming classes to help a teacher start to anticipate student error</li> </ul>	Nonverbal: Hold up sign that says “Poll.”  Model: Poll the room yourself.
<b>Target the Error</b>	Class discussion does not focus on students' common misconceptions	<ul style="list-style-type: none"> <li>• “What challenges do you anticipate during independent practice? Where is the most important area to review?”</li> <li>• [Watch model video]: “What actions does this teacher take to respond to students' written errors?”</li> </ul>	<ul style="list-style-type: none"> <li>• Planning: Anticipate the errors students will make in upcoming lesson.</li> <li>• Practice: Review student work and name the error</li> </ul>	Whisper Prompt during IP: “What patterns of error are you noticing? Plan to review only the areas of error.”

## RE-TEACHING 101: MODEL

<b>Give Students a Clear Listening/ Note-taking Task</b>	The teacher gives a clear model, but the students don't have a task to do while listening to the model	<ul style="list-style-type: none"> <li>● [Watch a model video]: “What were the key actions the teacher took make sure the students were listening?”</li> </ul>	<ul style="list-style-type: none"> <li>● Focus on planning: include a note-taking task and check for understanding</li> </ul>	Verbal Prompt: “Students, I want to see your notebooks out to take notes: This is too valuable not to write anything down!”
<b>Model the Thinking, Not Just a Procedure</b>	The teacher's model is confusing or unclear  The teacher tells them a procedure but doesn't unpack the thinking behind it	<ul style="list-style-type: none"> <li>● “Let's look over your exemplar for the independent practice. Talk aloud how you would solve this problem/write this essay.” [After teacher answer] “What are students struggling to do to match the quality of your exemplar? Where is their thinking or understanding breaking down?”</li> <li>● “Given those gaps, what is the most important thing for you to model for them?”</li> <li>● [Watch a model video]: “What were the key actions the teacher took to model the skill effectively? How do those differ from what you have been doing in class?”</li> </ul>	<ul style="list-style-type: none"> <li>● Pre-work: unpack the key errors that students are making (Phase 3 coaching tips: 1. Start with the exemplar. 2. Identify the gaps. 3. Plan the re-teach)</li> <li>● Plan: design an effective Think Aloud (1. Target the error. 2. Model replicable thinking. 3. Check for understanding.)</li> <li>● Practice: vary tone and cadence of think aloud/model to emphasize key points and be as clear as possible:</li> </ul>	Verbal Prompt: “Ms. Smith, that was very interesting. Can you tell me again what you were thinking when you took that step? I want to make sure I understand.”  Model: do a Think Aloud yourself.
<b>We Do/You Do: Give At-Bats to Practice</b>	The teacher gives a clear model, but the students don't have the opportunity to try to replicate it after the model is done	<ul style="list-style-type: none"> <li>● “What is the best way for students to practice after they have listened to your model?”</li> </ul>	<ul style="list-style-type: none"> <li>● Plan: create an At-bat where students genuinely practice what the teacher just modeled. Make sure they practice the thinking involved and not just the procedure.</li> </ul>	Nonverbal: Give a cue that it's time for students to practice

# PHASE 4: DAY 61-90

## PHASE 4 MANAGEMENT SET ROUTINES & PROCEDURES

### ENGAGED SMALL GROUP WORK

<b>Explicit Instructions for Group Work</b>	Groups are off task because they're confused about what to do, or because not every student has something to do	<ul style="list-style-type: none"> <li>• “What do you want students doing during group work? What will they have produced if they are successful?”</li> <li>• “How many student roles do you need in order for your students to complete their group work task? Based on that, what size should the groups be?”</li> <li>• “What will be the hardest part to enforce? What visual evidence can you create to make it easier for you to make sure they're on track?”</li> </ul>	<ul style="list-style-type: none"> <li>• Planning: script out explicit directions for group work</li> <li>• Focus on visual evidence of on-task behavior: to make it easier to monitor (e.g., students chart their thoughts on the whiteboard). .</li> <li>• Practice delivery</li> </ul>	Model delivering explicit small group work instructions.
<b>Monitor &amp; Verbally enforce group accountability</b>	Some groups are off-task despite clear instructions	<ul style="list-style-type: none"> <li>• “Despite your quality instructions, you had a few groups who weren't on task today. Did you notice when they started to get off track?”</li> <li>• “Looking back on your previously learned action steps, what sort of small-group reset or individual correction could you deliver to get the group/individual back on track?”</li> <li>• “In which groups were some students shouldering more of the work? What steps can you take to remedy this?”</li> </ul>	<ul style="list-style-type: none"> <li>• Plan out what the teacher will want to see on chart paper/student notebooks during group work.</li> <li>• For resetting, script out the language for an effective reset or individual correction. Incorporate all the keys from previous action steps.</li> <li>• Practice: Monitor group work and practice individual student corrections and whole-class reset</li> </ul>	Nonverbal or whisper prompt: ID the off-task groups

## PHASE 4 RIGOR LEAD STUDENT DISCOURSE 101

### RE-TEACHING 201

Action Step	When to Use It	Probing Questions	Scenarios to Practice	Cues for Real-Time Feedback
<b>Show-Call</b>	<p>Many students are struggling to identify the error in their understanding, or they struggle to generate an exemplar response</p> <p>Teacher is trying to use student work but struggles to lead discussion around it</p>	<ul style="list-style-type: none"> <li>• [Watch video of Show-Call] “What was the value of the teacher showing a piece of student work to jump-start the conversation? How did the teacher do this effectively?”</li> <li>• “What common errors are your students making when solving these problems/completing these types of tasks?”</li> <li>• “When looking at student work, what do they need to see more: an exemplar response from their peer, or the error that they are making?”</li> <li>• “What would an ideal answer from a student look like?”</li> </ul>	<ul style="list-style-type: none"> <li>• Planning: Look at exit tickets and select a strong student exemplar and a representative incorrect/incomplete student response that is indicative of an error that many students are making.</li> <li>• Script out the steps: 1. Post the work (either exemplar, incorrect answer, or both). 2. Turn &amp; talk: ask students to evaluate. 3. Whole class: name the error and the best practice.</li> <li>• Practice: rehearse the script. Focus on economy of language.</li> </ul>	<p>Whisper prompt: during independent practice, identify one or more student work samples that would be valuable for the teacher to use during Show Call. Ask the teacher which ones they would Show-Call; if they make a weak choice, show them the ones you selected and briefly explain why.</p>
<b>Stamp the Understanding and At Bats</b>	<p>Students can figure out their error, but they do not articulate clearly what they have to do to prevent those errors in the future and don't have time to practice</p>	<ul style="list-style-type: none"> <li>• “Once the students identify the error or strategies in the exemplar, what is the key understanding you want them to stamp? What would the ideal answer look like?”</li> <li>• “What would be the best form of practice for the students to get a chance to master this new strategy/understanding?”</li> </ul>	<ul style="list-style-type: none"> <li>• Practice stamping the understanding: articulate exactly what the teacher will look for in student answers. Write down that key understanding on the board</li> <li>• Plan: Incorporate into lesson plan more “at bats” to practice the new skill</li> </ul>	<p>Model: if teacher doesn't stamp the understanding, intervene to make sure students grasp the concept</p> <p>Nonverbal: give cue that it's time for students to practice</p>

### UNIVERSAL PROMPTS

<b>Wait Time, Pre Call, Roll Back</b>	<p>The teacher moves on too quickly after asking a challenging question</p>	<ul style="list-style-type: none"> <li>• “What are the possible reasons a student might not be able to answer a question you ask on the spot—beyond just not knowing the answer?”</li> <li>• [Watch a video or model for the teacher] “What actions did the teacher take? Why were these beneficial?”</li> <li>• “What is the purpose of repeating the student's answer back to him/her? Why not just correct the error?”</li> <li>• “Which students need more time than others to formulate an answer? Which ones would benefit from a pre-call to give them enough thinking time?”</li> </ul>	<p>Integrate the practice of all three skills:</p> <ul style="list-style-type: none"> <li>• Wait time: ID higher-order questions that might require more think time. Script concise directions teacher will narrate during wait time (“This answer requires strong evidence. Everyone can be looking as we wait.”)</li> <li>• Roll back: role play a questioning sequence from an upcoming lesson, providing student answers that would benefit from rolling back. Continue the lesson after rolling back as well.</li> </ul>	<p>Nonverbal: create a cue for wait time (e.g., hold up a hand as a stop sign).</p> <p>Model: roll back answer to original student, modeling for teacher</p>
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<b>Universal Prompts</b>	The teacher doesn't know why a student got an answer wrong.	<ul style="list-style-type: none"> <li>● "When the student delivered the incorrect answer, what happened next? How do you know if that student now understands at the end of the class?"</li> <li>● "Let's look at this list of universal prompts. What is the value of using prompts like these?"</li> <li>● "Where in your lesson could you have used one or more of these prompts?"</li> </ul>	<ul style="list-style-type: none"> <li>● Plan next lesson: predict the types of student responses that will benefit from these prompts.</li> <li>● Practice: play the roles of 3-4 different students: one with a wrong answer, two more with limited answers. Role play using each of the prompts.</li> </ul>	N/A
<b>Close the Loop</b>	After an incorrect answer, the teacher moves on without correcting the original error with that student.	<ul style="list-style-type: none"> <li>● "When [student] delivered that incorrect answer yesterday, what did you do next? How did you know if [student] understood why she/he was wrong? What could you do next time?"</li> <li>● [Watch model video]: "How does this teacher guarantee that the student has learned after his original misconception?"</li> </ul>	<ul style="list-style-type: none"> <li>● Role-play a questioning sequence from an upcoming lesson, with you playing different students so that the teacher has a chance to play out the process of coming back to the first student he or she has called on.</li> </ul>	<p>Whisper prompt: "Come back to x student to make sure he understands."</p> <p>Model: "Jared, why is that answer right?"</p>
<b>HABITS OF DISCUSSION</b>				
<b>Keep Neutral</b>	The teacher's reaction reveals whether student responses are correct before the students can figure it out on their own.	<ul style="list-style-type: none"> <li>● "Recall our recent PD on Habits of Discussion. What is the goal of getting students to use the habits?"</li> <li>● [Watch video of teacher] "Compare your responses to correct and incorrect answers. What are the differences? How do your different responses limit the rigor of the discussion?"</li> <li>● "What actions can you take to ensure your responses to correct and incorrect responses are the same?"</li> </ul>	<ul style="list-style-type: none"> <li>● Practice: role play correct and incorrect responses. Focus teacher on staying neutral: eyebrows neutral, consistent nodding or not, same number of words after each response</li> <li>● Incorporate in the use of habits of discussion and wait time</li> </ul>	N/A
<b>Agree/Build Off Each Other</b>	Student answers are disconnected from each other even when they agree.	<ul style="list-style-type: none"> <li>● "What do you ideally want students to do when they agree with what a peer is saying? How could you get them to do it in-the-moment?"</li> <li>● "Let's think about that moment during your lesson when x student shared his answer and the next student just repeated it. What training to the students need in how to build off of another answer?"</li> </ul>	<ul style="list-style-type: none"> <li>● Script prompts to get students to build off of each other's arguments: "I agree with ____, and I would like to add that..."</li> <li>● Practice: Role-play a class discussion. Prompt the students to build off.</li> </ul>	<p>Nonverbal: Post the Habits of Discussion in the classroom; point to the posted habits when needed.</p> <p>Model: "David [student], can you restate your answer using one of the habits?"</p>
<b>Disagree Respectfully</b>	Students either don't disagree with their peers, or don't do so in a respectful manner.	<ul style="list-style-type: none"> <li>● "What do you ideally want students to do when they disagree with what a peer is saying?"</li> <li>● "What is the gap between that ideal response and what they are doing in class?"</li> <li>● "How could you get them to do those ideal actions in-the-moment?"</li> </ul>	<ul style="list-style-type: none"> <li>● Script prompts to get students to respectfully disagree with each other's arguments.</li> <li>● Practice: Role-play a class discussion. Prompt the students to express respectful disagreement.</li> </ul>	<p>Nonverbal: Point to prompts posted on the classroom walls.</p> <p>Model: "Laura, can you disagree using one of the habits posted on the wall?"</p>

# STRETCH IT: THE NEXT STEPS

## STRETCH IT RIGOR LEAD STUDENT DISCOURSE 201

STRATEGIC PROMPTS				
Action Step	When to Use It	Probing Questions	Scenarios to Practice	Cues for Real-Time Feedback
<b>Access Previous Understanding</b>	Despite the use of Discourse 101 techniques, students are still unable to grasp the concept	<ul style="list-style-type: none"> <li>● “Let’s look at yesterday’s lesson. What were the key understandings you wanted the students to reach by the end of the class?”</li> <li>● “Where was the gap in their ability to get there?”</li> <li>● “Think about your previous learning. What are the key understandings that could have helped the students unpack this task/question?”</li> <li>● “What are the resources you have available that have a set of prompts you can use with your kids?”</li> </ul>	<ul style="list-style-type: none"> <li>● Plan: Unpack the exemplar response in upcoming lesson, &amp; name the key pieces of previous understanding that students will need to solve the problem</li> <li>● Prepare where students will access that knowledge, (e.g.: Chart of key terms posted in the room, student handout, previous notes)</li> <li>● Plan the script to ask students to access that knowledge</li> </ul>	Nonverbal: Point to the resources in the room. Whisper prompt: “I think students are making ____ error. Ask them about ____ [previously learned knowledge or skill] to cue them to strategies that can help them solve the problem.”
<b>Call on Students Based on Data</b>	The teacher calls primarily students who already know the answer and doesn’t guarantee that the learning for the rest, or Teacher calls on consecutive struggling students and the discussion stalls	<ul style="list-style-type: none"> <li>● “Recall the moment when Javier, Claire and Marta all struggled to answer the question. Based on your monitoring of their independent practice prior to the discussion, were there any other students in the room who could have provided more help? What is the advantage of calling on one of them when other students are stuck?”</li> <li>● “Let’s look at your recent assessment data sorted from lowest to highest performing. Think back to whom you called on in class today—where did most of the called-on students fall within your data set? What is the limitation of calling only on students in that range?”</li> </ul>	<ul style="list-style-type: none"> <li>● Plan: anticipate the responses students of varying levels will give in class.</li> <li>● Script out the order of students to call on during the discourse: 1. Start with a medium/lower student. 2. Call on a higher student when the previous student is struggling to answer. 3. Call on a lower student to “stamp” the understanding</li> <li>● Rd 1: First student called on gets it right (then call on lower/medium students to solidify understanding)</li> <li>● Rd 2: First student gets it wrong; after calling on higher students, lower students get it right</li> <li>● Rd 3: First student gets it wrong, after calling on higher student, lower student still gets it wrong</li> </ul>	The key to real time feedback is monitoring student learning during independent practice. Without that, it’s difficult to intervene. If you do, you can follow Nikki Bridges’ lead from the clip you watched in Phase 4 (Monitoring Student Work).
<b>Students Prompting Students</b>	Teacher is constantly prompting the students to use habits of	<ul style="list-style-type: none"> <li>● [Watch video of class or remember it] “Where did the discussion go off track? What would have been the ideal student intervention to get back on point?”</li> </ul>	<ul style="list-style-type: none"> <li>● Identify 1-2 common errors and the universal prompts you want students to use to address the error. Practice prompting students to use that universal prompt.</li> </ul>	Nonverbal: point to teacher’s chart for universal prompts Model: “Daniela [student], what could you say to your peers to prompt a deeper response?”

	discussion because students are not yet taking leadership	<ul style="list-style-type: none"> <li>● [Use Guide for Habits of Discussion in appendix] “Which would be the appropriate next habits to develop in the students’ ability to lead the discussion?”</li> <li>● “Recall how you rolled out Routines and Procedures at the beginning of the year. What are the key actions that we can replicate in rolling out a habit of discussion?” [Refer to actions in Phase 1]</li> </ul>	<ul style="list-style-type: none"> <li>● Practice rolling out the habit [see Phase 1 for key actions]</li> </ul>	
<b>GO CONCEPTUAL</b>				
<b>Verbalize a conceptual understanding of content</b>	<p>The student gives a correct answer but teacher doesn’t ask for him/her to explain why</p> <p>Teacher focuses on the process but doesn’t get students to name the conceptual understanding</p>	<ul style="list-style-type: none"> <li>● “Let’s look back at the standard aligned to this task: What are the key understandings required to master this objective?”</li> <li>● “When you ask a student to explain why [the answer is correct], what is the ideal response you’re looking for in this moment?”</li> <li>● “What response did students give you and how did you respond?”</li> <li>● “Looking at the potential prompts for conceptual understanding, which would be most relevant to use in this context?”</li> </ul>	<ul style="list-style-type: none"> <li>● Script ideal response and questioning sequence to get to that response.</li> </ul>	<p>Model: “Mr. Smith, I’m impressed with Jordan’s answer. Jordan, can you generalize the _____ [rule/strategy/skill] you used that we could use in any problem?”</p>
<b>Upgrade Vocabulary</b>	Teacher does not ask students to use technical/academic language when giving answers	<ul style="list-style-type: none"> <li>● “What is the ideal academic or technical language that you wanted students to use in their response?”</li> <li>● “What was the gap between that ideal response and what students said?”</li> <li>● “How can we create or leverage a resource that will push students to upgrade their vocabulary in their answers?”</li> </ul>	<ul style="list-style-type: none"> <li>● Create a word wall/chart with key academic terms you will want students to use in their answers.</li> <li>● Script in moments when the teacher can punch key vocabulary terms when modeling. Script ideal student responses that include key vocabulary terms.</li> <li>● Script the prompts to use when students don’t use mathematical/scientific/academic language: “That’s the right idea. Now state it again using your Academic Word Wall as a resource.”</li> </ul>	Nonverbal: point to the academic language resource (word wall, cheat sheet, etc.)
<b>“Stretch It”</b>	Students answer a question easily, and teacher moves on rather than pushing them to go further.	<ul style="list-style-type: none"> <li>● “What happened after you called on Jermaine and he answered your question correctly? How does that affect his learning? What could you do to raise the rigor for him without making it unmanageable for the rest of the class?”</li> <li>● [Watch video of stretch it.] “What did the teacher do to stretch the learning?”</li> </ul>	<ul style="list-style-type: none"> <li>● Identify moments in the lesson plan where students might get to correct answers easily. Script “stretch it” questions to increase the rigor of those moments: e.g., how/why, cite evidence, evaluate the answer</li> </ul>	Non-verbal: pull your fingers apart—as if stretching a piece of gum—to signal that it’s a good time to raise the rigor with a stretch-it question.