

Phase	Management Trajectory: <u>Develop Essential Routines and Procedures</u>	Rigor Trajectory: <u>Write Lesson Plans</u>
<p style="text-align: center;">Phase 1 (Pre-Teaching)</p>	<p>1. Routines and Procedures 101: Design and Roll Out</p> <ul style="list-style-type: none"> • Plan & practice critical routines and procedures moment-by-moment: <ul style="list-style-type: none"> ○ Explain what each routine means and what it will look like ○ Write out what teachers and students do at each step and what will happen with students who do not follow the routine • Plan & Practice the roll out: how to introduce routine for the first time: <ul style="list-style-type: none"> ○ Plan the “I Do”: how will you model the routine ○ Plan what you will do when students don’t get it right <p>2. Strong Voice: Posture and Register</p> <ul style="list-style-type: none"> • Square Up, Stand Still: When giving instructions, stop moving and strike a formal pose • Formal Register: When giving instructions, use a formal register, including tone and word choice. <p><i>*Note: Many other topics can be introduced during August training. What are listed above are the topics that should be addressed to reach proficiency. Other topics to introduced-if not mastered-could be:</i></p> <ul style="list-style-type: none"> • <i>Least invasive intervention</i> • <i>Narrate the Positive</i> • <i>Challenge/Build Momentum</i> • <i>Teacher Radar: places to stand where you can see the whole class</i> • <i>Do it Again: Practice routines to perfection-have students do it again if it is not done correctly (and know when to stop Do it Again)</i> 	<p>1. Develop Effective Lesson Plans 101</p> <ul style="list-style-type: none"> • Write precise learning objectives that are: <ul style="list-style-type: none"> ○ Data-driven (rooted in what students need to learn based on assessment results analysis) ○ Curriculum plan-driven ○ Can be accomplished in one lesson • Deliver an effective “I Do” as a core part of the lesson. • Design an exit ticket (brief final mini-assessment) aligned to the objective <ul style="list-style-type: none"> ○ Plan the “I Do”: how will you model the routine ○ Plan what you will do when students don’t get it right <p>2. Internalize Existing Lesson Plans</p> <ul style="list-style-type: none"> • Internalize & rehearse key parts of the lesson, including the “I Do” and all key instructions • Build time stamps into lesson & follow them.

Phase	Management Trajectory:	Rigor Trajectory:
<p><i>Phase 2 (Days 1-30)</i></p>	<p style="text-align: center;"><u>Roll Out Routines & Monitor Compliance</u></p> <p>3. What to Do:</p> <ul style="list-style-type: none"> • Economy of Language: Give crisp instructions with as few words as possible (e.g. 3-word directions). Check for understanding on complex instructions <p>4. Strong Voice: Routines and Procedures 201: Revise and Perfect</p> <ul style="list-style-type: none"> • Revise and routine that needs more attention to detail or is inefficient, with particular emphasis on what students and teachers are doing at each moment. • Do It Again: have students do the routine again if not done correctly the first time • Cut it Short: know when to stop the Do It Again <p>5. Teacher Radar: Know when students are off task</p> <ul style="list-style-type: none"> • Deliberately scan the room for on-task behavior: <ul style="list-style-type: none"> ○ Choose 3-4 “hot spots” (places where you have students who often get off task) to constantly scan ○ “Be Seen Looking”: crane your neck to appear to be seeing all corners of the room • Break the plan: circulate the room with purpose: <ul style="list-style-type: none"> ○ Move among the desks and around the perimeter of the room where you can circulate to, stand, and monitor student work ○ Move away from the student who’s speaking to monitor the whole room <p>6. Whole-Class Reset</p> <ul style="list-style-type: none"> • Implement a planned whole class reset to re-establish student behavioral expectations when a class routine has slowly weakened over previous classes • Implement an “in-the-moment reset” when a class veers off task during the class period <ul style="list-style-type: none"> ○ Example: Stop teaching. Square up. Clear What to Do: “Pencils down. Eyes on me. Hands folded in 3-2-1. Thank you: that’s what Harvard looks like.” Pick up tone & energy again. 	<p style="text-align: center;"><u>Independent Practice</u></p> <p>3. Write the Exemplar: Set the bar for excellence</p> <ul style="list-style-type: none"> • Script out the ideal written responses you want students to produce during independent practice • Align independent practice to the rigor of the upcoming interim assessment <p>4. Independent Practice: Set up routines that build independent practice into each day’s lesson</p> <ul style="list-style-type: none"> • Write first, talk second: Give students writing tasks to complete prior to class discussion, so that every student answers independently before hearing their peers’ contributions • Implement a daily entry prompt (or Do Now) to either introduce the day’s objective or review material from the previous day • Implement and review a longer independent practice and/or a daily Exit Ticket (brief final mini-assessment aligned to your objective) to see how many students mastered the concept <p>5. Aggressively Monitor: Check Students’ independent work to determine whether they’re learning what you’re teaching</p> <ul style="list-style-type: none"> • Create & implement a monitoring pathway: <ul style="list-style-type: none"> ○ Create a seating chart to monitor students more effectively ○ Monitor the fastest writers first, then the students who need more support • Monitor the quality of student work: <ul style="list-style-type: none"> ○ Check answers against your exemplar ○ Track right/wrong answer to class questions • Pen in hand: Mark up students work as you circulate <ul style="list-style-type: none"> ○ Use coding system to affirm correct answer ○ Cue students to revise answers with minimal verbal intervention (name the error, ask them to fix it, tell them you’ll follow up)

Phase	Management Trajectory:	Rigor Trajectory:
<p style="text-align: center;"><i>Phase 3 (Days 31-60)</i></p>	<p style="text-align: center;">Management Trajectory: <u>Roll Out Routines & Monitor Compliance</u></p> <p>7. Create a Challenge/Build Momentum</p> <ul style="list-style-type: none"> • Give the students a simple challenge to complete a task: <ul style="list-style-type: none"> ○ “Now that I know you’re only 4th graders, but I have a 5th grade problem that I bet you could master!” • Speak faster, walk faster, vary your voice & smile (sparkle) <p>8. Pacing: Create the illusion of speed so the students feel constantly engaged</p> <ul style="list-style-type: none"> • Use teach timer to stick to the time stamps in the lesson & give students an audio cue that it’s time to move on • Increase the rate of questioning: no more than 2 seconds between when a student responds and a teacher picks back up instruction • Use countdowns to work the clock (“do that in 5..4..3..2..1”) • Use Call and Response for key words <p>9. Engage All Students: Make sure all students participate:</p> <ul style="list-style-type: none"> • Make sure to call on all students • Cold call • Implement brief 15-30 second Turn & Talks • Intentionally alternate between multiple methods in class discussion: cold call, choral response, all hands & turn and talks <p>10. Narrate the Positive</p> <ul style="list-style-type: none"> • Narrate what students do well, now what they’re doing wrong <ul style="list-style-type: none"> ○ The second row is ready to go: their pencils are in the well and their eyes are on me.” • Look at the students(s) who are off-task while narrating the positive and/or while scanning during a re-direct • Use language that reinforces students getting smarter: <ul style="list-style-type: none"> ○ Answers that are above and beyond or strong effort. <p>11. Individual Student Corrections</p> <ul style="list-style-type: none"> • Anticipate student off-task behavior and pre-rehearse the next two things you will do when that behavior occurs. Redirect students using the least to most invasive intervention: <ul style="list-style-type: none"> ○ Proximity, eye contact, say students name quickly 	<p style="text-align: center;">Rigor Trajectory: <u>Independent Practice</u></p> <p>6. Habits of Evidence</p> <ul style="list-style-type: none"> • Teach students to annotate with purpose: summarize, analyze, find the best evidence, etc. • Teach/prompt students to cite key evidence in their responses <p>7. Check for Whole-Group Understanding: Gather evidence on whole group learning:</p> <ul style="list-style-type: none"> • Poll the room to determine how student are answering a certain question. <ul style="list-style-type: none"> ○ “How many choose letter A? B? C? D?” ○ Students write answers on whiteboard “Hold up your whiteboards on the count of three... 1, 2, 3” • Target the error: Focus class discussion on the questions where students most struggle to answer correctly <p>8. Re-teaching 101 - Model: Model for the students who to think/solve/write</p> <ul style="list-style-type: none"> • Give students a clear listening/note-taking task that fosters active listening of the model and then debrief the model: <ul style="list-style-type: none"> ○ What did I do in my model? ○ What are the key things to remember when you are doing the same in your own work? • Model the thinking, not just a procedure <ul style="list-style-type: none"> ○ Narrow the focus the thinking students are struggling with ○ Model replicable thinking steps that students can follow ○ Model how to activate one’s own content knowledge and skills that have been learned in the previous lessons ○ Vary the think aloud in tone and cadence from the normal “teacher” voice to highlight the thinking skills • We Do/You Do: Give students opportunities to practice with your guidance

Phase	Management Trajectory: <u>Set Routines for Discourse</u>	Rigor Trajectory: <u>Leading Student Discourse 101</u>
<p style="text-align: center;"><i>Phase 4 (Days 61-90)</i></p>	<p>12. Engaged Small Group Work: Maximize the learning time for every student in group work:</p> <ul style="list-style-type: none"> • Create explicit step-by-step instructions for group work: <ul style="list-style-type: none"> ○ Make the group tasks visible/easily observable (e.g., a handout to fill in, notes to take, product to build, etc.) ○ Create a role for every person (with each group no larger than the number of roles needed to accomplish the tasks at hand). ○ Give timed instructions, with benchmarks for where the group should be after each time window • Monitor the visual evidence of group progress <ul style="list-style-type: none"> ○ Check in on each group every 5-10 minutes to monitor progress • Verbally enforce individual & group accountability: <ul style="list-style-type: none"> ○ “You are five minutes behind; get on track.” ○ “Brandon: focus.” 	<p>9. Re-teaching 201 – Guided Discourse: Let students unpack the error and build a solution</p> <ul style="list-style-type: none"> • Show-Call: post student work (either an exemplar or incorrect response) & ask students to identify why that answer is correct/incorrect • Stamp the understanding: <ul style="list-style-type: none"> ○ “What are the keys to remember when solving problems like these?” or “Can someone give me a rule?” (students use their own words) • At bats: give students opportunities to practice with you guidance <p>10. Universal Prompts: Push the thinking back on the students through universal prompts that could be used at any point:</p> <ul style="list-style-type: none"> • Provide wait time after posing challenging questions • Pre-call: let a student who needs more time know you’re calling him/her next • Roll back the answer: repeat the wrong answer back to the student (give student time to think and you time to build a plan!) • Ask universal prompts to push students to elaborate: <ul style="list-style-type: none"> ○ “Tell me more.” ○ “What makes you think that?” ○ “How do you know?” ○ Why is that important?” • Close the loop: after correcting their error, go back to students with wrong answer to have them revise their answer <p>11. Habits of Discussion: Teach students the prompts to maintain and strengthen class conversation:</p> <ul style="list-style-type: none"> • Keep neutral/manage your tell: don’t reveal the right/wrong answer based on your reaction to the student’s response. • Agree/Build off of: “I agree with ____ and I’d like to add...” • Disagree respectfully: “While I agree with [this part of your argument], I disagree with ____ . I would argue...”

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<p style="text-align: center;"><i>Stretch It (Next Steps)</i></p>	<p style="text-align: center;"><u>None ☺</u></p> <p style="text-align: center;">Once you get this far, you can focus entirely on rigor and deepening your content knowledge</p>	<p style="text-align: center;"><u>Lead Student Discourse 201</u></p> <p>12. Strategic Prompts: Ask strategic questions to targeted students in response to student error</p> <ul style="list-style-type: none"> • Prompt students to access previously learned knowledge: <ul style="list-style-type: none"> ○ Point students to resources (notes, posted concepts/terms) ○ What do we know about ____ [content students used in previous classes]?" ○ Use a prompting guide (e.g., Great Habits, Great Readers Guided Reading Prompting Guide) to design questions • Call on students based on their learning needs (data-driven) <ul style="list-style-type: none"> ○ Call on lower/mid-achieving students to unpack question ○ Create a sequence to call on students based on the rigor of each prompt (e.g., first ask middle student, then low, then hi) • Students prompting students: Push students to use habits of discussion to critique or build off of each other's answers <ul style="list-style-type: none"> ○ Probe deeper "[Peer]' have you considered this point....?" <p>13. Go Conceptual: Get students to do the conceptual thinking:</p> <ul style="list-style-type: none"> • Ask students to verbalize a conceptual understanding of content, not just the answer to a specific question: <ul style="list-style-type: none"> ○ "That's the procedure. Now tell me why that works." ○ "Use the following terms _____ in restating your answer." • Upgrade vocabulary: ask students to use technical/academic language when answering questions: <ul style="list-style-type: none"> ○ That's the right idea. Now state it again using your Academic Word Wall as a resource." • Stretch it: ask particular students to answer a more difficult extension to a given question <ul style="list-style-type: none"> ○ "What would the answer be if I changed it to [change the problem to something more complex]?" ○ "Is there an alternative way to solve this problem?" ○ "What do you think is the strongest counter-argument to yours and who would you refute it?"