

Week 5

What to Look For:

100% of teachers will demonstrate mastery of the following skills:

- encouraging scholars in discourse (using HABITS)
- monitoring scholars work (phase 1)

100% of scholars will meet school-wide expectations by:

- Teacher facilitating morning meetings
- 100% of scholars are using Habits of Discussion (grade appropriate)
- Teachers are encouraging/reinforcing positive behavior through shields and positive framing

Key Criteria to Monitor:			
Class Routine	School Routine	Scholars Habit	Teacher Skills
Morning Meetings	Signing HERO shields/Positive Framing	Habits of Discussion	Monitoring scholars work
• Teacher is greeting scholars at threshold • Teacher stands in the threshold to Be Seen Looking • Teacher uses positive framing •	• Teacher monitors scholars behavior and addresses it with positive framing • All scholars have a shield or slip • 100% of the scholars are given the opportunity to get shields signed	• 100% of scholars are answering in complete sentences • 100% of Scholars are agreeing or disagreeing • 100% of Scholars are engaging in discourse through turn and talks	• Pathway-highest scholars first • Naming laps ○ Starting with procedural then moving to conceptual • coding system

Daily Monitoring Tracker

Staff Check-In / Accountability Talks		
Teachers	Notes	✓

Morning Meeting		
Teacher	Gap	RTF Given / Notes
	___ Threshold Greeting ___ Perch/Scan/Be Seen Looking ___ 100% silently working on a clear task ___ Positive Framing	

Shields/Clip		
Teacher	Gap	RTF Given / Notes
	___ multiple opportunities for scholars ___ positive framing ___ putting positive behavior “on stage” ___ reinforcing expectations with signatures	

INSTRUCTION			
Teacher	Habits of Discussion	Monitoring scholars work	RTF Given / Notes
	100% of scholars are answering in complete sentences 100% of Scholars are agreeing or disagreeing 100% of Scholars are given opportunity to write first then speak	- Pathway- highest scholars first - Naming laps - Starting with procedural then moving to conceptual - coding system	
INSTRUCTION			
Teacher	Habits of Discussion	Monitoring scholars work	RTF Given / Notes

	• 100% of scholars are answering in complete sentences • 100% of Scholars are agreeing or disagreeing • 100% of Scholars are given opportunity to write first then speak	• Pathway- highest scholars first • Naming laps ○ Starting with procedural then moving to conceptual • coding system	
--	--	---	--

INSTRUCTION			
Teacher	Habits of Discussion	Monitoring scholars work	RTF Given / Notes
	• 100% of scholars are answering in complete sentences • 100% of Scholars are agreeing or disagreeing • 100% of Scholars are given opportunity to write first then speak	• Pathway- highest scholars first • Naming laps ○ Starting with procedural then moving to conceptual • coding system	

School Wide Systems		
Morning Arrival		
What to Scan/Fix	Glow	Gaps
☐ Teachers not at duty by 7:40 ☐ Teachers not scanning duty area ☐ Scholars are too loud or shouting ☐ Scholars are not sitting/wondering ☐ Staff isn't greeting scholars as they enter		

HALL		
What to Scan/Fix:	Glow	Gaps
☐ Scholars hands are not to their side ☐ Scholars eyes are not facing forward ☐ Scholars legs are not walking safely ☐ Scholars Lips are not zipped		

Lunch		
What to Scan/Fix	Glow	Gaps
☐ Staff not present in the lunchroom, seen looking ☐ Scholars too loud or shouting ☐ Scholars not one behind another ☐ Scholars leaving without permission or pass ☐ Teachers using technology ☐ Scholars not keeping hands to self ☐ Scholars not picking up after themselves ☐ Teachers don't have radios		

Dismissal		
What to Scan/Fix	Glow	Gaps
☐ Teachers not on duty by 3:05 ☐ Teachers not scanning ☐ Scholars are too loud		

☐ Scholars leaving without permission or pass ☐ Planners not signed		
--	--	--

What teachers, Scholars, or systems stand out as success points?
 What gaps exist that need to be fixed tomorrow?

Successes	Gaps

Reflection

How will you change tomorrow’s Playbook to respond to the gaps?

RTF Options

	When culture gaps are isolated to a small set of classrooms or particular times of the day/parts of the school building	
Step	Criteria	Script
Pre-Reset	Frame for the teacher what to look for	"I'm going to reset the class. Watch how I wait for 100% and give clear WTD directions."
Stop the Show	- Assume strong presence and get 100% attention - Use formal register	"Stop, voices off, track me" "Pause, this is not meeting our expectations. This is not who we are. "
Name the Gap	- Name the gap and data - State the why - Solicit alignment by asking students for the expectation(s)	"This is supposed to be single-file and silent, I saw several students moving spots and talking" "When we aren't able to get quiet within 3 seconds we are wasting our learning time." "Can someone tell me what the expectation is right now?"
Name expectations	- State expectations in clear, concise, economic language - Do it Again/Practice: Challenge students to meet your expectations immediately	"What is expected from this point forward is ____" "When I say go/when your teacher does ____, you will do ____"
Transfer power	Publicly acknowledge the lead teacher and highlight your shared expectations	"So, Mr/s. ____, what do you want to see right now?"; Or "Mr/s. and I want to see ____ right now."
Manufacture urgency	- Use "Build back up" statements - Positively narrate success	"We know it can be done. Let's try this again just to stamp that we got it..." "Excellent - Jared's walking silently, Morehouse is moving urgently..."
Debrief	- Debrief reset with teacher - Identify and stamp teacher actions steps	"Why did I intervene to rest the class? What was going wrong?" "What did I do/say to ensure the reset was effective" "When you need to do a reset next, ensure that you are ____ (1-2 concise action steps)"

System Reset (i.e. Hallway transitions, lunch dismissal)

	When culture gaps are isolated to a small set of classrooms or particular times of the day/parts of the school building	
Step	Criteria	Script
Stop the Show	- Assume strong presence and get 100% attention - Use formal register - Name the gap	"Stop, voices off, track me" "Pause, this is not meeting our expectation. This is not who we are. " "This is supposed to be single-file and silent, I saw several students moving spots and talking"
Name the Gap	- Highlight the culture break-down - State the why	"When we aren't able to get quiet within 3 seconds we are wasting our learning time." "We are the best school because of the moments like this. We must get this right."

Name expectations	• State expectations in clear, concise, economic language • Do it Again/Practice: Challenge students to meet your expectations immediately	• “What is expected from this point forward is ____” • “When I say go/when your teacher does ____, you will do ____”
Manufacture urgency	• Use “Build back up” statements • Positively narrate success	• “We know it can be done. Let’s try this again just to stamp that we got it...” • “Excellent - Jared’s walking silently, Morehouse is moving urgently...”