

Context: I created this for a teacher who has been in the classroom for six years. The teacher has content knowledge and is able to execute lessons well. The classroom focus for this instructor is to 1) facilitate authentic student independence while increasing opportunities to push the cognitive load back on students 2)Identify moments to be responsive to student errors 3)Embed strong transferable habits. Due to seniority, this coaching cycle was collaborative in nature in order to have the teacher self-reflect on their priority moves per week.

[Student Accountable Talk Continuum](#)

Feedback Strands	Strategy 1	Strategy 2	Strategy 3	Strategy 4	Strategy 5	Next Step/Test Out
Student Independence	Awareness of student data and what buckets students fall under academically based on data AND class performance.	When giving individual feedback, have students repeat the strategy or the feedback for internalization	Purposeful circulation. When giving a task, know which student to check for comprehension and when students you expect to have a more robust answer/annotation.	Use anchor charts, thinking steps/transferable strategy, on board, handouts or Schoology resources for students to navigate the appropriate practice. Students need access to resources when the teacher is not helping, or to independently navigate.	Pre-plan which part of the focus pages should be done independently and which you read as a class for engagement. The bulk of the reading should be independent	

Higher Order Questioning	Once comprehension is confirmed give CFU or task to then annotate for the specific skill/literary device.	During annotations, create pause points to showcase model annotations. Make sure all students are on track. → After comprehension is clear then push for annotations related to objective	Near end of annotation since comprehension has been confirmed, class discussion ensues where a rigorous, yet open-ended question signed to the objective is posed to hit Tier 3 supportive community and scaffold to harder questions	Pose a comprehension based CFU/task. Confirm comprehension/ Ask a rigorous question that brings them closer to the objective (TDQ)	Stamp! Everybody writes. Once students have had a chance to hear the correct responses, pause everyone have them add to annotations.	10/11 1 [testing with 7th period 10/11] Strategy 2 & 3 this week
Accurate Response	Push for students to revise answers to use academic language verbally. Embed, where appropriate, an engaging talk opportunity for students where there is an outcome. [small group, fill the minute, student talk rules]	To accurately capture if all students can perform a task Keep everyone on the same track by when “controlling the game”. Read a page together to provide opportunities to have all students respond to the same annotation skill at the same time. This shows what if each student	Stamp! Once students have had a chance to hear the correct responses Pause everyone to prompt for students to add to their annotations.	Use anchor charts, thinking steps/transferable strategy, on board, handouts or Schoology resources to help students. If student annotations aren’t strong, they should have out their comprehension packet or	To hit Tier 3 supportive community if a student did not answer correctly, give feedback and ask them to call on a classmate whose hand is up to build on.	

		is capable of the exact task being asked		some resource to guide them.		
Differentiation [pre-planning student support based on data and tracker info]	Use a tracker to pre-plan at least 3-5 students per period to target each week. Identify what you are looking for specifically for from those students and come to check-in w/updates [accurate annotations, correct process of elimination, strong claim]	Test out at least 1x a week giving a different task or exit ticket to other cohorts [more of this in RP2]	Embed a Do Now or class task that addresses lagging skills from prior lesson into new lessons	Give higher performers additional tasks if done earlier. "Leila, find another piece of evidence" & circulate back		Print out MAP quadrant and use it this week during priority tasks. Give to DG → lower performing -> confirm comprehension ---> higher performing -> are they able to complete the more rigorous tasks