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GET BETTER FASTER SCOPE & SEQUENCE 21-22

Top Action Steps Used by Instructional Leaders to Launch a Teacher's Development

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
PHASE 1: **PRE-TEACHING (SUMMER PD)**	**DEVELOP ESSENTIAL ROUTINES & PROCEDURES** 1. **Routines & Procedures 101:** Design and Roll out ● Plan & practice critical routines and procedures moment-by-moment: o Explain what each routine means and what it will look like o Write out what teacher and students do at each step, and what will happen with students who don't get it right at first ● Plan & practice the roll out: how to introduce routine for the first time: o Plan the "I Do": how you will model the routine o Plan the practice and what you will do when students don't get it right the first time 2. **Confident Presence:** Stand and speak with purpose ● Confident stance: when giving instructions, stop moving and strike a formal pose ● Warm-demander register: when giving instructions, use a warm but firm register, including tone and word choice *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 introduce—even if the teachers will not yet master them—could be:* ● *Narrate the Positive* ● *Individual Student Correction* ● *Create a Challenge/Build Momentum;* ● *See the students: notice students' level of engagement to re-engage them* ● *Do It Again: have students do routines again if not done correctly (and know when to stop Do It Again)*	**WRITE AND INTERNALIZE LESSON PLANS** 1. **Develop Effective Lesson Plans 101:** Build the foundation of an effective lesson rooted in what students need to learn: ● Write precise learning objectives that are: o Data-driven (rooted in what students need to learn based on end-goal assessments & analysis of assessment results) o Curriculum plan-driven o Able to be accomplished in one lesson ● Deliver a basic "I Do" as a core part of the lesson ● Design an exit ticket (brief end assessment) aligned to the objective 2. **Internalize Existing Lesson Plans:** Make existing plans your own ● Identify the moment of most productive struggle in the lesson—articulate what students need to know/be able to do to master it ● Internalize & rehearse key parts of the lesson, including the "I Do" and all key instructions ● Build time stamps into the lesson plan and follow them ● Adjust the lesson plan to target the knowledge/skills students need 3. **Write an Exemplar: Set the bar for excellence** ● Script out ideal written responses you want students to produce during independent practice o Humanities: What is an ideal answer you want them to give during the class discussion? o STEM: If they get this right and you ask them why, what do you want them to say?

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PHASE 2 (DAYS 1-30)	**ROLL OUT & MONITOR ROUTINES** 4. **What to Do:** Use economy of language when giving directions: ● Chunk your directions: give them one-by-one in sequential order ● Make them bite-sized (e.g., 3-5 words) and observable ● Check for understanding on complex instructions. 5. **See your Students:** Know when students are engaged or unengaged ● Make eye contact: look at all students for on-task engagement: o Choose 3-4 focus areas (places where you have students who often get off task) to look towards consistently ● Circulate the room with purpose (break the plane): o Move among the desks and around the perimeter o Stand at the corners: identify 3 spots on perimeter of the room to which you can circulate to stand and monitor student work o Move away from the student who is speaking to monitor the whole room. 6. **Routines & Procedures 201:** Revise and perfect them ● Revise any routine that needs more attention to detail or is inefficient, emphasizing what students and teachers are doing at each moment ● Do It Again: have students do the routine again if initially incorrect **BUILD TRUST AND RAPPORT** 7. **Narrate the Positive** ● Warm welcome: make eye contact, smile, and greet students ● Narrate what students do well, not what they do wrong o "Table two is ready: their books are open and all are reading." o "I like how Javon has anticipated a counter-argument to strengthen his thesis." ● Praise intellect, not just behavior--reinforce students getting smarter: o Affirm the effort, not just the outcome: "Your diligence on revising your thesis really paid off here." ● While narrating the positive, look at student(s) who are off-task 8. **Make authentic connections:** ● Memorize student names & use them each time you call on them ● Make self-to-student connection when they share a struggle, interest or passion ("I struggled when…" or "I love that, too!") ● Show genuine concern: keep a tracker of important details and dates for each student to follow up with them; check in with them after class when something is off	**ROLL OUT ACADEMIC ROUTINES:** 6. **Independent Practice:** Set up daily routines that build opportunities for students to practice independently ● Write first, talk second: give students writing tasks to complete prior to class discussion, so that every student answers independently before hearing his or her peers' contributions ● Implement a daily entry prompt (Do Now) to either introduce the day's objective or review material from the previous day ● Use an Exit Ticket (brief final task) to assess end-of-class mastery 7. **Academic Monitoring 101:** Check students' independent work to determine whether they're learning and what feedback is needed ● Create & implement a monitoring pathway: o Name the lap: Announce what you will be looking for and how you will code work/give feedback as you circulate o Monitor the fastest writers first to gather trends, then the students who need more support ● "Pen in hand": Give written feedback to student work o Compare answers to the exemplar: what are they missing? o Give quick feedback (star, circle, pre-established code) o Cue students to revise answers using minimal verbal intervention (affirm the effort, name error, ask to fix it) ● Gather data while monitoring & prepare to respond: o Track student responses: ideal, almost there, further off o Determine how to respond: stop the class for a quick fix, model or discourse (show-call or activate knowledge) 8. **Guide Discourse 101:** Launch the discourse cycle with the prioritized high-rigor question ● Everybody writes or Show-call (post student work—either an exemplar or incorrect response) ● Turn and talk ● Cold call, then volleyball (multiple students speak before teacher) ● Prompt for & praise basic Habits of Discussion to strengthen conversation & listening skills (ie: build, evaluate, dis/agree, etc) ● Stamp the key understanding: "What are the keys to remember?"
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PHASE 3 (DAYS 31-60)	**ENGAGE EVERY STUDENT:** 9. **Whole-Class Reset** ● Implement a planned whole class reset to re-establish student expectations when a class routine has slowly weakened over previous classes o "I've noticed that only 40% of us are writing end notes. These are important because they demonstrate your understanding of the text as a whole. Today I'll be looking for end-notes in all your annotations." ● Implement an "in-the-moment reset" when a class veers off task during the class period o Example: Stop teaching. Confident stance. Clear What to Do: "Pencils down. Eyes on me in 3-2-1. Thank you: that's what Harvard looks like." Pick up tone & energy again. 10. **Engage All Students:** Make sure all students participate: ● Cold Call: record which students participate in each class; cold call those who don't to ensure everyone participates. ● Pre-call/warm call: let a student who needs more time know you're calling him/her next ● Turn & Talk: implement briefly (15-60 second) and frequently ● Intentionally alternate among multiple methods in class discussion: cold calling, all hands, & turn and talks ● Provide supports to students with pre-identified needs o Executive functioning (e.g. checklist, written steps, timer) o Social supports (e.g. communication strategies, strategies for resolving conflict) o Stress (e.g. strategies for naming and managing) 11. **Individual Student Corrections** ● Anticipate unengaged student behavior and rehearse the next two things you will do when that behavior occurs. Redirect students using the least invasive intervention necessary: o Proximity o Eye contact o Use a non-verbal o Say student's name quickly o Small consequence ● Engage in "close the loop" conversations with students to process what happened and improve for next time.	**MODEL:** 12. **Model:** Model for the students how to think/solve/write ● Narrow the focus to the thinking students are struggling with ● Give students a clear listening/note-taking task that fosters active listening of the model, and then debrief the model: o "What did I do in my model?" o "What are the key things to remember when you are doing the same in your own work?" ● Model the thinking, not just a procedure o Model replicable thinking steps that students can follow o Vary the think-aloud in tone and cadence from the normal "teacher" voice to highlight the thinking skills. ● We Do and You Do: give students opportunities to practice with your guidance 13. **Check for Whole-Group Understanding:** Gather evidence on whole group learning: ● Target the error: focus on the questions where students most struggle to answer correctly and/or the area of most productive struggle ● Poll the room to determine how students are answering a certain question. o "How many chose letter A? B? C? D?" o [Students answer the question on whiteboard: "Hold up your whiteboards on the count of three…"

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PHASE 4 (DAYS 61-90)	**INCREASE THE ENERGY OF THE CLASSROOM:** 14. **Build the Momentum** ● Give the students a simple challenge to complete a task: o Example: "Now I know you're only 4th graders, but I have a 5th grade problem that I bet you could master!" ● Warm energy: speak faster, walk faster, vary your voice, & smile 15. **Pacing:** Create the illusion of speed so students feel constantly engaged ● Use a hand-held timer to stick to the times stamps in the lesson & give students an audio cue that it's time to move on ● Increase 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 12. **Engaged Small Group Work:** Maximize the learning for every student during group work: ● Deliver explicit step-by-step instructions for group work: o Make the group tasks visible/easily observable (e.g., a handout to fill in, notes to take, product to build, etc.) o Create a role for every person (with each group no larger than the number of roles needed to accomplish the tasks at hand). o Give timed instructions, with benchmarks for where the group should be after each time window ● Monitor the visual evidence of group progress o Check in on each group every 5-10 minutes to monitor progress ● Verbally enforce individual & group accountability: o "You are five minutes behind; get back on track." o "Lorena: focus."	**LEAD STUDENT DISCOURSE** 16. **Universal Prompts:** Push the thinking back on the students through universal prompts that can be used at any point: ● Revoice: Prompt students to paraphrase others' reasoning o "If I hear you correctly, you seem to say X. Is that right?" o "Are you really saying [paraphrase or re-work their argument to see if they still defend it]?" ● Press for Reasoning: Prompt students to elaborate or justify their answer with evidence o "Tell me more." "Why/why not?" o "How do you know?" "Prove it." o "Why is that important?" 17. **Activate Knowledge:** Prompt students to access their knowledge ● Point students to resources (word wall, notes, texts) ● "What do we know about __?" 18. **Strategically Call on Students** based on learning needs (data-driven) ● Create a sequence of students to call on based on the rigor of each prompt and a review of student work (e.g., first ask a student who is struggling, then one who is partially there, then almost there, etc.) ● Launch discourse by calling on a student with a limited understanding ● Call on students whose responses are closer to the exemplar when the class is struggling ● Call on student with originally limited response to stamp new understanding

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PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
STRETCH IT (NEXT STEPS)	Keep it up! Once you get this far, you can focus nearly entirely on rigor and deepening your content knowledge.	**DEEPEN & STRETCH-IT** 19. **Stretch it:** Once you have an 'almost there' response, use scripted prompts to push for depth and conceptual understanding ● Problematize: Create tension o Name the debate: "Some of you say X. Some of you say Y. What do you think?" o Provoke debate: "[Name] would say [counter-argument]. How would you respond?" o Play devil's advocate: "I disagree. I actually think…" or "Who can play devil's advocate?" o Feign Ignorance: "I don't understand. I was thinking…" ● Sophisticate: add complexity o Apply within different or new context/perspective: "Consider 2x +5y = 4. Does our rule still apply?" o Give a hypothetical: "What if…" o Consider alternatives: "What's another way we could interpret this?" o Generalize: "So what's the emerging rule we could apply to all problems like this one?"