

researchED St. Louis × Mastery: The Intentional Educator™ Pilot

Momentum Map™ Practice Guide

You came for the research. Mastery™ helps you put one piece of it into practice. You are the first group to pilot the Momentum Map™: pick one topic of focus and one teaching move, small enough for every lesson and specific enough to know you did it, then practice it for about three weeks.

The examples below come from six researchED St. Louis sessions. Choose one, tweak one, or write your own.

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Access the Momentum Map™ [\[Add LINK\]](#)

Join the follow-up session: Thursday, October 22, 4 PM CT / 5 PM ET on Zoom. Bring what you tried and what you noticed in your students. [\[ZOOM REGISTRATION LINK\]](#)

Questions? journey@masteryeducator.com

Select a topic and add to the <i>Learn</i> section of your Momentum Map™			Create your own or choose one and add to the <i>Plan</i> section of your Momentum Map™		Add these to your <i>Learning Playlist</i> ™ in the <i>Learn</i> section of your Momentum Map™
Topic	Speaker	Session Title	Practice Domain	Practice → Habit	Sources (for the session topic)
Science of Learning Foundations	Patrice Bain	<i>Curious? What IS the Science of Learning?</i>	Planning	When planning a unit, put earlier content back into later lessons rather than into a review day before the test (spacing)	<i>Session sources · apply to the topic, not a single practice</i> Powerful Teaching: Unleash the Science of Learning (Amazon) Powerful Classrooms (Amazon) A Parent's Guide to Powerful Teaching (Amazon) Speaker resource document (Google Doc)
			Instructional Delivery	Plan oral instruction to be as succinct as bullet points (cognitive load)	
			Assessment & Feedback	Conduct a retrieval quiz within the course of study. Upon delivery of the graded quiz, provide detailed explanation (elaborative feedback) of each response, aiding metacognition	
			Classroom Management	Keep retrieval ungraded and say so out loud every time, so students stop hearing it as a test (retrieval)	
AI, Digital Tools & Student Learning	Andrew Cohen Richard Wheadon	<i>How to prevent AI study tools from eroding student learning</i>	Planning	Create a shared class workspace in a digital flashcard platform (e.g. Quizlet or Brainscape), with empty deck placeholders for each lesson. This will help prepare your class for a culture of spaced retrieval practice, while disincentivizing students' cognitive offloading using their own AI apps.	<i>Session sources · apply to the topic, not a single practice</i> Brainscape Academy: The cognitive science of studying Bjork & Bjork (2011). desirable difficulties (PDF) Is AI making students slack off? An analysis of 20,000 flashcard creators (LinkedIn)
			Instructional Delivery	After each lesson, either (i) you create flashcards for the corresponding deck (e.g. using AI assistance), or (ii) you assign one or more students to make the flashcards together. Guide students to study daily (outside of class) before the next test.	

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			Assessment & Feedback Classroom Management Data Analysis	Monitor and incentivize student study behavior via your teacher dashboard. As they study, challenge students to submit suggested edits to any flashcards that could be improved. Discuss the flashcard experience together -- including the concepts of active recall, metacognition (effective confidence rating), and spaced repetition. Watch your students become better independent learners overall. Export your teacher dashboard of student study data to a spreadsheet. Add a column for Student Grade (or Final Exam score). See correlations between study behavior and performance.	
Assessment, Feedback & Evidence of Learning	Beth Hawks	<i>How Will I Know What They're Really Learning? Improving Instruction Through Formative Assessment</i>	Planning	Name the one thing students must be able to do/know by the end of the lesson, and the check that would show it, before planning the activities	<i>Session sources · apply to the topic, not a single practice</i> • ASCD: Designing Great Hinge Questions • Tips for Teachers: Check for Understanding, Top 5 • Video (YouTube)
			Instructional Delivery	Run one all-student check partway through the lesson: whiteboards, a hinge question, or hand signals	
			Assessment & Feedback	Act on the check inside the same lesson: reteach, give another example, or move on. Decide within thirty seconds	
			Classroom Management	Before correcting a wrong answer, name what it reveals, so students feel safe to answer and wrong answers don't become a public failure	
			Data Analysis	Sort exit tickets into three piles (got it, partly, not yet) and start the next lesson from the middle pile	
Science of Learning Foundations	Helen Reynolds	<i>Getting to Grips with the Research: Lessons from 38 Book Summaries (and Counting!)</i>	Planning	For the next 3 weeks, assign homework that consists of practice questions on work done 2 weeks previously. Provide students with the answer key to grade their assignments and write a reflection paragraph about the answers.	<i>Session sources · apply to the topic, not a single practice</i> • It's a Learning Curve: Cognitive science book summaries and PD versions • researchED Home • It's a Learning Curve: Cognitive science websites for teachers
			Instructional Delivery	Narrate your own thinking aloud under a document camera while you work a problem, so students see the reasoning and not just the result.	
			Assessment & Feedback	Run a low-stakes weekly review quiz that any student can correct back up to a full score.	

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			Classroom Management	Protect working memory by removing a distraction(s) from the room or the task before you add anything to it.	
			Data Analysis	Check question difficulty across a unit's retrieval quizzes; pull the quizzes for a unit and see whether the later questions increase in demand, or whether they've stayed at recall	
Inclusive & Responsive Teaching	Kenneth Waters	<i>Closing Opportunity Gaps: Research-Informed Practices to Support Black Male Student Success</i>	Planning	Audit one upcoming unit's texts and examples for whether Black male students appear as subjects of expertise, not only of struggle	<i>Session sources · apply to the topic, not a single practice</i> • Schott Foundation: 2024 Black Males Report (PDF) • Obama Foundation: My Brother's Keeper Alliance • A Call for Change: The Social and Educational Factors Contributing to the Outcomes of Black Males in Urban Schools (IssueLab)
			Instructional Delivery	Call on every student at least once per lesson, tracked on a seating chart so the pattern is visible rather than remembered	
			Assessment & Feedback	Pair critical feedback with the explicit statement that the standard is high and you believe the student can meet it	
			Classroom Management	Handle the first redirection privately and by name; reserve public correction for safety	
			Data Analysis	Disaggregate your own referrals and late-work penalties monthly, and name any pattern before it becomes a year-long one	
Executive Function, Motivation & Student Behavior	Mitch Weathers	<i>Executive Functions for Every Classroom</i>	Planning	Build the closing routine into the plan rather than the leftover minutes: reserve the last three minutes for students to record what the lesson was about	<i>Session sources · apply to the topic, not a single practice</i> • Cambridge: Getting started with executive function • Video (YouTube) • CIS Perspectives: Building executive functioning skills through classroom routines • Cult of Pedagogy: Executive Functions • Neurodiversity Podcast. Ep. 266: When consistency is the game changer
			Instructional Delivery	Open every lesson with the same visible sequence in the same place on the board: date, objective, and one launch question	
			Assessment & Feedback	Name one process move in feedback, not only the product: what the student did to get started or stay organized	
			Classroom Management	Give the first physical action out loud before students stall, not after (open to the table of contents, write today's date)	
			Data Analysis	Once a week, look at three students' notebooks rather than their scores, and adjust the routine based on what you see	

