## Week 1-6 Coaching Tool

**Scholar Outcomes to Assess For:**

Are all scholars on task?

Are all scholars’ minds on?

Are scholar habits strong and consistent?

Are scholars excited to be here? Is climate positive?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Action Step** | **When to Use / Predictable Pitfalls** | **What to Coach Around** | **Sample Probing Questions** | **Scenario & Practice Application** | **Real Time Coaching Cues** |
| **Precise Directions** | * Teacher’s directions are unclear and use too many words, particularly when delivering complex information * OR * Teacher’s directions are missing at key times that require clarity for behavioral expectations, lesson activities or thinking jobs | * Provide call to attention (“SLANT”, “Track me”, silent signal, etc.) * Provide a cue to begin. * Give directions that address movement, volume & participation. | * What happened yesterday when you asked your students to \_\_\_? What caused the dip in their behavior and/or attentiveness to academics? * What is the value in using fewer words to describe what students should do?” * [Play video of T’s instructions] “What is another way you could have restated these directions to make them clearer for students?” * When you asked students to do X yesterday and they did Y, why do you think that happened? * When students did X yesterday, did that meet your vision?  Why do you think they were confused about your expectation? | * Rehearse key directions in the lesson. If necessary, model what the teacher could say to be most effective.   Make post-its of directions/narration points and sharpen – increase specificity – iron out fuzziness (coach anticipates fuzzy areas and helps revise).   * Rehearse lesson from the beginning with attentiveness to all directions. | * *Prompt:* Should scholars be doing X right now?  Can you clarify with MVP direction to ensure we have 100%? * *Whisper:* Notice \_\_\_. * *Whisper:* State MVP and specify \_\_\_. * *Model:* Step in to model a few sets of precise MVP directions (with more precise directions that will address whatever you are noticing in the class that the teacher does not see and has not clarified). |
| **Narration** | Teacher provides directions and omits narration.   * Teacher provides direction and immediately corrects student behavior. * 2-3 scholars are consistently struggling to meet expectations. * Teacher’s tone when addressing management problems is overly negative | * Align narration with MVP directions and scholar habits. * Narrate neutrally. * Begin narrating within 2 seconds of giving directions. * Narrate 2-3 scholars. | * [Show data collection of 5 scripts of directions and narration from class.] What do you notice about your alignment to MVP? What impact does that have? * What’s the purpose of narration? Who does narration help? How? * What’s the difference between effective and ineffective narration? * How does narration relate to 100%? * When I jumped in to narrate, what was different about the pace and tone of my narration compared to yours? | If narration is missing in lesson plan, insert aligned narration for every direction.  Rehearse lesson from the beginning with attentiveness to all narration.  Rehearse lesson from the beginning and narrate the 2-3 scholars who struggle first. | *Nonverbal*: Index card with a plus sign written on it   * *Whisper:* Narrate the positive  *Whisper:*Narrate + <scholar name>    Model: <Narrate with urgent tone and emphasize/punch the scholar names to fuel urgency> |
| **Strong Voice** | * The teacher’s body language or tone lacks a leadership presence, coming across as weak, lax, intimidated, or anxious | * Square up / Stand still when giving directions. * Address students in formal register when giving directions. * Be Seen Looking when giving directions and narrating scholars meeting expectations. * Use economy of language, clear breaks between works and eye contact when detecting misbehavior. | * What is the value in communicating leadership with our body language? * [Watch video.] How does the teacher use her body language to communicate leadership in her classroom? What is the impact on student outcomes? * [Model giving directions with a relaxed posture then while squaring up and standing still]: What is the difference in the way I communicated the first way vs. the second way? * Imagine you had to say ‘it’s time to leave’ to three different audiences - your friend after dinner, a symphony concert audience, or when a building is on fire. Speak out loud how you would deliver those words differently to each audience. | * Deliver a portion of a lesson while incorporating Square Up/Stand Still and formal register and Be Seen Looking. * Deliver the same portion of a lesson while incorporating above techniques + address misbehavior using economy of language, clear breaks and increased eye contact. | * *Nonverbal*: Shift your body upward and arch shoulders to remind them to square up and stand still. * *Nonverbal*: Combine square up / stand still gesture with pointing to your mouth to remind them to speak in a formal register.   *Whisper*: Go to your perch, plant your feet and square up before giving your next set of directions. |
| **Do It Again** | Students aren’t meeting 100% of expectations, the vision of excellence for a scholar habit and/or the vision of excellence for a routine  Students have only met the vision of excellence for an expectation, habit or routine once, but haven’t locked it in with 100% fidelity | * Give students a specific or visible direction about what to fix. * Re-start your routine quickly after you Do It Again. * Pair the Do It Again with Challenge. * Maintain a positive tone when asking students to Do It Again. | * What are the keys to running a Do It Again effectively? * Why is it important to have students repeat this routine when they haven’t done it correctly? * What is our collective vision for X habit or y common picture routine? On a scale of 1-5, 1 being not meeting and 5 being 100% fidelity, to what extent are your students meeting that vision? | Role play portion of a lesson plan. Make the same errors students are most often making during class. Have teacher practice having you do it again until routine looks flawless.  Role play a portion of a lesson plan: meet the expectation once.  Have teacher challenge students to “do it better” so that they lock it in | *Nonverbal*: Make a circle with your finger to cue teacher to have students re-do routine.  *Prompt:* Mr./Ms.\_\_\_\_, I know scholars can do that better. Let’s see how well they can do it.   *Model:* Can I jump in to see if scholars can do that even faster. I just saw X homeroom do \_\_ in Y seconds, I wonder if this homeroom can do it |
| **Positive Framing** | Class tone is negative or neutral  Teacher J-factor is low  Posi-corrective ratio is less than 2:1 | * Use strong and compelling rationale for expectations/directions. * Assume the best by allowing scholars to Do It Again if they make a mistake. * Use challenge to build momentum. * State, “Yes, we have 100%. Now we can \_\_\_\_,” or affirm nonverbally. | * When you asked students to do X, what did they do?  Why? * [Watch video of teacher.] “What could you have done in this particular moment to increase the positivity of your tone?” * You gave the following rationale for <scholar expectation>, what are other rationale points for that direction? * When I jumped in to challenge the class, what did you notice about how my voice adjusted? What was the impact? | At the planning level, identify places to challenge students. Script in the challenge and practice the plan. Affirm 100% verbally or nonverbal.  Practice the Do It Again scenarios. Insert challenge before telling scholars to do it again.  Make exhausted list of rationale points for core scholar expectations (sit up straight, work with urgency) aligned to Kohlberg levels and practice weaving these into class execution of MVPs for tomorrow’s lesson. | *Whisper*: Your ratio is currently X, move it to Y in the next 5min by looking to merit scholars who\_\_\_.   *Prompt:* I wonder if we could challenge scholars to see if they can do it better than homeroom Y. What do you think?   *Model:*  <Use strong and compelling rationale for scholar expectations prior to MVP directions.>   *Model:* Mr./Ms.\_\_, I have a challenge for the class. Scholars, I wonder if you can \_\_\_\_\_ by \_\_\_\_\_\_\_ <+ MVP direction + narration>. |
| **100%** | Pacing of the lesson is off because the teacher pauses the lesson frequently to correct behavior.  When misbehavior is detected, the teacher draws attention to the behavior by engaging verbally with the student.  Extremely minor misbehaviors are turning into larger behaviors because they go unnoticed and/or unchecked. | * Make eye contact with the misbehaving scholar before giving the nonverbal cue. * Give the nonverbal cue as soon as you notice the expectations begin to slip. * Continue teaching while giving the non-verbal reminder to keep the pace of the lesson. * Maintain Be Seen Looking after giving the non-verbal reminder. | * When you saw X scholar do Y behavior, what did you do?  What impact did it have on the scholar?  On others? On the lesson? * How can we maintain 100% and maintain the pacing of our lessons? * When did I prompt you to look for 100%? What had you not noticed? | Align on a list of frequently seen minor misbehaviors and the nonverbal cues to address them. Drill the teacher on the nonverbal cues associated with each misbehavior.  Practice a portion of a lesson while incorporating Be Seen Looking and nonverbal cues to address minor misbehaviors | *Nonverbal*: Point to any scholar not on task or misbehaving (or hand over head)  *Prompt:* Ms./Mr.\_\_\_, can we pause and check all rows to ensure we have 100%?  *Nonverbal*: Hand up to stop and then point to check for 100% around the room.  *Whisper:* Notice <scholar gap>. Narrate 2 <scholars> and correct 1.  Nonverbal: Writing in air (to show writing down a correction). |
| **Circulate** | Teacher is stationary, and their lack of movement makes it easier for students to go off-task.  Minor misbehavior isn’t detected.  Misbehavior is happening while teacher has his/her back to students. | * Break the plane within 1 minute of teaching. * Use Be Seen Looking while breaking the plane. * Circulate fast enough to convey urgency, but not so it’s panicky. * Face as many students as possible and stand where you can see everyone. | * Where did the off-task behavior start? * Where were you standing at that time? * What is the challenge of not moving around during the lesson? * When I tagged in to model circulation, what did you notice about my body positioning as I moved through the room? | Develop a pathway for walking around the classroom, stopping at the corners to monitor the class. Practice moving around and giving students non-verbal re-directs.  Embed the above practice within actual lesson practice. | *Nonverbal:* Point to a corner of the room where they should stand.  *Nonverbal:*  Circle in the air   *Nonverbal:* Arms flexed up and then pointing ahead to show break the plane.   *Whisper*: Circulate with open body position to the class and then give your next direction from the back corner. |