Weeks 1- 6: What Matters Most

The following outlines the baseline criteria that we would like to see in every classroom by the end of week 6. Note that some criteria needs to be satisfied sooner than week 6 in order for that teacher to have a strong school year.

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| **OUTPUT** | **GOAL by end of Week 6** | **INDICATORS** |
| TIME ON TASK | **95%** of scholars are on-task at all times  New Teachers:  6 out of 7 indicators met | - All scholars working on and completing their do now – no fake working  **-** Scholars are taking notes along with teacher  - When asked to annotate, all scholars are marking down annotations  - Scholars are looking down at the text after being asked to read  - All scholars are talking and on task when asked to turn and talk  - Scholars are tracking the teacher, their paper or when they are sharing, their peers  - Scholars complete exit ticket with a sense of urgency and expectation that they will finish |
| SCHOLAR HABITS | **90%** of scholars are meeting the vision of excellences at all times  New Teachers:  2 out of 3 indicators met | - Scholars show engaged posture and body language – leaning into work, furrowed brow, more often than not tracking without prompting  - Scholars speak audibly, with minimal prompting  - Scholars stop talking or look up and track when given the cue to do so – only one cue needed |
| CLASSROOM CLIMATE & RAPPORT | **85%** of classrooms have a warm and positive climate  New Teachers:  2 out of 5 indicators met | **-** High levels of participation – scholars showing an interest in the topic vs. teacher pulling teeth  - Scholars pose hypothetical ideas and are not afraid to share out an answer that might be wrong  - Scholars are not reluctant to speak but want to speak and want their voices to be heard  - Lots of snaps for agreement, sending love to a scholar that needs encouragement, etc.  - Moments of joy in which scholars are smiling/laughing with their teacher and one another |
| **KEY LEVERS** | **GOAL** | **TEACHER ACTIONS** |
| TEACHER TAXONOMY SKILLS | **100%** of teachers proficient on 5 foundational taxonomy skills. Proficient means > 50% of indicators met.  New Teachers:  50% or more of indicators met in each category | **Precise Directions**  - Describe precise actions  - Involve clear, actionable and observable tasks  - Delivered while scanning the class (not multi-tasking)  **Strong Voice**  - Employ economy of language  - Square up, stand still  - Do not talk over  - Do not engage  **Positive Framing**  - Directions and explanations assume the best of scholars  - Whole-class corrections are made if directions are imprecise  - Build momentum by narrating the positive  **Pacing & Bright Lines**  **-** The lesson has been chunked out into discrete portions that help to create the illusion of speed  - Teacher reads the room and keeps the pace moving when energy is down  - Teacher uses timer to delineate between agenda items  - The do now work time and debrief is 7 minutes or less  **Use of the Merit System**  - After giving direction, teacher scans room and delivers clear demerit to anyone NFD  - Affirming scholars through delivery of merits  - Merit to demerit ratio is 2:1  - Teacher writes down merits/demerits shortly after messaging them |
| INTELLECTUAL PREPARATION | **100%** of teachers presenting lessons with clear key points and a way to assess scholar learning  New Teachers:  5 out of 6 indicators met | **Key Content**  **-** The majority of the lesson focuses on content that advances scholars toward mastery on the end of class assessment.  - All information is factually accurate and definitions are precise  **Content-Based Misunderstandings**  - Teacher has anticipated some key scholar misunderstandings and has proactively planned for them  **Daily Assessment**  - The assessment is aligned to the lesson  - Sufficient time is given for the teacher to give the assessment  - Clear system for collecting the end-of-class assessment |