

DPS Playbook for Early Career Teacher Success

New Teacher Development | May 2016



TABLE OF CONTENTS

Introduction	3
Guiding Principles for Coaching.....	3
How to Use This Playbook.....	4
PART 1: Overview of Playbook Components	5
Gateway Skills	6
Coaching Model.....	7
Coaching Moves	7
PART 2: Coaching Resources	9
Diagnose and Prioritize	10
1. Setting the Stage.....	10
2. Be a Sponge.....	10
3. Hone In	12
4. Create a Coaching Plan.....	14
Share Feedback and Plan of Action	16
1. Check the Temperature	16
2. Map the Conversation.....	17
3. Show Your Score Card.....	17
4. Paint a Picture of Excellence	18
5. Craft S.M.A.R.T. Next Steps.....	19
Develop Teacher	21
1. Model It.....	21
2. Practice It	22
3. Cue It	22
4. Collaborate.....	24
Assess Progress	25
1. Monitor Progress.....	25
2. What's Next?	25
APPENDICES	28
Appendix A: Relay Rookie Teacher Action Steps	29
Appendix B: Six Steps for Effective Feedback.....	33
Appendix C: Coaching Plan Template	35
Appendix D: Planning for a Coaching Conversation	36
Appendix E: Curricular Resources.....	38

Introduction

Through research, we've learned that teachers make more promising growth during their first five years in the classroom than throughout the rest of their careers. Moreover, through a recent analysis of Denver Public Schools (DPS) data, national data, and interviews with Team Leads and district leaders, we learned that early career teachers tend to improve faster when they are coached on a narrow set of skills and receive direct, bite-sized feedback on those specific skills, rather than trying to develop in many areas at once.

DPS recognizes that early career teachers require targeted attention in order to have a strong start and make measurable progress. We are committed to providing all teachers—and especially our early career teachers—the support they need to be successful. By doing so, our goal is to ensure that our teachers are successful, growing, and leading thriving, culturally responsive classroom communities where students feel included and excel.

Beginning this year, DPS is prioritizing select skills—**called Gateway Skills**—that all early career teachers, regardless of grade level or content area, need to master. The prioritized Gateway Skills are directly aligned to indicators from the [LEAP Framework for Effective Teaching](#). The Gateway Skills place an emphasis on instructional strategies and are designed to ensure beginner DPS teachers are effectively able to improve student achievement levels at a rapid rate.

We've created this Playbook for Early Career Teacher Success to empower Team Leads, as they are responsible for coaching many teachers across the district. The Playbook offers Team Leads and others clear guidance on the Gateway Skills that early career teachers should focus on first, and a clear outline of DPS' **Coaching Steps** and **Coaching Moves** to help teachers make quick, measurable improvement toward our expectations for effective teaching and student learning.

Guiding Principles for Coaching

We are excited to have you support early career teachers in DPS and our efforts to increase student achievement across the district. Your skills, expertise, and commitment to high-quality public education will be essential to the success of our teachers.

Your primary responsibility will be to build meaningful relationships with teachers, and inspire them to consistently focus on improving student outcomes. Additionally, your role is to motivate teachers with a consistent message of high expectations and promote a culture of rigor. Your teachers should feel that you are a partner in their development and that their growth is a collaborative effort.

These coaching relationships also serve as models for student and teacher relationships. As a result of Team Lead support, early career teachers should start stronger, feel consistently supported, and even stay longer in DPS. For early career teachers to start strong and develop quickly, they need to be supported first on a narrow set of skills—instead of a wide range of skills—and receive ongoing, high-leverage, and direct feedback so they can make concrete progress in foundational areas, or Gateway Skills.

DPS knows that the needs of every teacher are different and Team Leads need to have the tools to provide that individualized support. This Playbook provides those coaching tools, aligned with the Professional Learning Cycle and existing DPS support structures, so that Team Leads can ensure teachers are building their instructional practice, implementing lessons grounded in the standards, and students are learning as a result. You will see a direct correlation between all of the coaching steps and the phases of the Professional Learning Cycle. For example, *Diagnose and Prioritize* and *Share Feedback & Plan of Action* directly align to "Setting Intention." Step three, *Develop Teacher* directly aligns to "Engage in Learning" and lastly, *Assess Progress* is where teachers and Team Leads "Reflect on Learning."

How to Use This Playbook

This Playbook was designed to equip you with the necessary resources to help you develop teachers quickly. Please refer to this Playbook frequently throughout your coaching cycle.

- **Part 1: Introduction to Playbook Components:** We begin by introducing the Gateway Skills and DPS' Coaching Model. We also preview the Coaching Steps, which you will learn more about in Part 2.
- **Part 2: Coaching Resources:** Here we dive into each of the steps in the DPS Coaching Model. You can also find suggested Coaching Moves for each step that will help you.

PART 1:

OVERVIEW OF PLAYBOOK COMPONENTS

Gateway Skills

We've identified four Gateway Skills to provide more guidance on which skills to prioritize first so that your early career teachers improve faster. The Gateway Skills will help you:

- Narrow your one-on-one support of early career teachers on a few specific skills, helping them quickly master what they need to be successful in DPS classrooms; and
- Develop the building blocks that teachers need so that they can be successful in advanced skills down the road, such as executing rigorous tasks and differentiating instruction.

The Gateway Skills, aligned to the Framework, are as follows:

- LE.3** Implements high, clear expectations for students' behavior and routines.
- I.1** Clearly communicates standards-based content-language objective(s) for the lesson, connecting to larger rationale(s).
- I.3** Intentionally uses instructional methods and pacing to teach the content-language objective.
- I.5** Checks for understanding of content-language objective(s).

It is important to note that as we focus early career teachers on the Gateway Skills, there are certain skills that require continuous attention, from all teachers, both new and experienced, in order to sustain thriving, culturally responsive, and equitable classroom communities that celebrate unique student attributes and encourage academic risks. Because of this, the Positive Classroom and Culture indicators (LE.1 and LE.2) should be infused in all support. Team Leads should initially look at all classroom through the lens of LE.1 and LE.2 and ask themselves if the classroom is positive, culturally responsive, and equitable.

- **LE.1:** Demonstrates knowledge of, interest in and respect for diverse students' communities and cultures in a manner that increases equity.
- **LE.2:** Fosters a motivational and respectful classroom environment.

At the beginning of your coaching cycle, you will use the following **Essential Questions** to determine which Gateway Skill to prioritize:

ESSENTIAL QUESTIONS

1. Are all students actively engaged in the lesson from start to finish?

2. Are students working with subject and grade appropriate content?

3. Do all students have an opportunity to demonstrate what they are learning?

Coaching Model

Our Coaching Model for early career teachers is based on four Coaching Steps. Following these steps allows you to diagnose a teacher's performance, prioritize an area of focus, guide development, and assess progress to make sure that your teachers make measurable growth.

Throughout the entire coaching process, it is important that teachers feel empowered. Building strong, collaborative relationships with teachers and setting a common goal is essential to improving teacher and student performance. When developing teachers, remember to operate with self-awareness and empathy so early career teachers stay motivated and want to continue working with you.

DPS COACHING MODEL

DIAGNOSE AND PRIORITIZE



Observe teachers, review data, prioritize Gateway Skill and look-for(s), and create coaching plan.

SHARE FEEDBACK AND PLAN OF ACTION



Share the coaching goal and aligned action plan, provide clear, bite-sized feedback early and continue as often as possible.

DEVELOP TEACHER



Identify resources and coaching moves to use, begin to actively coach and develop teacher.

ASSESS PROGRESS



Observe teacher in action, look for evidence of measurable progress on selected look-fors, and provide feedback.

Coaching Moves

We have created Coaching Moves—resources to help you successfully guide teachers through each step of the Coaching Model. The figure below provides an overview of each Coaching Move and shows which of the four Coaching Steps they specifically relate to. In Part 2 of the Playbook, you'll learn more about these resources and how you can apply them.

COACHING STEP

COACHING MOVES

<p>Step 1: Diagnose and Prioritize</p> <p><i>Observe teachers and ask essential questions, review data, prioritize Gateway Skill and look-for(s), and create coaching plan</i></p>	<ul style="list-style-type: none"> ○ Setting the Stage – Refine your clear vision for what excellent instruction looks like in the teacher’s grade level and content area and reviewing targeted standards before observing a teacher ○ Be a Sponge – Actively observe and take notes on teacher and student actions ○ Hone In – Use the data and essential questions to narrow your focus to one or two indicator(s) and look-for(s), then choose a focus for development that would have the greatest impact on teacher and student performance ○ Create a Coaching Plan – Set a short-term coaching goal for teacher development and plan a collection of activities that build upon one another in order to help the teacher reach the goal
<p>Step 2: Share Feedback and Plan of Action</p> <p><i>Share the short-term coaching goal and aligned action plan, provide clear, bite-sized feedback early and continue as often as possible</i></p>	<ul style="list-style-type: none"> ○ Check the Temperature – Open every conversation by checking in with the teacher to build a strong relationship and keep the teacher inspired ○ Map the Conversation – Set clear agenda and expectations for the coaching conversation and if necessary, make sure the teacher is in agreement ○ Show Your Score Card – Connect feedback to the Framework when appropriate so that teachers have a clear picture of their performance relative to district expectations ○ Paint a Picture of Excellence – Explicitly show and tell your teacher what it looks like to successfully implement an aspect of classroom culture or instruction based on what content-area standards demand ○ Craft S.M.A.R.T. Next Steps – Share next steps with the teacher, including a timeline and plan to follow-up and monitor progress
<p>Step 3: Develop Teacher</p> <p><i>Identify resources and coaching moves, begin to actively coach and develop teacher</i></p>	<ul style="list-style-type: none"> ○ Model It – Model effective teaching during one part of a lesson by co-teaching with the teacher, or by modeling a discrete skill for the teacher with his/her own students ○ Practice It – Create authentic opportunities to practice discrete skills in which the teacher actively practices as if in front of students ○ Cue It – Actively cue the teacher in real time to prompt specific actions during a lesson ○ Collaborate – Co-plan part of a lesson with a teacher that they can use to apply to future lessons
<p>Step 4: Assess Progress</p> <p><i>Observe teacher in action, look for evidence of measurable progress on selected look-fors and provide feedback</i></p>	<ul style="list-style-type: none"> ○ Monitor Progress – Observe teacher to identify evidence of progress made towards goal ○ What’s Next? – Determine whether or not the teacher is on track to meet the short-term coaching goal, and communicate progress and next steps immediately to the teacher

PART 2:

COACHING RESOURCES



Diagnose and Prioritize

You will observe teachers, gather and review data, prioritize a Gateway Skill and look-for(s), and create your coaching plan.

Your first step in the beginning of the coaching cycle is *diagnose and prioritize*. Here, you will prepare for your observation by identifying the vision of excellent instruction for the content area. You will then observe a teacher and use the essential questions to determine which Gateway Skill and look-for(s) to focus on. Lastly, you will create your coaching plan for your one- to two-week coaching cycle. Below are the Coaching Moves you may use during this step:

Coaching Moves

1. Setting the Stage

It is important to begin each coaching cycle with a clear vision for what excellent instruction looks like in the teacher's grade level and content area. This coaching move is designed to help you gather all of the information necessary to have a successful initial classroom observation have a clear vision for instruction. You *Set the Stage* by:

- **Becoming familiar with Common Core State Standards or content area standards** so you know what excellent instruction should look like and sound like in the content area. For example, in literacy lessons, students should be providing textual evidence to support their answers about a text.
- **Reviewing the grade-level standards** so you understand the level of rigor required and precisely what the standard(s) demand of students for the specific lesson you are observing. When reviewing the standards, consider the following questions:
 - Does the teacher's lesson plan align with the standard and support the level of rigor that the standard requires?
 - What instructional practices might you need to see in the teacher's lesson to support the level of rigor required by the standard?

Consider downloading the [CCSS app](#) on your phone to reference during an observation. You might also find it useful to review the DPS scope and sequences and/or long-term plans for the grade level and content area.

2. Be a Sponge

Having an accurate understanding of what's happening in the classroom will set you up to make better choices about how to improve your teachers' performance. Our Essential Questions will help you in this activity as you work to determine the Gateway Skill to focus on for this coaching cycle.

ESSENTIAL QUESTIONS

1. Are all students actively engaged in the lesson from start to finish?	2. Are students working with subject and grade appropriate content?	3. Do all students have an opportunity to demonstrate what they are learning?
--	---	---

To *Be a Sponge*, you should do the following:

- **Take notes.** It is important that you gather data and determine the prioritized Gateway Skill for your teacher. When observing a teacher, look for both specific student and teacher behaviors aligned to what instruction should look like and sound like for the grade level and content area. The evidence you collect will help you diagnose the teacher’s needs and determine how to best support a teacher in the prioritized area.
- **Circulate.** Make sure to observe the lesson from different angles and get a sense of how all students are engaging with the lesson and content.
- **Ask students questions.** As long as you’re not disruptive, find time to engage with students and ask them about their understanding of the content.
- **Review student work.** Collect written responses or record student’s responses to add to your observation.

Below is an excerpted sample from one Team Lead’s observation notes. This particular sample captures evidence from the start of an elementary social studies lesson. The annotations point out the strengths of this note-taking strategy so that you can think about how to develop your own system for collecting data. This sample does a good job at capturing both what the teacher and students are doing, as well as noting specific data points to share with the teacher. The Team Lead intentionally notes the objective of the lesson, as well as the aligned standard.

Sample Observation Notes

TEACHER ACTIONS	STUDENT ACTIONS
<p>T reads objective aloud and has standard and objective posted on the board - SWBAT ask and answer questions about a text, by referring explicitly to the text and inferring when necessary (RI.3.1)</p>	<p>S repeat objective</p>
<p>T holds up book, “community leaders decide how to spend the community’s money.”</p>	<p>S sit on the rug, have copies of the book in hand.</p>
<p>T does not acknowledge hand</p>	<p>Female S raises and waves hand</p>
<p>T reads: Every community needs people to help keep people safe. This is the job of firefighters and police, like Victor & Edgar want to be.</p>	<p>Female student continues to wave hand</p>
<p>T reads: Every community need people to work on their streets and sidewalks, and their leaders need to decide how much money to pay these workers.</p>	<p>4/12 students look around room distractedly – at the boy with the bowl cut?</p>
<p>All the things we do to make our city better, safer or more beautiful, our leaders decide how to do that. OK? So they are involved...</p>	<p>Female student puts down her hand</p>
<p>T. continues to read</p>	<p>One s. reaches over to striped shirt’s book – points at words</p>
<p>“Yes, Esme?”</p>	<p>9/12 (75%) of students following along in the book</p>
	<p>Striped shirt puts fingers in mouth, flips through page</p>
	<p>Hand waver responds – “Um – [inaudible]”</p>

Uses shorthand to save time

Notes teacher responses to student actions

Records data points to share with teacher

Notes student features that will make it easier to discuss evidence with teacher

3. Hone In

Once you have absorbed what’s happening in a classroom, you should spend time making sense of what the data is telling you about the development needs of the teacher.

Your goal here is to choose one Gateway Skill and one or two student or teacher look-fors to focus throughout the one- to two-week coaching cycle. Keeping this focus narrow will ensure that you can create and implement an effective coaching plan that is appropriate for the teacher.

In the table below, you will find the four Gateway Skills and corresponding look-fors.

Note: As a reminder, it might be necessary to also coach your teacher on LE.1 or LE.2, the indicators on [Positive Classroom Culture and Climate](#). For example, if you observe a teacher who does not value or acknowledge certain students’ point of view, you should prioritize LE.2 right away by giving the teacher direct feedback and modeling both the alternative teacher behaviors and mindset necessary to lead an inclusive class culture.

GATEWAY SKILLS FOR EARLY CAREER TEACHERS IN DPS			
LEAP INDICATOR AND ESSENTIAL QUESTIONS			
1. Are all students actively engaged in the lesson from start to finish?	2. Are students working with subject and grade-appropriate content?	3. Do all students have an opportunity to demonstrate what they are learning?	
LE.3: Implements high, clear expectations for student behavior and routines	I.1: Clearly communicates the standards-based content language objective(s) for the lesson, connecting to larger rationale	I.3: Intentionally uses instructional methods and pacing to teach the content-language objective(s)	I.5: Checks for understanding of content-language objective(s)
*LE1 and LE2 are indicators that should be infused into all support of early career teachers			
Student and Teacher Look-Fors for Individualized Coaching			
<i>(ordered based on the priority and skill level required from the teacher)</i>			
Students: <ul style="list-style-type: none"> Follow directions with minimal redirection from teacher Execute rituals and routines efficiently and effectively Are able to articulate what is expected of them 	Students: <ul style="list-style-type: none"> Grapple with rigorous content and materials aligned to grade-level and content area standards Responses, work, and interactions demonstrate that they are on track to achieve the content and language objectives Can state the importance of the content/unit of study they 	Students: <ul style="list-style-type: none"> Explain and justify their thinking by providing evidence and/or sharing the strategies used to solve a problem Have multiple opportunities and multiple ways to grapple with grade-level questions, problems 	Students: <ul style="list-style-type: none"> Demonstrate their understanding of the content and language objective by answering questions, completing tasks, and supporting their ideas with evidence Ask questions and/or ask for clarification

<p>through all parts of the lesson and why the expectations are important</p> <ul style="list-style-type: none"> • Can articulate how and why they know their teacher cares about them • Persevere through challenging instructional tasks and questions • Take academic risks and are excited about learning <p>Teacher:</p> <ul style="list-style-type: none"> • Creates and uses clear routines and procedures to maximize instructional time and ensure a productive and purposeful learning community • Provides specific, concrete, sequential, observable, positively-framed directions for student engagement that are equitably applied to all students • Issues logical consequences to 100% of students in a way that preserves dignity • Uses positive narration as a way to provide clarity of expectations to 100% of students • Uses a strong teacher voice and 	<p>are learning and how it connects to content previously learned and/or the world around them</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Has a clear understanding of the grade-level and content area standards, as evidenced through the tasks and/or texts selected for lessons (e.g., tasks should be rigorous, texts should be complex, etc.), • Makes connections to previously taught or upcoming content • Creates and communicates content objectives that reflect the level of rigor represented in the grade-level standard • Chooses tasks, texts, and activities aligned to the content objective • Creates and communicates language objectives that reflect the academic language needed to demonstrate mastery of the content and provides necessary instruction and supports to ensure that students can use this language • Plans lessons that reflect their understanding of the yearlong trajectory of the most important content of the grade-level in order to prepare them for subsequent grades, college, and career • Intentionally incorporates what they know about student needs into lesson plans 	<p>or/and tasks throughout the entire lesson and not just during the end</p> <ul style="list-style-type: none"> • Use academic language to share their thoughts and ideas both in writing and orally • Respond to their peers' thinking, ideas, or answers and provide feedback to their classmates <p>Teacher:</p> <ul style="list-style-type: none"> • Use research-based best practices and strategies for the content area, including using and adapting district provided resources and scope and sequences • Can provide clear, standards-based rationale for instructional choices • Establishes and communicates clear criteria for success; provides models of what mastery would look like • Chooses and creates lesson materials that support students in understanding and applying knowledge of the coherence of math standards and ELA • Choose and creates lesson materials that all students, regardless of current academic level, or native language can understand • Plans a lesson that is well-paced and keeps students challenged and engaged by incorporating multiple opportunities and multiple ways for students to grapple with the content and interact with one another • Effectively anticipates and addresses students' 	<p>when unsure of the content/concepts being taught</p> <ul style="list-style-type: none"> • Elaborate and share their thought process when prompted <p>Teacher:</p> <ul style="list-style-type: none"> • Poses high-quality and varied types of questions and problems that all students can access and prompts them to ground their responses in evidence • Deliberately checks for understanding of all students at key moments throughout the lesson and at the end of the lesson to ensure equitable access to content and makes changes according to student understanding • Regularly analyzes student data to inform lesson design • Creates/uses questions, tasks and/or assessments that yield data to help assess student understanding, including creating exit-tickets aligned to the objective
---	---	--	--

<p>presence to address all negative and off-task behavior immediately and in ways that do not slow or disrupt the lesson and maintains dignity of the student(s)</p> <ul style="list-style-type: none"> • Creates a joyful classroom so that students feel comfortable sharing their thoughts and taking academic risks 		<p>challenges, misunderstandings, and misconceptions and implements various strategies in the moment according to student need</p>	
--	--	--	--

4. Create a Coaching Plan

The final move in this step of the Coaching Cycle is to *Create a Coaching Plan*. A well-designed coaching plan is key to successfully helping teachers improve, just as a solid lesson plan is essential to successfully teach students.

Creating a Coaching Plan requires strategic planning that starts with the coaching goal in mind. You will need to decide on the best sequence and design of development activities to improve teacher performance and break down elements of a look-for into parts, which a teacher will master one by one. The interventions you select and the order you put them in will vary according to the needs of your teacher and the skills you’re trying to develop.

Below is a sample one-week coaching plan, but many coaching plans last up to two weeks. Plans can span over several weeks depending on the coaching goal and what you hope to accomplish with the teacher. This Team Lead only observed the teacher twice during this one-week plan, but ideally, would make time to observe more often. Keep in mind that this plan assumes the coach has already observed the teacher, honed in on an area for focus and identified a goal.

RESOURCE CONNECTION:

When creating a coaching plan, consider referring to the [Relay Rookie Teacher Actions Steps](#) for insight into some development activities you can include within your coaching plan.

SHORT-TERM GOAL: BY SEPTEMBER 20TH, 80% OR MORE OF STUDENTS FOLLOW DIRECTIONS FROM THE TEACHER

Gateway Skill: LE.3		Look-For(s): Follow directions with minimal redirection from teacher Provides specific, concrete, sequential, observable, positively-framed directions for behavior and academics		
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Self-Study:</p> <ul style="list-style-type: none"> Send teacher overview of "What to Do" directions* to review before the meeting. <p>Coaching Meeting:</p> <ul style="list-style-type: none"> Give teacher direct feedback on lesson, share S.M.A.R.T. goal with teacher Model "What to Do" directions Teacher practices "What to Do" directions and plans to cue in class tomorrow 	<p>Observation:</p> <ul style="list-style-type: none"> Observe for "What to Do" directions Cue teacher when to give them and model directions when necessary Send email feedback after observation 	<ul style="list-style-type: none"> Teacher sends "What to Do" directions for additional routine to the Team Lead Provide feedback via email 		<p>Observation:</p> <ul style="list-style-type: none"> Observe teacher Actively coach using cues or modeling as needed Email feedback to teacher If need be, extend goal and rework coaching plan. Include a few additional days to support teacher until s/he meets this short-term goal

"What to Do" directions are directions that are specific, concrete sequential, observable, and positively-framed (Source: **Teach Like A Champion by Doug Lemov)*



Share Feedback and Plan of Action

You will provide clear, bite-sized feedback, share the short-term coaching goal, and review the coaching plan with the teacher.

After you *diagnose and prioritize*, your second step is to *share feedback and plan of action*. It is important to communicate direct, specific, concrete feedback early and throughout the coaching cycle so that the teacher understands what they need to do to improve. This will also help them see the progress they're making toward the short-term coaching goal.

If you are not direct with your teachers, they will not have an accurate view of their performance or understand what they need to do to improve. When giving this feedback, you want to make sure it is bite-sized, meaning it is manageable for a teacher to implement immediately. Below are the Coaching Moves you may use during this step:

RESOURCE CONNECTION:

When creating a coaching plan, consider using the [Coaching Plan Template](#) as a way to organize development activities.

Coaching Moves

1. Check the Temperature

For a coaching conversation to be effective, the teacher has to be receptive to your feedback. As a Team Lead, your job is to build a strong relationship with your teacher and have a clear sense of how they best receive feedback. You should *Check the Temperature* and gauge where their teachers are emotionally and professionally before you begin your coaching conversations.

To effectively *Check the Temperature*:

- **Ask a relationship-building question.** As you sit down with your teacher, ask how they are doing and make a personal connection. Doing so will allow you to build a relationship with the teacher and gauge how they are feeling emotionally. Here are some sample relationship-building questions:
 - How are you?
 - How was your weekend?
 - Did you get to (see a movie, watch the game, go to a concert) like you planned?
 - How is (project, hobby) going?
 - How is (child, spouse, new roommate) doing?
- **Ask about student learning in the lesson you observed.** After a quick personal connection, it can be helpful to ground the conversation in the work at hand by asking an open-ended question about instruction and student learning during the lesson you observed. This will help you understand how accurately they assess their own performance and inform how you deliver feedback for the lesson. Here are a couple of ways to frame this question:
 - Did your students master your objective?
 - Did your students reach your goal for this lesson?
- **Keep it brief.** You should be able to *Check the Temperature* in less than two minutes. This will allow you to quickly dive into the development work. Your body language and how you ask your opening questions will signal to the teacher the urgency and pace of the conversation.

- **Respond to what you glean.** If a teacher has had a very bad day and is down on his performance, you may want to spend more time **reinforcing the positive things** you saw happening in the lesson before focusing on areas to improve. If a teacher thinks that their kids mastered the objective but they didn't, you may want to **pull in more data from your observations** that indicates that students didn't get what they needed so that you can address the teacher actions that caused this. Regardless of the circumstances, it is important to **be direct** with the teacher to ensure they have a clear view of their performance. This will allow you to move quickly into practicing the skills that will help the teacher be on track to making measurable progress.

2. Map the Conversation

Now that you have a clear view of your teacher's emotions, you want *Map the Conversation* and clearly outline what you will be discussing today. This step ensures that you and your teacher are on the same page about where the conversation is going and what that day's coaching goal is. This portion of your meeting should take less than 60 seconds.

Here is what it might sound like to *Map the Conversation*:

RESOURCE CONNECTION: When mapping the conversation, it can be useful to reference the [Six Steps for Effective Feedback](#) to help with the flow of your conversation.

So, are you ready to jump in and talk about your lesson? I want to use our 30 minutes together to share the short-term coaching goal, talk about the lesson I observed, and what we can do to get you to the next level and reach your goal by the end of the coaching cycle. We'll start by looking at the coaching goal, next we will talk through what I saw in your classroom when you gave directions, and then I will share the plan we will implement to improve the directions you are giving. This will include planning directions for your next lesson together and having you practice them several times until you're ready to be successful in front of your students. We'll close out by discussing the additional ways we'll work on this skill in the next few days. Sound good?

3. Show Your Score Card

Your next move is to *Show Your Score Card* and communicate directly about your teachers' overall performance on the prioritized Gateway Skill and look-for(s). You will want to use specific data points from your observation to ground your feedback. This will ensure that your feedback feels neutral as the areas for growth are directly derived from what happened in the classroom, not from your subjective opinions.

The key to this move is to be transparent and direct. Below is a sample of how you can *Show Your Score Card*. You will see that the Team Lead uses quantitative data throughout as a basis for their coaching choices and links the data directly to the gateway skill and look-for that are prioritized:

Your objective for today's lesson was "students will be able to use textual evidence to make inferences." One question you asked, "Why is Doug worried?" was directly related to the objective and 90% of the students in their turn and talk were able to accurately infer why Doug was worried. I heard one student say, "Doug was worried because he was unsure of where they were and did not know if they would be able to easily find their way home." The rest of the questions you asked were not text-dependent, nor did they ask the students to infer. For example, "When was a time that you felt worried?" did not require the students to use textual evidence to answer the question, which was a requirement based on the objective. Because of this I want us to work on making sure that the activities and tasks we create are aligned to the content objective. We will do this by co-planning questions and activities for upcoming lessons. This directly links to **I.1** on the LEAP Framework for Effective Teaching. Working on this will ensure that there is clear alignment between your objective and the activities planned throughout the lesson.

4. Paint a Picture of Excellence

Next, you want to provide your teachers with a clear vision of what they are working toward. Here you want to show and tell your teacher precisely what it looks like to successfully implement your feedback. You want to make sure the teacher understands how the look-for should be implemented and why it is crucial for student achievement.

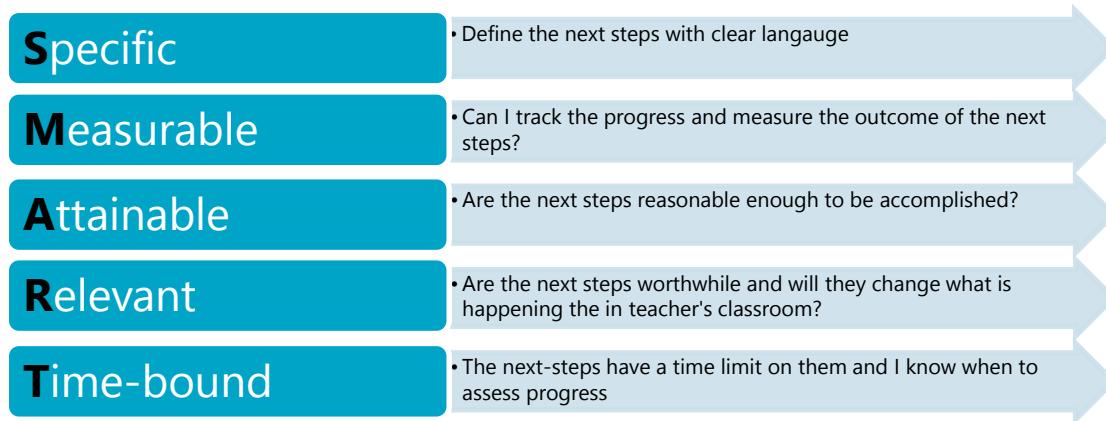
There are several ways you can *Paint a Picture of Excellence*. Feel free to tailor your approach here to best meet the needs of your teacher. Here are a few strategies for how to *Paint a Picture of Excellence*:

- **Show a video of excellent practice.** Watching a video one-on-one with your teacher, even if they have seen the video before, can help a teacher better understand how to execute an aspect of instruction in their own classroom. Show a video clip that precisely demonstrates what the teacher should look for and use pause and rewind to drill down on discrete aspects of execution that could help the teacher.
- **Model the targeted aspect of instruction or look-for.** One of the quickest and most efficient ways to *Paint a Picture of Excellence* is to model the target look-for during the coaching conversation. This should be done before the teacher actually practices the skill themselves. When modeling the aspect of instruction, remember to do the following:
 - Model with your authentic **teacher persona**. Stand up and show the tone, posture, or even location in the room that you'd like your teacher to emulate.
 - When modeling complex skills, **break them down into smaller pieces** and model them one step at a time. Then, show how these smaller components come together in successful execution. For example, if you are working on creating a strong entry routine to start the class period out effectively, model each component of the routine separately. Show the teacher how to greet students, then model how to give instructions, and then model how to circulate to get students on task. Once you have shown each component on its own, bring them together to model the entire entry routine for the teacher.

5. Craft S.M.A.R.T. Next Steps

Lastly, you want to spend some time crafting concrete next steps that will allow your teacher to drive their own development. These next steps should focus on what the teacher needs to improve and the actions the teacher will take to improve. This is where you **share the activities you outlined in your coaching plan**.

The acronym S.M.A.R.T. may support your thinking around how to frame your next steps so that they are clear and actionable for your teachers.



Crafting S.M.A.R.T. Next Steps ensures that you've clearly communicated your Coaching Plan and both you and your teacher can do your part. You may wish to have teachers write down their next steps, potentially in their calendars, as part of the conclusion of your coaching conversation. Record the same information yourself. This practice leads to greater accountability for you and the teacher because you are both clear about what you need to do next.

Below, you will see sample practice activities for a coaching conversation and aligned next steps which emphasize the steps the teacher and Team Lead will take to move towards meeting the short-term coaching goal.

Sample S.M.A.R.T. Next Steps

PRIORITIZED DEVELOPMENT AREA	SAMPLE PRACTICE DURING THE COACHING CONVERSATION	SAMPLE S.M.A.R.T. NEXT STEP
The teacher's delivery of complex topics is unclear because he hasn't thought through how to convey information in a student-friendly way when planning the lesson.	Practice 1: Take out your lesson plan for tomorrow. Identify where you will introduce the steps for adding two digit numbers. Write out the steps for adding two digit number, and I'll provide feedback. It may be helpful to complete a problem yourself to see the steps you take to solve the problem.	Explain content more clearly by using <i>Name the Steps</i> —a strategy from Teach Like a Champion . <ul style="list-style-type: none"> • During your planning period today, internalize the steps we planned for adding two digit numbers and make these steps memorable by creating brief names that will stick in your students' minds. • Create and hang a poster that outlines these steps.

	<p>Practice 2: Now you will practice delivering these steps and I will provide feedback.</p>	<ul style="list-style-type: none">• Practice delivering your lesson at least twice, either to yourself or a peer.• Teach these steps during your introduction to new material tomorrow. <p>I will come in and observe your lesson and model or cue when necessary if you are forgetting to do this consistently.</p>
--	--	---

You will identify resources and coaching moves to develop your teacher and begin to actively coach them.

Your third step is to *develop the teacher*. Here, you will begin to implement your Coaching Plan by helping your teacher practice and develop the skills they need to meet the coaching goal. Below you can find Coaching Moves to support you in this step. Note that most of these coaching moves happen in real-time throughout a lesson and are active, which means that you are moving around the classroom implementing them, rather than sitting in the back of the classroom taking notes.

Coaching Moves

1. Model It

When you *Model It*, you give your teachers the opportunity to watch specific instructional actions and see successful implementation firsthand. Select a discrete teacher skill that your teacher is working on, and execute it in the classroom while the teacher observes. This move provides a concrete exemplar of a teaching technique and can help teachers overcome assumptions about students' abilities.

Important things to remember when *Modeling It* include:

- You should **not model an entire lesson**, only specific aspects of instruction. This may mean you are modeling for a minute or two, stepping out, and then stepping back into model something later in the lesson.
- Modeling for **management-based skills**, such as redirecting off-task behavior, often happens **spontaneously** if the opportunity presents itself during an observation.
- When modeling **instructional skills**, such as explaining academic content or ensuring the lesson contains all content necessary for students to master the objective, you may need to do more **advanced preparation**, especially for content that you are not comfortable with. This may look like reviewing the content-area and grade-level standards, the level of rigor required of students, and writing or internalizing a lesson plan prior to modeling a clear introduction to the material.

To effectively *Model It*:

- **Determine when it is appropriate to model.** You only want to model a skill the teacher has already practiced to be sure that modeling will yield the outcome you want. Modeling may not always be the best active coaching move to use. When observing a teacher, you need to determine whether or not the teacher needs to see the skill in action for them to execute it effectively during the lesson. You do not want them to execute the skill ineffectively or forget to use it altogether.
- **Reinforce the steps or concrete strategies that you want your teacher to emulate.** When you are modeling, do your best to highlight the teacher behaviors that you want the teacher to put into practice. Remember, you're modeling to help show them what excellence looks like.
- **Make sure the teacher knows when you are modeling.** To ensure the teacher is focused on your strategy, consider setting up a non-verbal cue to signal that you are about to model or just utilized a strategy. This will allow the teacher to take note of the context and steps involved so he or she can emulate the move and/or reflect on it with you after the lesson.

- **Provide key actions, or follow up about what the teacher saw when you modeled.** If you plan to model in advance, provide some key actions for the teacher to look for so that they can focus on the most important things you do in the classroom. If you decide to model in the moment, follow up about the experience after the lesson or during your next coaching conversation to make sure that your teacher took the right things away from your model.

Below is an example of what it might look like to *Model It*:

You are observing your teacher and notice that she is not clearly explaining the steps to solve a multiplication problem, so you do the following:

Step up next to the teacher and say, "Ms. Smith, I am a little confused on the steps I should take. Let me restate them and see if I am right. First I will do X, second I will do X, and third I will do X. Is that correct?"

This should cue the teacher to restate the steps more clearly for her students.

2. Practice It

Authentic practice is essential to improvement. The majority of your time spent with your teacher should be dedicated to practicing skills. To do this authentically, you will need to create realistic situations for your teacher and have them practice using the same words, tone, actions, and body language they would use with students.

When planning to *Practice It* with teachers you will want to do the following:

- **Determine the look-for** the teacher needs to practice with you before they "go live" in front of students.
- **Explain the importance of the look-for** you are prioritizing so that the teacher understands how getting it right will directly impact the classroom and students.
- **Break down the look-for into manageable parts.** If the look-for is complex or has many parts, you should break it down into more manageable parts and then add complexity over the course of the practice.
- **Prompt the teacher to practice as if in front of students** by encouraging the teacher to put on their "teacher persona" and execute exactly as they would in front of their students. Whenever possible, practicing in the teacher's classroom will make it even more authentic.
- **Provide bite-sized feedback on what went well and could have been better in the teacher's practice.** Make sure the teacher understands if they are executing the target look-for correctly. In order to do this, have teachers practice several times. Provide bite-sized feedback after each practice round and have them implement the feedback until the skill is executed perfectly and is automatic for the teacher.

3. Cue It

Even if a teacher has started to improve their skill in a practice setting, it can be hard to translate those skills into the classroom. *Cue It* allows you to remind your teachers to implement specific strategies that you have been practicing

This strategy generally requires you to circulate the classroom during a lesson and use hand gestures, whispered prompts, or cue cards to give the teacher specific directions in the moment. *Cue It* allows you to:

- **Improve instruction right away** by breaking habits that teachers may form in the classroom. For example, you may cue a teacher to review the talking points from their lesson plan so that they are providing students with clear, concise content.
- **Make measurable progress quickly** to reach the coaching goal because teachers are reminded on the spot what to do to improve.

Here is an example of when it would be important to *Cue It*:

A teacher struggles to get the attention of students in the classroom. You have already implemented the following parts of your coaching plan:

- *Modeled showing confidence when giving directions in the classroom during a coaching conversation*
- *Had the teacher practice standing still while giving directions and not raising her voice in order convey a calm demeanor so students understand the directions during a coaching conversation*

Even though you have implemented these parts of your plan, the teacher may not remember to use these strategies in the moment, when they really count. In advance of the teacher's next lesson, you could decide to Cue It. You could do this by holding up a white board with an agreed-upon cue that will remind the teacher to implement what you practiced. You could also write the cue on a post-it and place it on the teacher's clipboard, or whisper a reminder in the teacher's ear when you want him or her to stand still when giving directions.

To effectively Cue It:

- **Cue what you've taught.** Teachers are not positioned to learn new skills while they are actively teaching. Instead, cue for skills that your teachers have previously practiced with you outside of the classroom.
- **Make cues simple, few, and self-explanatory.** Teachers must manage a lot at once to deliver an effective lesson, so to be effective, cues have to be simple, few, and self-explanatory. The goal is for the teacher to understand your cues and respond to them immediately. One- or two-word prompts that can be whispered or held up on cards, whiteboards, or clear gestures are often more effective than holding up numbers, which can be difficult to remember in the moment. Similarly, acronyms or abbreviations tend to be less effective than quick imperative commands. For example, a card that says "RD" is less effective than one that says, "Restate Directions." You and your teachers will find it helpful to practice using specific cues in a coaching conversation before using them in the lesson so that they feel more natural in the moment.
- **Make your cues seen or heard.** Be assertive with your cues so that your teachers can see or hear them in the midst of their lessons. You may be tempted to stand in a teacher's peripheral vision and quickly flash your cards in order to be less invasive. Doing this may mean your teacher will miss the cue and won't get the prompts he or she needs. You should do whatever you can to get the attention of the teacher while avoiding becoming a distraction to them or their students.
- **Be flexible in your approach.** If you're not getting results while cueing, don't be afraid to adjust your approach. For example:
 - If you've planned to cue using a whiteboard but the teacher is not looking at you when she needs the prompts, walk up to her and whisper them or model for the teacher in the moment what you want her to do.
 - If you intend to cue on a skill but the teacher has implemented your feedback without the additional support, don't feel the need to cue for its own sake.

4. Collaborate

Sometimes a teacher needs planning support in order to help them master a specific look-for. *Collaborate* is a way for you to help your teacher co-plan parts of a lesson to quickly support their growth. It is important to have a narrow focus for what you are working on with a teacher in terms of planning, because as our data taught us, teachers tend to improve faster when coached on a narrow set of skills.

Below is an example of what it could look like to *Collaborate* with your teacher who struggles with creating a content objective that reflects the level of rigor in the grade-level standard (look-for in I.1):

RESOURCE CONNECTION: When *Collaborating* with teachers you should reference the [Instructional Practice Guides](#) for additional guidance around the content and grade-level standards and instructional shifts. The Instructional Practice Guides will help you determine where and when appropriate, rigorous instruction is taking place by providing you with actions and indicators to look for in the classroom.

- **Review the grade-level standard(s)** together so they understand the **level of rigor** required and what the standards demand of students
- Create a **content objective** together* for an upcoming lesson that reflects the same **level of rigor** required by the standard(s) they are trying to teach in the lesson.

**On their own, the teacher will create a content level objective for a subsequent lesson and send it to you for feedback.*

When *Collaborating* with a teacher, it is important to remember:

- Only co-plan discrete pieces of a lesson, not an entire lesson to ensure there is a narrow focus of development.
- Narrate the process so that teacher can replicate it and use for future lessons.
- You should only co-plan with a teacher if it will help the teacher meet the short-term coaching goal for that cycle.
- Identify certain challenges the teacher has with the planning process and address it in future parts of your coaching plan until the teacher understands it.



Assess Progress

You will observe the teacher in action and look for evidence of measurable progress on the prioritized Gateway Skill and selected look-fors.

Your last step is to *assess progress*. Here, you will once again observe the teacher in action and look for evidence of measurable progress on the short-term coaching goal. You will provide feedback to teachers immediately on the progress they made towards the coaching goal and what next steps they still need to take to meet it. Below are the Coaching Moves you may make during this step:

1. Monitor Progress

You will want to work to *Monitor Progress* consistently throughout the coaching cycle. When you *Monitor Progress*, you do the following:

- **Collect specific evidence** on the teacher's progress towards the coaching goal. This will allow you to determine where progress has been made and where there is still room to improve.
- **Share direct feedback with the teacher**, providing clear data from your observation and citing language from the Framework for Effective Teaching.
- **Share the next steps** the teacher needs to take in order to reach the short-term coaching goal.

Below is a sample of what it might look like to *Monitor Progress*:

*Team Lead Jack uses a one-week coaching cycle with his teacher Jill. On Monday, Jack conducted an initial observation and determined **LE.3** to be the prioritized Gateway Skill and "provides specific, concrete, sequential, observable, and positively-framed directions" to be the look-for. Jack gave Jill a short-term coaching goal of "By September 20th, 80 percent or more of students follow directions from the teacher" as well as several next steps.*

Throughout the week, Jack has monitored progress twice, looking for specific progress Jill has made towards the coaching goal. He noticed that Jill provides specific, concrete, sequential, observable, and positively framed directions, but only 50 percent of students are following them because she is not waiting for all students to give her their undivided attention when providing the directions.

Jack gave this feedback to Jill, modeled and practiced how to wait for 100 percent of students paying attention and following directions, and will monitor progress once again on Friday to determine if she met this week's coaching goal.

2. What's Next?

After monitoring progress and determining if the teacher is on track to meet the short-term coaching goal, you will share with your teacher what is next, such as additional coaching. This should be done during a coaching conversation immediately after you have shared with the teacher whether or not they are on track to meet the short-term coaching goal. This will ensure the teacher gets on track to make progress quickly. When determining and sharing with the teacher *What's Next*, you will want to consider the following:

- **If the goal has been met**, you will celebrate that success with the teacher and either:
 - Share with them what you will focus on next if you have a clear view of the next Gateway Skill and look-for(s) that should be prioritized.

- Go back and begin again at *Step 1: Diagnose and Prioritize* during which you will observe the teacher, ask the three essential questions, and determine a prioritized Gateway Skill and new look-for(s).
- **If the goal has not been met**, there are two routes you may take:
 - Share the progress the teacher has made, then revise the coaching plan, determining the additional resources, development activities, and coaching moves you will use to help the teacher reach the goal. **Share the updated coaching plan and timeline with the teacher.**
 - With the teacher, decide if it makes sense to continue focusing on the same goal, or set a new one and retire the original goal.

Let's look back at the coaching plan we created in *Step 1: Diagnose and Prioritize*, and see what it may look like if we need to extend the coaching plan because the short-term coaching goal was not met.

Here is the original coaching plan:

SHORT-TERM GOAL: BY SEPTEMBER 20 TH , 80% OR MORE OF STUDENTS FOLLOW DIRECTIONS FROM THE TEACHER				
Gateway Skill: LE.3		Look-For(s): Follow directions with minimal redirection from teacher Provides specific, concrete, sequential, observable, positively-framed directions for behavior and academics		
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Self-Study:</p> <ul style="list-style-type: none"> ● Send teacher overview of "What to Do" directions* to review before the meeting. <p>Coaching Meeting:</p> <ul style="list-style-type: none"> ● Give teacher direct feedback on lesson, share S.M.A.R.T. goal with teacher ● Model "What to Do" directions ● Teacher practices "What to Do" directions and plans to cue in class tomorrow 	<p>Observation:</p> <ul style="list-style-type: none"> ● Observe for "What to Do" directions ● Cue teacher when to give them and model directions when necessary ● Send email feedback after observation 	<ul style="list-style-type: none"> ● Teacher sends "What to Do" directions for additional routine to the Team Lead ● Provide feedback via email 		<p>Observation:</p> <ul style="list-style-type: none"> ● Observe teacher ● Actively coach using cues or modeling as needed ● Email feedback to teacher ● If need be, extend goal and refine coaching plan a few additional days to support teacher until s/he meets this short-term goal

Here is the extended coaching plan:

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Coaching Meeting</p> <ul style="list-style-type: none"> Model and practice "What to Do" directions for transitioning to small group work and back to the rug Introduce "100%" to the teacher by explaining it to them and modeling it Teacher practices "Waiting for 100%" when giving "What to Do" directions 	<p>Observation:</p> <ul style="list-style-type: none"> Observe for "100%" and clear "What to Do" directions and gather quantitative data Cue using whiteboard Model 100% if necessary Send email feedback after observation 	<ul style="list-style-type: none"> Teacher sends responses to reflection questions created by the Team Lead 	<p>Observation:</p> <ul style="list-style-type: none"> Observe for "100%" and clear "What to Do" directions and gather quantitative data Actively coach using cues or modeling as needed Assess progress against goal Email teacher feedback 	

"What to Do" directions are directions that are specific, concrete, sequential, observable, and positively-framed. "100%" is the idea that when teaching or giving directions you must always have 100% of the students paying attention to you. If you have fewer than 100% of students, your directions or content are subject to interpretation. (Source: **Teach Like A Champion by Doug Lemov)*

APPENDICES

Appendix A: Relay Rookie Teacher Action Steps

The Relay Rookie Teacher Action Steps are a DPS resource that Team Leads can use to determine how to best support and develop your teachers. These Actions Steps can be used to design your coaching plan after you have set a coaching goal.

ROOKIE TEACHER ACTION STEPS

Sequence of Most Frequently Used Action Steps by Top-Tier Instructional Leaders

DATE:	MANAGEMENT TRAJECTORY (LE.3):	RIGOR TRAJECTORY (I.2, I.5):
PRE-TEACHING (AUGUST PD)	<p>1. Routines & Procedures: Write and Rehearse</p> <ul style="list-style-type: none"> • Write out critical routines and procedure down to the smallest detail of what is said and done <ul style="list-style-type: none"> ○ Explain what each routine means and what it will look like ○ Write out what teacher and students do at each step, and what will happen with non-compliant students • Plan how and when to roll-out the routine/procedure in your classroom, whether you script it out or you are given a script to revise and internalize • Observe [fill in lead teacher here] executing [fill in a specific procedure here] and identify specific teacher actions related to [fill in skill here, such as tone, movement, specificity of instructions, etc.] <ul style="list-style-type: none"> ○ <i>Note to leaders: consider leading this school-wide with lead teachers modeling and then rookie teachers practicing as follow-up</i> <p>2. Strong Voice 101: Posture and Register</p> <ul style="list-style-type: none"> • When giving instructions, stop moving and strike a formal pose (Square up/Stand still) • When giving instructions, use formal register, including tone and word choice (Formal register) <p><i>*Note: Many other topics can be introduced during August training. What's listed above are the topics that should be addressed to reach proficiency. Other topics to introduce should be:</i></p> <ul style="list-style-type: none"> • <i>Least invasive intervention (see below for details)</i> • <i>Narrate the Positive (see below for details)</i> • <i>Challenge/Build Momentum (see below for details)</i> 	<p>1. Develop Effective Lesson Plans 101</p> <ul style="list-style-type: none"> • Building A New Lesson Plan <ul style="list-style-type: none"> ○ Write precise learning objectives that are <ul style="list-style-type: none"> ▪ Data-driven (rooted in what students need to learn based on assessment results analysis) ▪ Curriculum plan-driven ▪ Can be accomplished in one lesson ○ Script out what to say to the students during the "I Do" and questioning parts of the lesson ○ Design an exit ticket (brief final mini-assessment) aligned to the objective • Working from Existing Lesson Plans <ul style="list-style-type: none"> ○ Memorize the lesson ○ Right is right: script out what is the 100% right answer you're waiting for ○ Assign students to each question in the lesson plan ○ Build time stamps into the lesson to manage pacing ○ Effective independent practice 101: make sure student independent practice meets the assessment objective <ul style="list-style-type: none"> ▪ Build into each class at least ten minutes of independent practice

	<ul style="list-style-type: none"> • <i>Teacher Radar: places to stand where you can see the whole class</i> • <i>Do it Again: practice routines to perfection-- have students do it again if it is not done correctly (and know when to stop Do it Again)</i> 	
<p>BY SEPT 30TH:</p>	<p>3. Routines & Procedures 201:</p> <ul style="list-style-type: none"> • Write our or revise any routine that needs more attention to detail, with particular emphasis on opening routines and transitions • Do it Again: practice routine to perfection-- have students do it again if not done correctly • Cut it Short: know when to stop the Do it Again <p>4. Strong Voice 201: establish a teacher's authority:</p> <ul style="list-style-type: none"> • Economy of Language: give crisp instructions with as few words as possible (e.g. 3-word directions) <p>5. Teacher Radar: awareness of when students are off task:</p> <ul style="list-style-type: none"> • Deliberately scan the room for compliance: <ul style="list-style-type: none"> ○ choose 3-4 "hot spots" (places where you have students who often get off task) to constantly scan ○ "Be Seen Looking": crane your neck to appear to be seeing all corners of the room • Circulate the perimeter of the room with purpose: <ul style="list-style-type: none"> ○ Move away from the student who's speaking ○ Identify 3 spots on the perimeter of the room where you can circulate to, stand, and monitor student work • Monitor independent practice--repeatedly scan the room while coaching students during independent practice <p>6. Whole-Class Reset</p> <ul style="list-style-type: none"> • Script out the 'reset' of a routine that has deteriorated or is not fully solidified • Script out the 'in-the-moment reset' when a class veers off task: (Stop teaching. Square up. Clear What to Do: "Pencils down. Eyes on me. Hands folded in 3-2-1. Thank you: that's what Harvard looks like." Pick up tone & energy again. <p>7. What to Do:</p> <ul style="list-style-type: none"> • Script and provide precise directions for class activities: use as few words as possible (e.g. three-word directions). Check for understanding on complex instructions. <p>8. Pacing 101: Create the illusion of speed so that students feel constantly engaged</p>	<p>2. Checking for Understanding 101--see if students have learned the material frequently using a variety of techniques:</p> <ul style="list-style-type: none"> • Aggressively monitor student work, making note of students who have wrong answers <ul style="list-style-type: none"> ○ Only review key questions that are the most commonly incorrect answers ○ Track right/wrong answers to class questions • Poll the room to see how many students answered a certain question correctly • Implement and review exit ticket (brief final mini-assessment aligned to your objective to see how many students mastered the concept) • Circulate during independent practice with pen/marker. Star high quality work and circle wrong answers <p>3. Building Academic Routines: Set up student routines for the following:</p> <ul style="list-style-type: none"> • Text-based answers: get students to refer to direct citation from text when answering questions • Academic text: teach how to annotate a text as you read • Writing Intensive I: include core moments where students are writing for 5+ minutes without stopping before class discussion • Writing Intensive II: include in lesson one student-written response that articulates one complex concept from the class that day <p>4. I Do/Modeling: Model effectively for students what they need to do when solving a problem/completing a task</p> <ul style="list-style-type: none"> • Script out your model before delivering it in class • Anticipate student error and incorporate it into your model • Break down the steps for how to solve a problem/complete a task

	<ul style="list-style-type: none"> • Use teach timer to stick to lesson plan & guarantee that students have at least 10 min of independent practice • Countdowns to work the clock • Elicit choral responses to certain questions • Speak faster & smile (Sparkle) • Vary voice & show interest in content 	
<p>By Oct 30TH:</p>	<p>9. Individual Student Corrections</p> <ul style="list-style-type: none"> • Redirect students using the least to most invasive intervention: <ul style="list-style-type: none"> ○ Proximity ○ Eye contact ○ Use a non-verbal ○ Say student’s name quickly ○ Small consequence • Anticipate student off-task behavior and pre-rehearse the next two things you will do when that behavior occurs • Narrate the positive when looking at the student(s) who are not complying <p>10. Narrate the Positive</p> <ul style="list-style-type: none"> • Describe what students are doing well, not what they’re doing wrong <ul style="list-style-type: none"> ○ “I like how Javon has gotten straight to work on his writing assignment.” ○ “The second row is ready to go: their pencils are in the well and their eyes are on me.” • Narrate the positive while looking at the student(s) who are not complying <p>11. Challenge/Build Momentum: give students a simple challenge to complete a task</p> <ul style="list-style-type: none"> • “Now I know you’re only 4th graders, but I have a 5th grade problem that I bet you could master. Get ready to prove how smart you are!” <p>12. Engage All Students 101: Make sure all students participate:</p> <ul style="list-style-type: none"> • Make sure you’re calling on all students • Call/response • Cold call • Distribute classroom engagement to 1/3 taking hands, 1/3 cold call, and 1/3 call/response 	<p>5. Data-Driven 101: Analyze Student errors to build an action plan</p> <ul style="list-style-type: none"> • Analyze why students answered incorrectly • Plan when to teach standards where students struggled: pick specific dates & times to build an explicit action plan • Script what you want to hear in student responses: plan your “I Do” to emphasize that information • Annotate in lesson plan which questions should be asked to which students based on the data analysis • Data-driven cold call: call on the students based on their learning needs—tailor the questions to what that student needs to develop

<p>By Nov 30TH:</p>	<p>13. Pacing 201: create the illustration of speed so that students feel constantly engaged</p> <ul style="list-style-type: none"> • Use brief 15-30 second turn & talks • No more than 2-3 seconds between when a student responds and a teacher picks up instruction <p>14. Engage All Students 201</p> <ul style="list-style-type: none"> • Verbally enforce group actability "I want to see 100%" • Create explicit, step-by-step instructions for group work 	<p>6. Effective Independent Practice 201</p> <ul style="list-style-type: none"> • Support struggling students during independent practice (identify first 2-3 students you will support) while continuing to scan the room for compliance (position yourself so that you can still scan the entire room) • Align independent practice to the rigor of upcoming interim assessment
<p>By FEB 15TH:</p>		<p>7. Data-Driven 201-Responding to Student Error in the moment</p> <ul style="list-style-type: none"> • Take actions when a student makes an error in class • Script out what you will ask/do when students do not answer correctly • Roll back the answer: repeat the wrong answer back to the student (to give student time to think and you time to build a plan!) • Break it down: ask scaffolded questions that break down the problem into smaller chunks • Use a universal prompt • Use a content-specific prompt • Have a peer share the answer • Close the loop: after correcting their error, go back to students with wrong answers to have them summarize • <p>8. Ratio/Stretch It: Get students to do the thinking</p> <ul style="list-style-type: none"> • Don't repeat student answers (unless you're rolling back) • Push students to use habits of discussion to critique or build off of each other's answers • Provide wait time after posing challenging questions • Press students to state not only the answer but also a conceptual understanding of the topic • Stretch it: ask particular students to answer a more difficult extension to a given question

Appendix B: Six Steps for Effective Feedback

The Six Steps for Effective Feedback document can be used each time you provide feedback to a teacher. These steps map out how to frame a coaching conversation and provide teachers with actionable feedback.

SIX STEPS FOR EFFECTIVE FEEDBACK:

<p>1 Praise 1-2 min</p>	<p>Praise—Narrate the positive:</p> <p>What to say:</p> <ul style="list-style-type: none"> • “We set a goal last week of _____ and I noticed how you [met goal] by [state concrete positive actions teacher took].” • What made that successful? What was the impact of [that positive action]?”
<p>2 Probe 2-6 min</p>	<p>Probe—Start with a targeted question & add scaffolding as needed:</p> <p>Opening probe:</p> <ul style="list-style-type: none"> • “What is the purpose of _____ [concise action step/taxonomy topic]? What impact does that have on your instruction?” • “What was your objective/goal for _____ [the activity, the lesson]? How did your lesson try to meet this goal/objective? What was the outcome?” • “I noticed in class today that you [state difficulty teacher was having.] What is the challenge in implementing this effectively?” <p>Scaffolding (When Teacher Doesn’t Get to Answer by Self):</p> <p>Use Video/Classroom Observation Data:</p> <ul style="list-style-type: none"> • Show a video of the moment in class that clearly demonstrates the problem. “What are the students doing? What are you doing?” • “Do you remember what happened in class when ____? [Teacher then IDs what happened; leader provides data if teacher cannot] • “What effect did that have on the class/learning?” <p>Present a Model or Intervene:</p> <ul style="list-style-type: none"> • Show video of effective teaching: “What do you notice about how the teacher did _____? How is this different than what you did in class?” • Modeled by leader: “What did you notice about how I just did [this action] compared to how you did it in class today?” • Intervention in class: “When I intervened, what did I do? What was the impact of the intervention?”
<p>3 Action Step 1 min</p>	<p>Land on a bite-sized action step:</p> <ul style="list-style-type: none"> • Choose an action step that is linked to the teacher’s PD goals. “In keeping with our goal of _____, the next thing we want to do is…” • State clearly and concisely language the bite-size action step that is the highest lever. • Have teacher restate the action step; then write it down

<p style="text-align: center;">4</p> <p style="text-align: center;">Plan Ahead</p> <p style="text-align: center;">As much time as remains</p>	<p>Plan Ahead—Design/revise upcoming lesson plans to implement this action:</p>
	<ul style="list-style-type: none"> • “Where would be a good place to implement this in your upcoming lessons?” • “What are all the actions you need to take/want to see in the students?” • Script the language and actions to be taken—have lesson plans and/or a template ready for the teacher to fill in. • Plan before you practice: keep probing to make the plan more precise and more detailed • “Now that you’ve made your initial plan, what will do you if [state student behavior/response that will be challenging]?”
<p style="text-align: center;">5</p> <p style="text-align: center;">Practice</p> <p style="text-align: center;">As much time as remains</p>	<p>Practice—Role play how to implement action step in current or future lessons:</p>
	<p style="text-align: center;">Jump into role play and act out confused/noncompliant students:</p> <p style="text-align: center;">Round 1</p> <ul style="list-style-type: none"> • “Let’s practice.” or “Let’s take it live.” <ul style="list-style-type: none"> ○ If teacher needs extra development: Model for the teacher first, then debrief. “What do you notice about how I did that?” ○ [When applicable] Stand up/move around classroom to simulate the feeling of class ○ Pause the role play at the point of error to give immediate feedback ○ Repeat until the practice is successful. CFU: “What made this successful?” <p style="text-align: center;">Round 2</p> <ul style="list-style-type: none"> • [Once successful in Round 1]: “Let’s try that again. This time I will be [student x who is slightly more challenging].”
<p style="text-align: center;">6</p> <p style="text-align: center;">Follow-up</p> <p style="text-align: center;">1-3 min</p>	<p>Set Timeline for Follow-up:</p>
	<ul style="list-style-type: none"> • “When would be best time to observe your implementation of this?” OR “When I review your plans, I’ll look for this modification.” • Newer teacher: “I’ll come in tomorrow and look for this technique.” • Set dates for all of the following—both teacher and leader write them down: <ul style="list-style-type: none"> ○ Completed Materials: when teacher will complete revised lesson plan/materials. ○ Leader Observation: when you’ll observe the teacher ○ (When valuable) Teacher Observes Master Teacher: when they’ll observe master teacher in classroom or via video implementing the action step ○ (When valuable) Self-Video: when you’ll tape teacher to debrief in future mtg

Real-time Feedback—Modeling & Teaching in the Moment

<p style="text-align: center;">Real-time Feedback</p>	<p>When Applicable:</p>
	<p>In-Class Feedback:</p>
	<ul style="list-style-type: none"> • Give a pre-established signal/non-verbal cue to the teacher: e.g., red card means too much teacher talk, thumbs up means affirm a student, etc. • Whisper advice to the teacher when students are working independently.
	<p>Co-Teaching:</p>
	<ul style="list-style-type: none"> • Stretch the thinking: “Ms. B, can I ask a question to the class?” • Check understanding: “Let’s pause for a moment.” Ask CFU question. • Address the management: “I’ve seen this class [do this action] before. Let’s see you do it correctly.” <p style="text-align: center;">Leading the Classroom:</p> <ul style="list-style-type: none"> • Plan ahead to do model teaching of part/all of the lesson. • On the spot, step in to teach the lesson. “Mr. A, this is a topic I’m interested in. Would you mind if I jumped in?”

[Appendix C: Coaching Plan Template](#)

Use the template below when planning your coaching action plan for the coaching cycle. To see a complete coaching plan, please refer to page 13.

SHORT-TERM GOAL:				
Gateway Skill:		Look-For(s):		
Monday	Tuesday	Wednesday	Thursday	Friday

Appendix D: Planning for Coaching Conversations

Use the template below when planning your coaching conversations.

Component	Notes/Script
<p>Check the Temperature (<1 min)</p> <ul style="list-style-type: none"> Open every conversation by checking in with the teacher 	
<p>Map the Conversation (<1 min)</p> <ul style="list-style-type: none"> Set clear agenda and expectations for the coaching conversation 	
<p>Show Your Scorecard (1 min)</p> <ul style="list-style-type: none"> Connect feedback to the Framework when appropriate 	
<p>Share Gateway Skill and S.M.A.R.T. goal (2-3 min)</p> <ul style="list-style-type: none"> Share prioritized Gateway Skill, S.M.A.R.T. goal and evidence from the classroom as rationale for prioritized area Ask questions aligned to this skill – ex. What student action did you notice when you did X? Share what you will practice and how it will lead to increased learning and improved performance Check their understanding of the Gateway Skill and how it will 	

improve their classroom	
<p>Paint a Picture of Excellence (4 minutes)</p> <ul style="list-style-type: none"> Tell them what to look for in the video or in your model 	
<p>Practice (12 minutes)</p> <ul style="list-style-type: none"> Tell them what you are looking for while they practice Pause them in the middle if it's being done wrong Feedback after each round 	<p><i>First Practice:</i></p> <p><i>Second Practice (if applicable):</i></p> <p><i>Do it Again</i></p>
<p>Next Steps (3 minutes)</p> <p>Give S.M.A.R.T. next steps and check for understanding.</p>	

Appendix E: Curricular Resources

The following resources can be used by Team Leads to help coach and develop teachers on instruction, specifically on Gateways Skills 1.1, 1.3, and 1.5.

RESOURCE	HOW IT CAN BE USED
<u>Common Core State Standards Website</u>	This website provides all the learning standards for English Language Arts and Math. You can also see examples of the key shifts in each content area, as well as exemplary texts and tasks in ELA Appendix B.
<u>Achieve the Core</u>	The classroom resources section of this website provides exemplary lessons, assessments, and tasks for both English Language Arts and Math.
<u>America Achieves</u>	This website has a video library and accompanying resources that are rigorous and aligned to content and grade-level standards. <i>*Note: you will be prompted to create a free account to access the materials</i>