**Skill-Building Practice Lab: Giving “What to Do” Directions**

**Total Time: 25-30 minutes**

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| **Objective** |
| **Teachers will be able to give clear, concise what-to-do directions that lead to 100% student engagement with directions.** |
| **Hook, Frame & Model** |
| **Hook (1 min):**   * A strength that we observed is many teachers creating a strong teacher presence through formal register and squaring up. * The impact of this is that students are generally meeting expectations when they are in the classroom. * We are still seeing an opportunity for crisp, clear what-to-do directions for EVERY direction in the classroom, even for the small steps like turn and talks.   **Frame (1 min):**   * Today, we’ll practice the components of What to Do. * We’re going to watch an example first. As you watch, pay attention to how the teacher states what students needs to do, how they support students in getting there, and how they ensure they have 100% of students complying with directions.     **See It: Model: (3-5 min):**   * Video 1: <http://my.teachlikeachampion.com/book/18> |
| **Debrief & Name It** |
| **Lead debrief (3 minutes)**   * What did you notice in the videos? * Stamp criteria for success/key takeaways:   **Make sure teachers pull out:**   * Give clear 1-2-3 directions. * Clear, concise language * Scan after each step. * Check for understanding (for more complex directions - clarify this will not always be necessary - an example of a less complex direction might be pick up your pencil and write your name on the paper -  but the first two steps are). |
| **Practice** |
| **Set the scene for all participants (1 minute)**   * For our practice we are going to pick a direction we are giving tomorrow. Consider picking a "small" direction where you may not immediately have the instinct to be clear on 1-2-3. * Set the “classroom” space to allow for the most realistic practice. For example,   + - * Lay out papers on mock student desks       * identify the misbehaviors that the mock students will act out during the practice       * Name the point in the lesson that the practice will begin       * Name the roles that peers will play   **Plan before practice (1 minute)**   * Take 1 minute to identify the direction and script the steps.   **Practice (10-15 minutes)**   * While teachers practice, monitor the group(s) and give real-time feedback. Intervene to fix errors immediately. * Practice in partners. Focus on step-by-step directions and concise language. Continue to observe **for** formal register/presence.   **Feedback/Redo:** Facilitate a swift feedback, redo sequence |
| **Reflect** |
| Take 1 minute to jot down any action steps you have coming out of today. Which parts of What-to-Do will you focus on? When is your first opportunity to implement this skill? |

**Skill-Building Practice Lab: Habits of Discussion**

**Total Time: 30 minutes**

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| **Objective** |
| **Teacher will be able to use “right is right” and “stretch it” strategies to vary and increase the rigor of their oral questioning.** |
| **Hook, Frame & Model** |
| **Hook (1 min):**   * In our last walkthrough, we have observed frequent checks for understanding that help ensure you know students’ level of misunderstanding and potential misconceptions. * Special shout out to Ms. K for implementing a clear routine to check for student understanding. * Today, we want to take those checks for understanding to the next level by increasing the rigor of our oral questioning.   **Frame (1 min):**   * To increase the rigor of our questioning, today we are going to focus on the skill of “playing volleyball, not ping pong.” What’s the difference between these two supports? * Volleyball = pass it to multiple teammates before sending it back over the net; ping-pong: only back and forth     **See It: Model: (3-5 min):**  I’m going to model this for you. I’ve given three of you some cards with the response you will give when called on.  As you watch me, notice what I say and do to ensure that my oral questioning ups the rigor of discussion:  *Model Script:*  *Great. Now, Student 1, what kind of change do you think we just observed?”*  *Student 1: Chemical.*  *Full sentence, please. It was…”*  *Student 1: It was chemical.*  *Chemical…? Student 1: It was a chemical change.*  *“Student 1 thinks it was a chemical change. Student 2, do you agree and why?”*  *Student 2: I agree it was a chemical change because there’s a new substance created.”*  *“Interesting. Student 3, what evidence do we see to support that?”*  *Student 3: “There was a color change.”*  *“What other evidence do we have? Raise your hand.”*  *Student 4: “I also noticed that there were bubbles, so that means a gas was produced.”*  *Excellent. We are in agreement this was a chemical change, which means a new substance was created. You all pointed out some signs of a chemical change, including color change and gas bubbles.”* |
| **Debrief & Name It** |
| **Lead debrief (3 minutes)**   * What did you notice in the model/video? * Stamp criteria for success/key takeaways:   + Did not respond “right” or “wrong”   + Called on other students (cold-called) to elaborate   + Right is right – did not accept “it’s chemical” and did not round up the answer   **Make sure teachers pull out:**   * Script questions that require full sentence answers * Avoid rounding up the answer (right is right) * “Play volleyball” not ping-pong by asking other students to correct/add/elaborate (stretch it)   + Ask How or Why   + Ask for Another Way to Answer   + Ask for a Better Word   + Ask for Evidence   + Ask Students to Integrate a Related Skill   + Ask Students to Apply the Same Skill in a New Setting   *Provide one-pager that includes these strategies.* |
| **Practice** |
| **Set the scene for all participants (1 minute)**  You are going to practice in groups of 3. Pick a section from your lesson tomorrow where you will check for understanding, and where there’s an opportunity to up the rigor of your questioning.  **Plan before practice (1 minute)**  Take 1 minute to script your question and any additional follow-ups. Make sure you have thought through your “right is right” prompts.  **Practice (10-15 minutes)**   * While teachers practice, monitor the group(s) and give real-time feedback. Intervene to fix errors immediately. * Practice in partners. Focus on step-by-step directions and concise language. Continue to observe for no round-up, right-is-right, and stretch it.   **Feedback/Redo:** Facilitate a swift feedback, redo sequence |
| **Reflect** |
| Take 1 minute to jot down any action steps you have coming out of today. Which parts of What-to-Do will you focus on? When is your first opportunity to implement this skill? |

**Skill-Building Practice Lab: Blank Planning Template**

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| **Objective** |
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| **Hook, Frame & Model** |
| **Hook (1 min):**  **Frame (1 min):**    **See It: Model: (3-5 min):** |
| **Debrief & Name It** |
| **Lead debrief (3 minutes)**   * What did you notice in the model/video? * Stamp criteria for success/key takeaways:   **Make sure teachers pull out:** |
| **Practice** |
| **Set the scene for all participants (1 minute)**  **Plan before practice (1 minute)**  **Practice (10-15 minutes)**  **Feedback/Redo:** Facilitate a swift feedback, redo sequence |
| **Reflect** |
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