

## Coaches Guide to Observing in Classrooms

After a teacher has practiced via the platform and received feedback from you, you should observe in their classroom for their use of the technique and its impact. The success points in practice are the same keys to look for during a classroom observation. In the chart below, we've added what you'd want to see students saying and doing as evidence of impact.

<b>Building Strong Classroom Culture</b>		
<b>Technique</b>	<b>Success Points</b>	<b>Impact</b>
What to Do: Planning and Delivery	Planning-Content: <ul style="list-style-type: none"> <li>• Specific</li> <li>• Sequential</li> <li>• Observable Delivery:</li> <li>• Stand still</li> <li>• Speak quieter, slower, even, lower</li> </ul>	<ul style="list-style-type: none"> <li>• All students follow through on directions quickly, completely, and successfully</li> </ul>
Radar: Building Radar	<ul style="list-style-type: none"> <li>• Deliver observable directions</li> <li>• Scan for follow-through</li> <li>• Scan from Pastore's Perch</li> </ul>	<ul style="list-style-type: none"> <li>• All students follow through on directions quickly and completely</li> <li>• Students self-correct</li> </ul>
Radar: Be Seen Looking	<ul style="list-style-type: none"> <li>• Deliver observable directions</li> <li>• Follow with Be Seen Looking Dance Move (Invisible Column, Tip Toes, Disco Finger, Sprinkler, Politician)</li> </ul>	<ul style="list-style-type: none"> <li>• All students follow through on directions quickly and completely</li> <li>• Students self-correct</li> </ul>
Least Invasive Intervention: Non-Verbal Interventions	<ul style="list-style-type: none"> <li>• Non-verbal communicates the solution</li> <li>• Delivered with Emotional Constancy</li> </ul>	<ul style="list-style-type: none"> <li>• Corrected students are quickly back to meeting expectations</li> <li>• All students are focused on the unbroken thread of instruction</li> </ul>

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<p>Least Invasive Intervention: Two Key Verbal Interventions</p>	<p>Planning-Content:</p> <ul style="list-style-type: none"> <li>• Describes the Solution</li> </ul> <p>Delivery:</p> <ul style="list-style-type: none"> <li>• Speak quieter, slower, even, lower</li> </ul>	<ul style="list-style-type: none"> <li>• Corrected students are quickly back to meeting expectations</li> <li>• All students are focused on the thread of instruction</li> </ul>
<p>Least Invasive Intervention: Private Individual Correction</p>	<p>Planning-Content:</p> <ul style="list-style-type: none"> <li>• Describes the Solution</li> <li>• Bookend with simple tasks</li> <li>• Economy of Language</li> </ul> <p>Delivery:</p> <ul style="list-style-type: none"> <li>• Warm or neutral tone</li> <li>• Maintain privacy (by circulating first, crouching, speaking quietly)</li> </ul>	<ul style="list-style-type: none"> <li>• Corrected student's body language, actions, tone signal a willingness to listen</li> <li>• Student is quickly back to meeting expectations</li> </ul>
<p>Strong Voice: Establish Formal Register</p>	<ul style="list-style-type: none"> <li>• Speak quietly, slowly, evenly, lower</li> <li>• Adopt a symmetrical body posture</li> <li>• Stand still</li> </ul>	<ul style="list-style-type: none"> <li>• Student attentiveness (silence, eye-contact etc.) increases when the teacher shifts into formal</li> </ul>
<p>Strong Voice: Do Not Talk Over</p>	<ul style="list-style-type: none"> <li>• Self-interrupt mid-word</li> <li>• Stand still</li> <li>• Speak quietly, slowly, evenly, lower following the pause</li> </ul>	<ul style="list-style-type: none"> <li>• Student attentiveness (silence, eye-contact etc.) increases when the teacher self-interrupts</li> </ul>
<p>Positive Framing: Frame Redirections Positively</p>	<ul style="list-style-type: none"> <li>• Attribute behavior to positive intent</li> <li>• Tell students exactly what they should do</li> <li>• Economy of language</li> <li>• Emotional constancy</li> </ul>	<ul style="list-style-type: none"> <li>• Corrected students are quickly back to meeting expectations</li> <li>• All students remain focused on the thread of instruction</li> </ul>

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<p>Positive Framing: Motivate Effort and Excellence</p>	<ul style="list-style-type: none"> <li>• Economy of language</li> <li>• Positive tone and expression to generate enthusiasm</li> </ul>	<ul style="list-style-type: none"> <li>• Students correct or attempt a challenge with energy</li> </ul>
<p>Systems and Routines: Designing Systems and Routines</p>	<ul style="list-style-type: none"> <li>• Simple</li> <li>• Double-planned (teacher and student actions)</li> <li>• Minimally Narrated</li> </ul>	<ul style="list-style-type: none"> <li>• Students execute the system with automaticity so their minds are focused on academics</li> </ul>
<p>Systems and Routines: Install Your System, Part I: Roll Out</p>	<ul style="list-style-type: none"> <li>• “Start with the Why”</li> <li>• Model and Describe for students how to do each step with excellence</li> <li>• Economy of Language</li> </ul>	<ul style="list-style-type: none"> <li>• Students give full effort in learning the system</li> </ul>
<p>Systems and Routines: Install Your System, Part II: Deliberate Practice</p>	<ul style="list-style-type: none"> <li>• Model and Describe</li> <li>• Pre-empt Pitfalls by identifying potential challenges and planing how to eliminate them through practice.</li> <li>• Isolate the Step: Students practice in small steps before they practice the whole routine</li> <li>• Scan for follow through; give positive and corrective feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Students give full effort in learning the system</li> <li>• Students respond quickly and positively to feedback</li> </ul>
<p>Systems and Routines: Transfer Ownership</p>	<ul style="list-style-type: none"> <li>• Economy of language</li> <li>• Scan for following through</li> </ul>	<ul style="list-style-type: none"> <li>• Students execute the system correctly and with little or no narration or reminders from the teacher</li> </ul>
<p>Systems and Routines: Do It Again</p>	<ul style="list-style-type: none"> <li>• Economy of language</li> <li>• Emotional constancy</li> </ul>	<ul style="list-style-type: none"> <li>• Students redo their execution of the system correctly and with no loss n energy or enthusiasm</li> </ul>

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<b>Engaging Academics</b>		
<b>Technique</b>	<b>Success Points</b>	<b>Impact</b>
Cold Call: Introducing Cold Call	<ul style="list-style-type: none"> <li>• Communicate what to expect</li> <li>• Be concise</li> <li>• Frame Cold Call positively</li> </ul>	<ul style="list-style-type: none"> <li>• Students are not surprised or resistant to respond when cold called</li> </ul>
Cold Call: Positive Cold Call Culture	<ul style="list-style-type: none"> <li>• Warm and welcoming tone</li> <li>• Cold Call regularly</li> <li>• Make it universal</li> </ul>	<ul style="list-style-type: none"> <li>• Students are ready and willing to respond when cold called</li> </ul>
Cold Call: Time the Name	<ul style="list-style-type: none"> <li>• Use the Structure: Question-Pause-Name</li> </ul>	<ul style="list-style-type: none"> <li>• Students are ready and willing to respond when cold called.</li> <li>• The majority of student answers are correct</li> </ul>
Cold Call: Unbundle and Follow On	<ul style="list-style-type: none"> <li>• Unbundle: Break a single question into a series of smaller questions</li> <li>• Follow On: Ask your student to develop/build on the previous student's answer</li> </ul>	<ul style="list-style-type: none"> <li>• Students are attentive, ready and willing to respond when cold called</li> <li>• Students thoughtfully build on peers' answers</li> <li>•</li> </ul>
Cold Call: Slow Call	<ul style="list-style-type: none"> <li>• Adopt a reflective tone and affect</li> <li>• Extend Wait Time</li> <li>• Time the Name</li> </ul>	<ul style="list-style-type: none"> <li>• Student answers display depth of thought</li> </ul>
Show Call: Show Call With Purpose	<ul style="list-style-type: none"> <li>• Based on student work and target answer: Use Good to Great, Correct/Exemplar, or Erroneous Work</li> <li>• Mid-stream, at the end, post revision</li> <li>• Single or multiple pieces of work</li> </ul>	<ul style="list-style-type: none"> <li>• Students' written work displays attentiveness to quality and completeness</li> <li>• Students' smile or show excitement when their work is show called</li> </ul>

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<p>Show Call: Positive Show Call Culture</p>	<ul style="list-style-type: none"> <li>• Use a warm and welcoming tone</li> <li>• Show Call regularly</li> <li>• Make it universal</li> </ul>	<ul style="list-style-type: none"> <li>• Students' smile or show excitement when their work is show called</li> </ul>
<p>Show Call: Analysis &amp; Application</p>	<ul style="list-style-type: none"> <li>• Share the purpose of the Show Call</li> <li>• Be clear about how you want students to apply takeaways: During, repeatedly; Margin notes now, revision after; collective public notes now, revision later; No notes, revision after</li> </ul>	<ul style="list-style-type: none"> <li>• Students' comments demonstrate careful attention to the prompt and the details of the displayed work</li> <li>• All students note a reminder or revise their work</li> </ul>
<p>Double Plan: Lessons and Materials</p>	<ul style="list-style-type: none"> <li>• Articulate teacher and student actions for a particular activity</li> <li>• Ensure student actions are concrete and observable</li> </ul>	<ul style="list-style-type: none"> <li>• All students complete tasks thoughtfully and as soon as directed</li> </ul>
<p>Plan for Error: Anticipate Student Error</p>	<ul style="list-style-type: none"> <li>• Prioritize: Plan for Error for the most important question(s)</li> <li>• Draft target response</li> <li>• Use your experience from drafting the target and prior teaching experience to anticipate the 2-3 most likely student errors/sources of struggle</li> </ul>	<ul style="list-style-type: none"> <li>• As evidenced in students oral and written answers, students move from incorrect or partial misunderstanding to full understanding</li> </ul>
<p>Plan for Error: Break It Down</p>	<ul style="list-style-type: none"> <li>• Start with a Roll Back</li> <li>• Based on anticipated error, provide: Example, Context, Rule, or First Step</li> </ul>	<ul style="list-style-type: none"> <li>• As evidenced in students oral and written answers, students move from incorrect or partial misunderstanding to full understanding while carrying the cognitive load</li> </ul>

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<p>Art of the Sentence: Three Types of Prompts</p>	<ul style="list-style-type: none"> <li>• Use Sentence Starter, Parameter, or Non-Denominational Prompt</li> <li>• Infuse technical vocabulary</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• In their written work, students demonstrate sophisticated syntactic structures, correct use of collegiate/technical vocabulary, precision of thought</li> </ul>
<p>Exit Tickets: Design Criteria</p>	<ul style="list-style-type: none"> <li>• Vary question format and rigor</li> <li>• Keep it short (about 5 minutes for students to complete)</li> </ul>	<ul style="list-style-type: none"> <li>• All students complete the exit ticket in the allotted time</li> <li>• Student work demonstrates degrees of understanding</li> </ul>
<p>Exit Tickets: Analyze and Act</p>	<ul style="list-style-type: none"> <li>• Sort or tally strategically</li> <li>• Identify trends</li> <li>• Take action via re-teach, additional practice, small-group tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate success/understanding following the chosen intervention</li> </ul>
<p>Stretch It: Directive and Non-Directive</p>	<ul style="list-style-type: none"> <li>• Prompt pushes rigor – precision, evidence, alternate answers</li> <li>• Prompt checks for understanding—provides evidence a student will be able to replicate their success</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate deeper thinking or more complete understanding</li> <li>• Students’ responses provide evidence that they are likely to replicate success in the future</li> </ul>