Teacher Name: Mr. Siggins

Date: 2/24/20

Time: 8:32am

Content area observed: English III

Lesson objective: Of Mice and Men

*Script what you see:*

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| **Teacher Actions** | **Student Actions** |
| Teacher was circulating the room making sure that students were on task, as they were looking through a selected text to identify literary devices and figurative language samples. | Students had a literacy device and figurative language handout that that they were using to identify examples of each. |

**Precise Praise:**

*Link to previous core action steps.*

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| For the most part, students were connected and engaged in the4 activity. |
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**Probing Questions:**

*Link to previous core action steps.*

*Make sure these connect to your action steps below and will lead to the naming of the action steps*

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| **I wonder how many of the kids had prior knowledge of the literary devices? How might a K-W-L activity help prepare the kids for this tasks?** |
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**Possible Bite-Sized Action Steps:**

*Highlight all the action steps you might consider, and prioritize the TOP TWO before your coaching meeting. Your TOP TWO action steps should be directly connected to student learning, address a root cause affecting student learning, and be high-leverage.*

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| Management | Rigor |
| * Develop / revise / perfect routines and procedures   + Specific procedure(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   ꠛ Give clear, precise directions  ꠛ Include MVP in all directions   * + Use attention-getting signal   + Square up, make eye contact, use a strong voice * Narrate positive behavior   + Use 3-part statement (name, verb, behavior)   + Align narration with directions   + Narrate 2-3 scholars immediately after directions * Raise your “teacher radar”   + Scan the room for off-task behavior   + Circulate the room with purpose * Build the momentum / urgency   + Speak faster, walk faster, vary your voice, and / or smile!   + Create the illusion of speed (use timer, increase rate of questioning, use countdowns and call / response) * Engage all scholars   + Vary methods for class discussion (cold call, turn & talks, choral response, all hands) * Anticipate off-task behavior and rehearse the next two things you’ll do when that occurs   + Possible actions: proximity, eye contact, narration, nonverbal cue, consequence * Build life-altering relationships   + Greet students by name   + Have brief individual conversations during independent work time   + Engage with students outside of class   + Engage with students’ families | * Create and / or internalize your interim (4-6 week) assessment * Write precise learning objectives that are:   + Assessment / data driven   + Curriculum plan driven   + Able to be accomplished in one lesson * *Align all parts of LPs to objectives* * Script, internalize, and / or rehearse key parts of your lesson plan   + Key part: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Develop effective independent practice   + Script out ideal responses you want students to produce   + Align independent practice to the rigor of your interim assessment * Monitor aggressively   + Monitor the quality of independent work   + Pen in hand: Mark up student work as you circulate * Teach and prompt students to cite key evidence in their responses * Check for Understanding (CFU)   + Track right and wrong answers to class questions   + CFU from a cross-section of students   + Implement a daily exit ticket to check for mastery of objective * Model the thinking for students, then debrief the model * Increase the “student think” ratio   + Script out what you will ask and do when students do not answer correctly   + Script out the questions and activities that will facilitate students getting to the right answer |
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