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 directionsꠛ 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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