GET BETTER FASTER SCOPE & SEQUENCE
Top Action Steps Used by Instructional Leaders to Launch a Teacher's Development

Uncommon Schools | Change History.

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:

PHASE 1:
 	
PRE-TEACHING
(SUMMER PD)
	DEVELOP ESSENTIAL ROUTINES & PROCEDURES
	1. **Routines & Procedures 101:** Design and Roll out
	• Plan & practice critical routines and procedures moment-by-moment :
	  o Explain what each routine means and what it will look like
	  o Write out what teacher and students do at each step, and what will happen with students who don't follow the routine
	• Plan & practice the roll out: how to introduce routine for the first time:
	  o Plan the "I Do": how you will model the routine
	  o Plan what you will do when students don't get it right
	
	2. **Strong Voice:** Stand and speak with purpose
	• Square Up, Stand Still: when giving instructions, stop moving and strike a formal pose
	• Formal Register: when giving instructions, use formal register, including tone and word choice
	
	*Note: Many other topics can be introduced during August training. What are listed above are the topics that should be addressed to reach proficiency. Other topics to introduce—even if the teachers will not yet master them—could be:
	• *Least invasive intervention*
	• *Narrate the Positive*
	• *Create a Challenge/Build Momentum*
	• *Teacher Radar: know when students are off-task*
	• *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)*
		WRITE AND INTERNALIZE LESSON PLANS
		1. **Develop Effective Lesson Plans 101:** Build the foundation of an effective lesson rooted in what students need to learn
		• Write precise learning objectives that are
		  o Data-driven (rooted in what students need to learn based on analysis of assessment results)
		  o Curriculum plan-driven
		  o Able to be accomplished in one lesson
		• Deliver a basic "I Do" as a core part of the lesson
		• Design an exit ticket (brief final mini-assessment) aligned to the objective
		
		2. **Internalize Existing Lesson Plans:** Make existing plans your own
		• Internalize & rehearse key parts of the lesson, including the "I Do" and all key instructions
		• Build time stamps into the lesson plan and follow them

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PHASE 2 (DAYS 1-30)	**ROLL OUT & MONITOR ROUTINES** 1. **What to Do:** • Economy of Language: give crisp instructions with as few words as possible (e.g. 3-word directions). Check for understanding on complex instructions. 2. **Routines & Procedures 201:** Revise and perfect them • Revise any routine that needs more attention to detail or is inefficient, with particular emphasis on what students and teachers are doing at each moment • Do It Again: have students do the routine again if not done correctly the first time • Cut it Short: know when to stop the Do It Again 3. **Teacher Radar:** Know when students are off task • Deliberately scan the room for on-task behavior: ○ Choose 3-4 "hot spots" (places where you have students who often get off task) to scan constantly ○ "Be Seen Looking": crane your neck to appear to be seeing all corners of the room • Circulate the room with purpose (break the plane): ○ Move among the desks and around the perimeter ○ Stand at the corners: identify 3 spots on the perimeter of the room to which you can circulate to stand and monitor student work ○ Move away from the student who's speaking to monitor the whole room 4. **Whole-Class Reset** • Implement a planned whole class reset to re-establish student behavioral expectations when a class routine has slowly weakened over previous classes • Implement an "in-the-moment reset" when a class veers off task during the class period ○ Example: Stop teaching. Square up. Give a 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.	**INDEPENDENT PRACTICE** 3. **Write the Exemplar: Set the bar for excellence** • Script out the ideal written responses you want students to produce during independent practice • Align independent practice to the rigor of the upcoming interim assessment 4. **Independent Practice:** Set up daily routines that build opportunities for students to practice independently • Write first, talk second: give students writing tasks to complete prior to class discussion, so that every student answers independently before hearing his or her peers' contributions • Implement a daily entry prompt (Do Now) to either introduce the day's objective or review material from the previous day • Implement and review a longer independent practice and/or a daily Exit Ticket (brief final mini-assessment aligned to your objective) to see how many students mastered the concept 5. **Monitor Aggressively:** Check students' independent work to determine whether they're learning what you're teaching • Create & implement a monitoring pathway: ○ Create a seating chart to monitor students most effectively ○ Monitor the fastest writers first, then the students who need more support • Monitor the quality of student work: ○ Check answers against your exemplar ○ Track correct and incorrect answers to class questions • Pen in hand: Mark up student work as you circulate ○ Use a coding system to affirm correct answers ○ Cue students to revise answers using minimal verbal intervention (Name the error, ask them to fix it, tell them you'll follow up)

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PHASE 3 (DAYS 31-60)	**ENGAGE EVERY STUDENT**
	5. **Build the Momentum**
	 • Give the students a simple challenge to complete a task:
	  o Example: "Now I know you're only 4th graders, but I have a 5th grade problem that I bet you could master!!"
	 • Speak faster, walk faster, vary your voice, & smile (Sparkle)
	6. **Pacing:** Create the illusion of speed so that students feel constantly engaged
	 • Use a hand-held timer to stick to the times stamps in the lesson & give students an audio cue that it's time to move on
	 • Increase rate of questioning: no more than 2 seconds between when a student responds and a teacher picks back up instruction
	 • Use countdowns to work the clock ("do that in 5..4..3..2..1")
	 • Use Call and Response for key words
	7. **Engage All Students:** Make sure all students participate:
	 • Make sure to call on all students
	 • Cold call students
	 • Implement brief (15-30 second) Turn & Talks
	 • Intentionally alternate among multiple methods in class discussion: cold calling, choral response, all hands & turn and talks
	8. **Narrate the Positive**
	 • Narrate what students do well, not what they do wrong
	  o "I like how Javon has gotten straight to work on his writing assignment."
	  o "The second row is ready to go: their pencils are in the well and their eyes are on me."
	 • While narrating the positive and/or while scanning during a re-direct, look at the student(s) who are off-task
	 • Use language that reinforces students getting smarter:
	  o Praise answers that are above and beyond or strong effort
	9. **Individual Student Corrections**
	 • Anticipate student off-task behavior and rehearse the next two things you will do when that behavior occurs. Redirect students using the least invasive intervention necessary:
	  o Proximity
	  o Eye contact
	  o Use a non-verbal
	  o Say student's name quickly
	  o Small consequence
		RESPOND TO STUDENT LEARNING NEEDS
		6. **Habits of Evidence**
		 • Teach students to annotate with purpose: summarize, analyze, find the best evidence, etc.
		 • Teach and prompt students to cite key evidence in their responses
		
		7. **Check for Whole-Group Understanding:** Gather evidence on whole group learning:
		 • Poll the room to determine how students are answering a certain question.
		  o "How many chose letter A? B? C? D?"
		  o [Students answer the question on whiteboard: "Hold up your whiteboards on the count of three…"
		 • Target the error: focus class discussion on the questions where students most struggle to answer correctly
		
		8. **Re-teaching 101--Model:** Model for the students how to think/solve/write
		 • Give students a clear listening/note-taking task that fosters active listening of the model, and then debrief the model:
		  o "What did I do in my model?"
		  o "What are the key things to remember when you are doing the same in your own work?"
		 • Model the thinking, not just a procedure
		  o Narrow the focus to the thinking students are struggling with
		  o Model replicable thinking steps that students can follow
		  o Model how to activate one's own content knowledge and skills that have been learned in previous lessons
		  o Vary the think-aloud in tone and cadence from the normal "teacher" voice to highlight the thinking skills.
		 • We Do and You Do: give students opportunities to practice with your guidance

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PHASE 4 (DAYS 61-90)	**SET ROUTINES FOR DISCOURSE**
	10. **Engaged Small Group Work:** Maximize the learning for every student during group work:
	
	• Deliver explicit step-by-step instructions for group work:
	  o Make the group tasks visible/easily observable (e.g., a handout to fill in, notes to take, product to build, etc.)
	  o Create a role for every person (with each group no larger than the number of roles needed to accomplish the tasks at hand).
	  o Give timed instructions, with benchmarks for where the group should be after each time window
	• Monitor the visual evidence of group progress
	  o Check in on each group every 5-10 minutes to monitor progress
	• Verbally enforce individual & group accountability:
	  o "You are five minutes behind; get on track."
	  o "Brandon: focus."
		LEAD STUDENT DISCOURSE 101
		9. **Re-teaching 201—Guided Discourse:** Let students unpack their own errors & build a solution
		• Show-Call: post student work (either an exemplar or incorrect response) & ask students to identify why that answer is correct/incorrect
		• Stamp the understanding:
		  o "What are the keys to remember when solving problems like these?" or "Can someone give me a rule?" (Students use their own words)
		• Give them At-bats: give students opportunities to practice with your guidance
		
		10. **Universal Prompts:** Push the thinking back on the students through universal prompts that could be used at any point:
		• Provide wait time after posing challenging questions
		• Pre-call: let a student who needs more time know you're calling him/her next
		• Roll back the answer: repeat the wrong answer back to the student (give student time to think and you time to build a plan!)
		• Ask universal prompts to push the student to elaborate:
		  o "Tell me more."
		  o "What makes you think that?"
		  o "How do you know?"
		  o "Why is that important?"
		• Close the loop: after correcting their error, go back to students with wrong answers to have them revise their answers
		
		11. **Habits of Discussion:** Teach and model for students the habits that strengthen class conversation:
		• Keep neutral/manage your tell: don't reveal the right/wrong answer through your reaction to the student response.
		• Agree/Build off of: "I agree with _____ and I'd like to add…."
		• Disagree respectfully: "While I agree with [this part of your argument], I disagree with _____. I would argue…."

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STRETCH IT (NEXT STEPS)	None!
	
	Once you get this far, you can focus entirely on rigor and deepening your content knowledge.
		LEAD STUDENT DISCOURSE 201
		12. **Strategic Prompts:** Ask strategic questions to targeted students in response to student error
		• Prompt students to access previously learned knowledge:
		   o Point students to resources (notes, posted concepts and content)
		   o "What do we know about __ [content learned in previous classes]?"
		   o Use a prompting guide (e.g., *Great Habits, Great Readers* Guided Reading Prompting Guide) to design questions
		• Call on students based on their learning needs (data-driven)
		   o Call on lower and middle-achieving students to unpack question
		   o If they struggle, try a higher achieving student
		   o If they are easily unpacking, try a lower achieving student
		   o Create a sequence of students to call on based on the rigor of each prompt (e.g., first ask middle student, then low, then high, etc.)
		• Students prompting students: push students to use habits of discussion to critique or push one another's answers
		   o Probe deeper: "[Peer], have you considered this point….?"
		
		13. **Go Conceptual:** Get students to do the conceptual thinking
		• Ask students to verbalize a conceptual understanding of content, not just the answer to a specific question:
		   o "That's the procedure. Now tell me why that works."
		   o "Can you generalize the idea to apply to all problems like this one?"
		   o "Use the following terms [terms learned in previous classes] in restating your answer."
		• Upgrade vocabulary: ask students to use technical/academic language when answering questions:
		   o "That's the right idea generally. Now state it again using proper mathematical/historical/scientific language."
		   o "Correct. Now state it again using your Academic Word Wall as a resource."
		• Stretch it: ask particular students to answer a more difficult extension to a given question
		   o "What would the answer be if I changed it to [change the problem to something more complex]?"
		   o "Is there an alternative way to solve this problem/do this task?"
		   o "What do you think is the strongest counter-argument to yours and how would you refute it?"