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| Session: |  | | |
| Name: |  | Date: |  |
| Group: |  | Total Time |  |
| **Purpose and Outcomes** | | | |
| Objective, Outcome, and Criteria for Success | | Guiding Questions | |
|  | | * What is my desired objective-level outcome (e.g. SWBAT execute cold call, including timing the name, using wait time, with positivity)? * Where does this objective fit in the scope and sequence? * What does mastery look like for this objective? * What knowledge do teachers need to master the objective?\* * What skills do teachers need to master the objective?\* * Is there specific vocabulary that needs to be introduced/normed/emphasized? * What research supports learning this objective? * What personal anecdotes support learning this objective? * What confusions/pushback do anticipate for the objective? * How will you address these confusions/pushback?   \*If teachers don’t yet have this knowledge/skill you’ll need to teach it before you proceed with planning for practice. | |
| Feedback Sheet | | Guiding Questions | |
|  | | * What are the teacher-friendly bite-sized “to-dos” associated for success? * What are the common pitfalls of this objective? * What are the “next time try…” sentence starters that will lead to criteria for success? * Are these “to dos” fully aligned and complete to my criteria for success? If not, what needs to change (the CFS of the feedback sheet)? | |
| **Setting up Practice** | |  | |
| Decide on Purpose and Structure of Practice | | Guiding Questions | |
|  | | * What are the key points for each round of practice? * What will the specific structure of each round be? * Will these rounds of practice lead to mastery of the objective? * Why have I decided on this type of practice? How will I communicate this rationale? * How will I communicate each practice protocol? * What will the groupings and grouping-sizes be? Why? * Who will give feedback during practice (e.g. Peer, One coach, Self)? * How will you ensure everyone gets two rounds of practice? * How will you ensure there is ample time for feedback and reflection within practice rounds? Between practice rounds? | |
| Culture of Practice | | Guiding Questions | |
|  | | * How am I going to develop teacher-teacher trust and a positive environment? * What will the norms for practice be? * When and how will you communicate them? * What whole-group confusions/pushback to anticipate for the practice? * How will you address these confusions/pushback? | |
| Candidate Planning | | Guiding Questions | |
|  | | * Should teachers use pre-planned scripts for practice or develop their own? Why? * If teacher-authored:   + How can you ensure the criteria for success are aligned to teachers’ scripts?   + Do you need to model the practice before or after scripting? Why?   + What kind of support will you provide for the scripting (e.g. Guided questions? Template? model? )   + How long should the scripting be?   + How long should the scripting take? * If pre-planned:   + What will the script be? (e.g. content-specific? Grade-level specific? Not specified?) Why?   + How will teachers internalize the script? When will they internalize?   + Are the criteria for success aligned to script? * How will you facilitate teachers reflecting on their likely strengths and growth areas before practice begins? | |
| **Practice!** | |  | |
| **Modelling the Practice Protocol** | | Guiding Questions | |
|  | | * How will I model the skill and the practice (what content? Grade-level? why?)? * (If relevant because heterogeneous group) How will I communicate my rationale for content/grade-level model? * With whom am I modelling? Why? * What role will each participant (incl. teachers) play in the model? * What pre-planned mistake? Why? * What will the glow and grow be for the model? Why? * What should the teachers be doing while the model happens (e.g. reviewing feedback sheet)? | |
| **Executing Practice** | | Guiding Questions | |
|  | | * What misconceptions do you anticipate addressing in practice? * How will you address misconceptions related to the objectives? (e.g. interrupt? Ask a question? Do a quick model? Take notes and wait ‘til batch feedback?) * How will you address misconceptions related to practice (i.e. how to encourage someone who is resistant)? * How will you capture trends for batch feedback? [See Glows and Grows Tracker.](https://docs.google.com/spreadsheets/d/1uKxBz22l2Gg0WuoOqMimhYK6_MOXd0tyUdO2EhnHhG0/edit#gid=0) * When will you give batch feedback? Why? * Will you give skill feedback? Drill feedback? Both? Why? * What is the highest leverage feedback for batch? * How will you ensure your feedback is aligned to CFS? (e.g. annotated feedback sheet) * How will you communicate protocol transitions (e.g. slides, bells, hand up and stop) * How will you call the group back together for batch feedback/at end? * How will you you circulate in the room during practice? (e.g. target particular students/groups? everyone?) | |

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| **Closing** | |  | |
| **Spotlight** | | Guiding Questions | |
|  | | * Who will be the spotlight and why (considerations: pointing out a trend, highlighting a particular strength, promote positive culture, increasing confidence for individual)? * What is the structure of the spotlight?   + Feedback? If so, how and when and from whom?   + Do you have a walk on song (answer: yes :))?   + How many spotlights do you do? Why? | |
| **Final Reflection** | | Guiding Questions | |
|  | | * How will teachers develop emerging mental representations for what mastery of the objective will look and feel like (e.g. guided reflection, visualization, master teacher video, make a commitment, share next steps with a coach)? * How will you debrief the practice experience the practice experience? * How will you celebrate the practice experience with the group? * How will you leverage the debrief/celebration to reinforce the value and purpose of practice? * What is the next step related to this practice (e.g. upcoming assignment/observation, communicate to coach, practice again next week)? | |