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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?
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| 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?
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| 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?
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| **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)?
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| **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?
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| **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)?
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