



BOSTON PREP

Instructional Excellence Pathway - Day 1

Visual Culture

One Team Orientation

Do Now

- What is the visual culture of a classroom?
- How can the physical setup of a classroom influence the academic and behavioral culture of the learning environment?



Today's Agenda



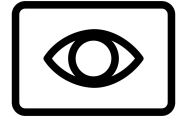
OBJECTIVE

TWBAT identify the elements of a strong visual classroom culture and begin planning their start of the year setup to reinforce academic and behavioral expectations and routines

- **See It/Name It**
 - Classroom Observation
 - Visual Culture Guide
- **Do It**
 - Begin planning the visual culture for your classroom



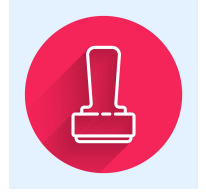
See It - Video Analysis



What do you notice about the physical setup of the classroom?



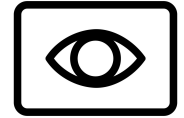
Name It



- *Agenda on front board*
- *Do now at door for students to pick up on the way to their seats*
- *“Amazing Student Work” display*
- *Numbers taped to student tables*
- *Desks facing board*
- *Pocket chart w/ folders*
- *Anchor charts*



See It / Name It –Artifact Analysis



What new ideas did you gather from the Visual Culture Guide?



Visual Culture Guide: Boston Prep Classrooms

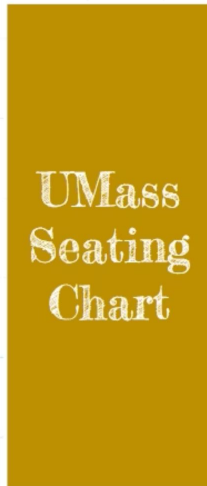
Boston Prep's visual culture reinforces our college preparatory mission. Consistent classroom displays support student success through clear expectations.

This guide explains the elements that align with our standards-driven instruction.



Desk Arrangement

- Desks paired in rows, facing front of room
- During orientation, we will practice strategies to quickly rearrange students into pods/groups when activities call for it

		BACK OF ROOM		WINDOWS		WINDOWS	
		Shaylah Garcia	Morgan B-C		Manuel Medina	Chace Turner	Elijah Alexandre
		Yandel Canelas Pantoja	Cydni Blevines	Isabel Charles	Jeheeli Rodriguez Feliz	Arianny Feliz	Deja Gray
		Joshua Good	Jah'kai Benson Sales	Krystallea Auguste Jordan	Tristan Flowers	Angelica Velez Rentas	Nariah Temple Peterson
		Jasmery Gonzalez	Janiel Perez Mejia	Angelique Guerrero	Alayna Hamilton	Orlando de Jesus Perez Suazo	Jenuel Villar
		Braydon Baez Diaz	Sergino Aurelus	Kingston Hughes	Neveana Alexis	Savian Yulfo	Yandel Canelas Pantoja
		Teacher cart	FRONT OF ROOM				DOOR

Fostering a College-Going Culture

- Our classroom environment sends powerful messages to students about what we value and expect.
 - Our visual culture should **send students the message that they belong in college**
- Make College Visible:
 - Have a college corner in your room connected to the name of your homeroom (*i.e.- a corner dedicated to fun facts and photos about Providence in the Providence Homeroom*)
 - Highlight Alumni Success: Create a BP Alumni Wall with photos of graduates, their colleges, and majors
 - Share Your Own College Story: Post your college diploma, photos, or a “Why I Chose My College” blurb



Do It - Plan your visual culture



WHAT: Begin planning your visual culture plan for your classrooms.

HOW: Use the organizer and the questions below to help guide your thinking.

Instructions	
WHAT: Begin planning your visual culture plan for your classrooms. HOW: Use the organizer and the questions below to help guide your thinking.	
EXPECTATIONS AND ROUTINES	WORD WALL
ANCHOR CHARTS	PHYSICAL LAYOUT



Feedback

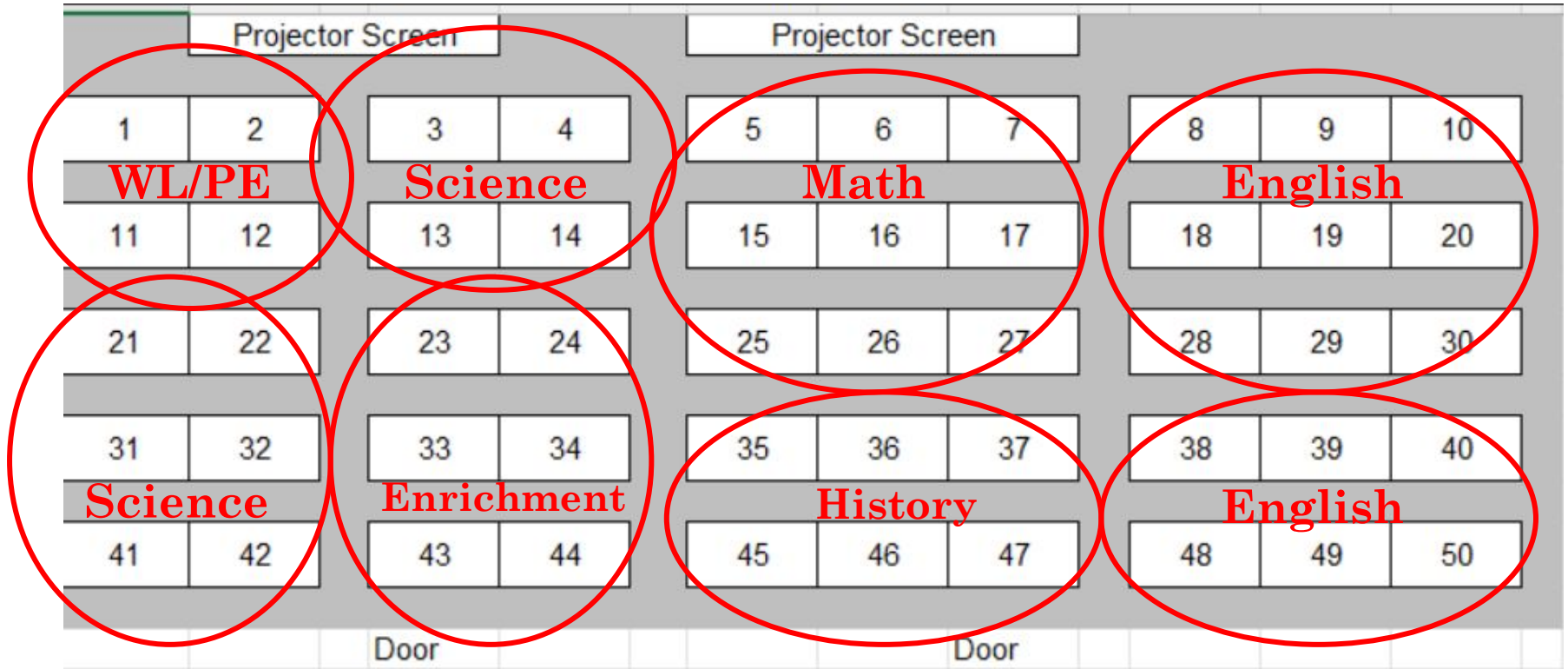


Practice Protocol
<ul style="list-style-type: none">• IDENTIFY ROLES: Teacher, School leader• ROLE PLAY WEEKLY DATA MEETING:<ul style="list-style-type: none">○ Start from the beginning○ Go as far as you can through the exemplar and ID the gaps○ Remember to chart!• DEBRIEF THE ROLE PLAY<ul style="list-style-type: none">○ Teacher gives feedback using feedback cheat sheet○ What did the leader do most effectively?○ Give two pieces of highest-leverage feedback• REDO<ul style="list-style-type: none">○ Select the hardest part of the feedback meeting—re-do that section (1 min)○ Give final feedback

Leader 1	
It was effective when...	Next round, try...
Leader 2	
It was effective when...	Next round, try...



Groupings



**TLAC P&P
Aligned**



BOSTON PREP

Instructional Excellence Pathway - Day 2

Strong Start

One Team Orientation

Do Now

How can a teacher set the tone for the day, either intentionally or unintentionally, in the opening moments of class?



Today's Objective



TWBAT - define and practice key instructional moves that promote strong culture and academic rigor before class even begins



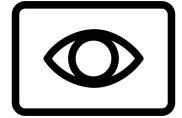
Get Set Up

Today, you will need to access:

- The interactive handout
- Lesson plan case study (*for your respective subject area*)
- Strong Start One Pager



See It - Video Analysis



What does the teacher say and do before class begins to establish a rigorous yet joyful culture?

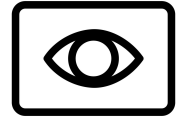


Name It

- ❖ Individual greetings
- ❖ Clear directions for seat changes
- ❖ Acknowledges a student email
- ❖ Supply Reminders
- ❖ Repetition of expectations
- ❖ Compliments



See It - Video Analysis



What does the teacher say and do before class begins to establish a rigorous yet joyful culture?

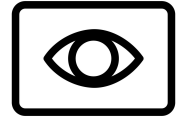


Name It

- ❖ “Thank you for always knowing what to do.”
- ❖ Warm call of a student leader



See It - Video Analysis



What does the teacher say and do before class begins to establish a rigorous yet joyful culture?

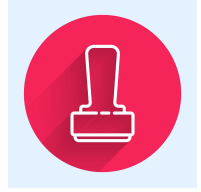


Name It

- ❖ Narrate the positive
- ❖ Reinforcement of expectations (water bottle on ground)
- ❖ Manages student pace
- ❖ Strategic positioning for circulating and monitoring

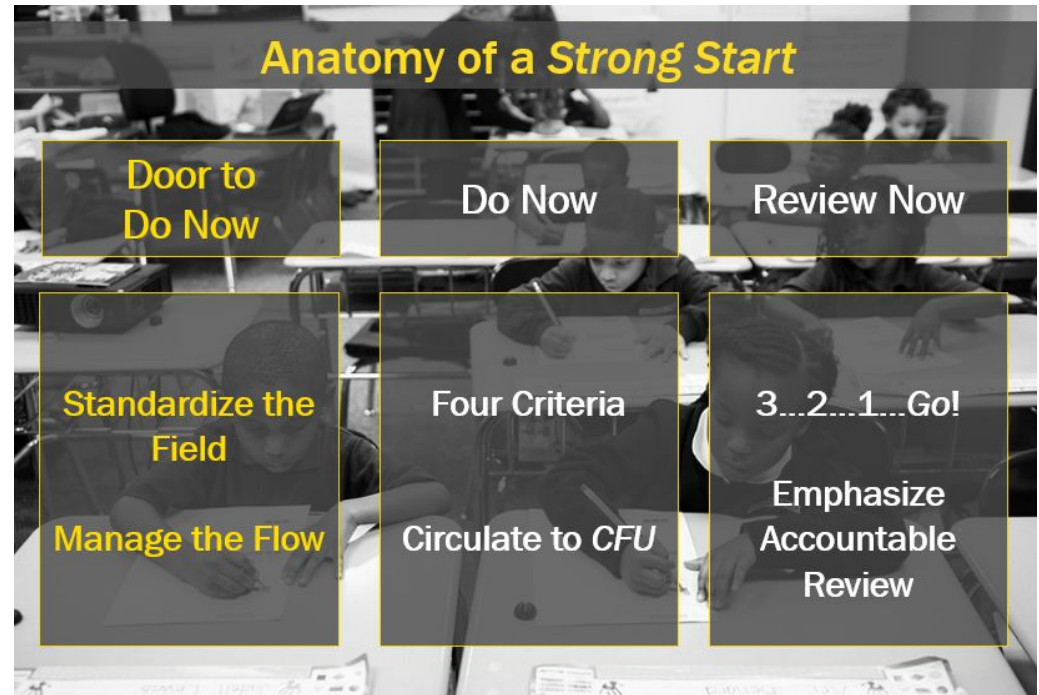


Reflect



Review the “Strong Start One Pager” and reflect:

- Review the Strong Start One Pager and jot down any specific details that we may have missed during our video analysis.



Do It - Plan



DO IT - PLAN

Instructions WHAT: Plan for the 3-4 minutes leading up to the start of class (threshold).	Plan
HOW: <ol style="list-style-type: none">1. Where will you stand? What will you say while at threshold?<ol style="list-style-type: none">a. What will your Do Now routine look like?	Threshold



Feedback



Practice Protocol
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Leader 1	
It was effective when...	Next round, try...
Leader 2	
It was effective when...	Next round, try...



Do It - Practice

Instructions
<p>WHAT: Role play the 3-4 minutes leading up to the start of class (threshold).</p> <p>HOW:</p> <ol style="list-style-type: none">1. Partner A acts as teacher, Partner B acts as student2. Partner B provides feedback to Partner A3. Partner B acts a teacher, Partner A acts as student4. Partner A provides feedback to Partner B



Feedback



Practice Protocol
<ul style="list-style-type: none">• IDENTIFY ROLES: Teacher, School leader• ROLE PLAY WEEKLY DATA MEETING:<ul style="list-style-type: none">○ Start from the beginning○ Go as far as you can through the exemplar and ID the gaps○ Remember to chart!• DEBRIEF THE ROLE PLAY<ul style="list-style-type: none">○ Teacher gives feedback using feedback cheat sheet○ What did the leader do most effectively?○ Give two pieces of highest-leverage feedback• REDO<ul style="list-style-type: none">○ Select the hardest part of the feedback meeting—re-do that section (1 min)○ Give final feedback

Leader 1	
It was effective when...	Next round, try...
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It was effective when...	Next round, try...



See It - Video Analysis



What does the teacher say and do immediately following the Do Now to ensure learning and productivity?



Name It



- ❖ Explicit attention to students' executive functioning skills (how to set up notebook page for notes)



Call to Begin

Teachers should begin each and every class with a Call to Begin. It allows us to welcome students as well as concisely communicate the objectives and agenda for the class period.

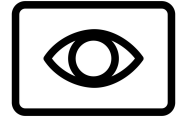
In the MS students stand for the CTB, in the HS students remain seated.

Elements of a Call to Begin:

- ❖ **Greet students**
 - *“Happy Thursday, Scholars of Lowell!”*
- ❖ **State the objective for class**
 - *“Today is the culmination of our unit on on Civil Disobedience!”*
- ❖ **Name the agenda for class/how students will meet the objective for class by doing which activities**
 - *“You will have the opportunity to step into the shoes of the Civil Rights Leader that you chose to research to defend their position in a formal class debate!”*
- ❖ **Share excitement for the learning that is expected to take place**
 - *“I am super excited to hear each and every one of you share your learning with the class! GOOD MORNING!”*



See It - Video Analysis



What does the teacher say and do immediately following the Do Now to ensure learning and productivity?



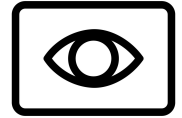
Name It



- ❖ Waits for 100% attention
- ❖ Crisp transitions / “bright lines”



See It - Video Analysis



What does the teacher say and do during the first five minutes of class to maintain a rigorous yet joyful tone?



Name It



- ❖ Show Call
- ❖based on student work monitoring during Do Now
- ❖ Turn and Talk
- ❖ “No hands discussion”



Do It - Practice

Instructions
<p>WHAT: Role play minutes 1-5 of the class period (Do Now)</p> <p>HOW:</p> <ol style="list-style-type: none">1. Partner A acts as teacher, Partner B acts as student2. Partner B provides feedback to Partner A3. Partner B acts a teacher, Partner A acts as student4. Partner A provides feedback to Partner B



Feedback



Practice Protocol
<ul style="list-style-type: none">• IDENTIFY ROLES: Teacher, School leader• ROLE PLAY WEEKLY DATA MEETING:<ul style="list-style-type: none">○ Start from the beginning○ Go as far as you can through the exemplar and ID the gaps○ Remember to chart!• DEBRIEF THE ROLE PLAY<ul style="list-style-type: none">○ Teacher gives feedback using feedback cheat sheet○ What did the leader do most effectively?○ Give two pieces of highest-leverage feedback• REDO<ul style="list-style-type: none">○ Select the hardest part of the feedback meeting—re-do that section (1 min)○ Give final feedback

Leader 1	
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Leader 2	
It was effective when...	Next round, try...



**TLAC 3.0
Aligned**



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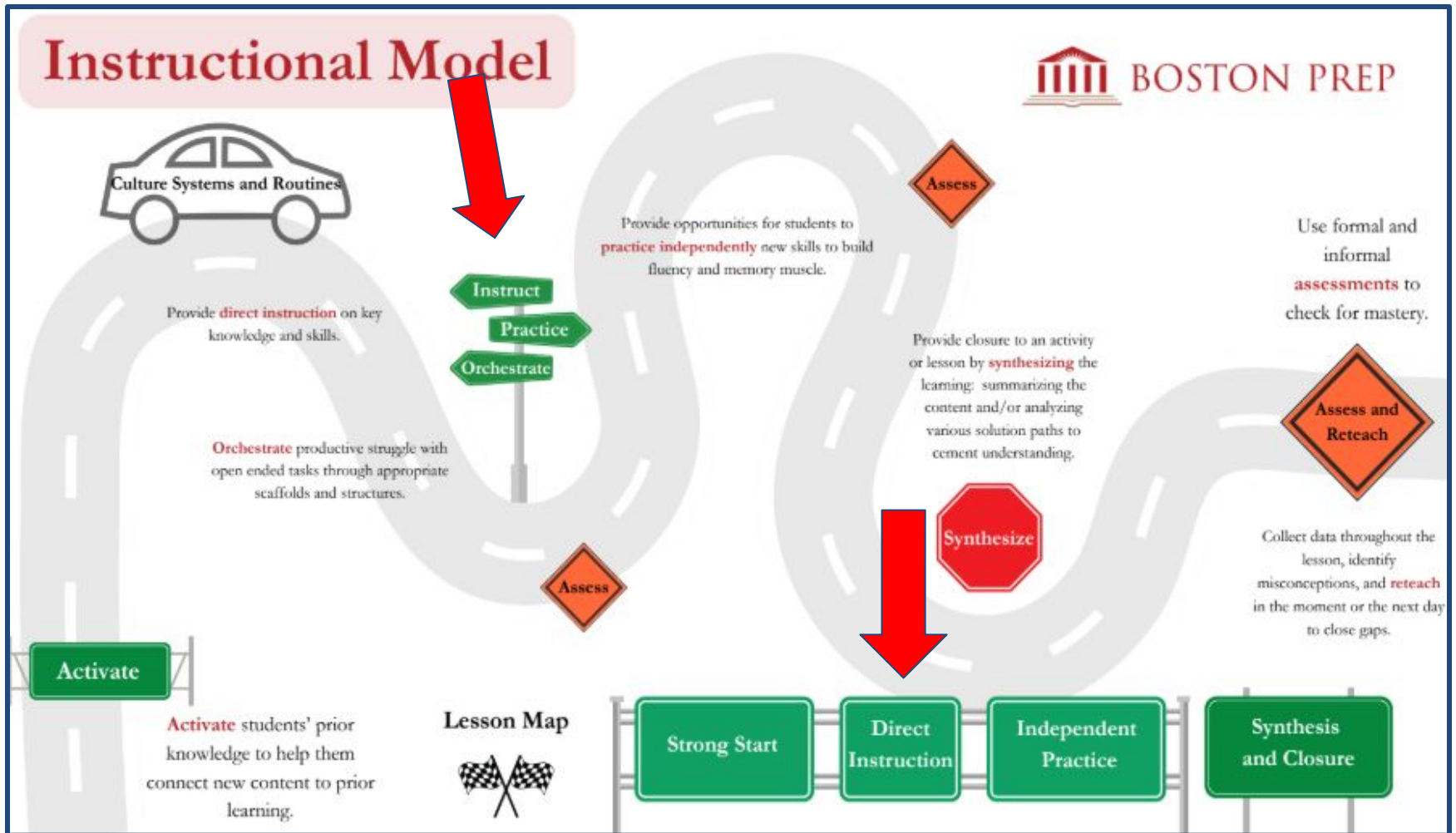
Instructional Excellence Pathway - Day 3
Direct Instruction
One Team Orientation

Do Now

When you think of the term *direct instruction*, what comes to mind?



Instructional Excellence Pathway





Today's Objective

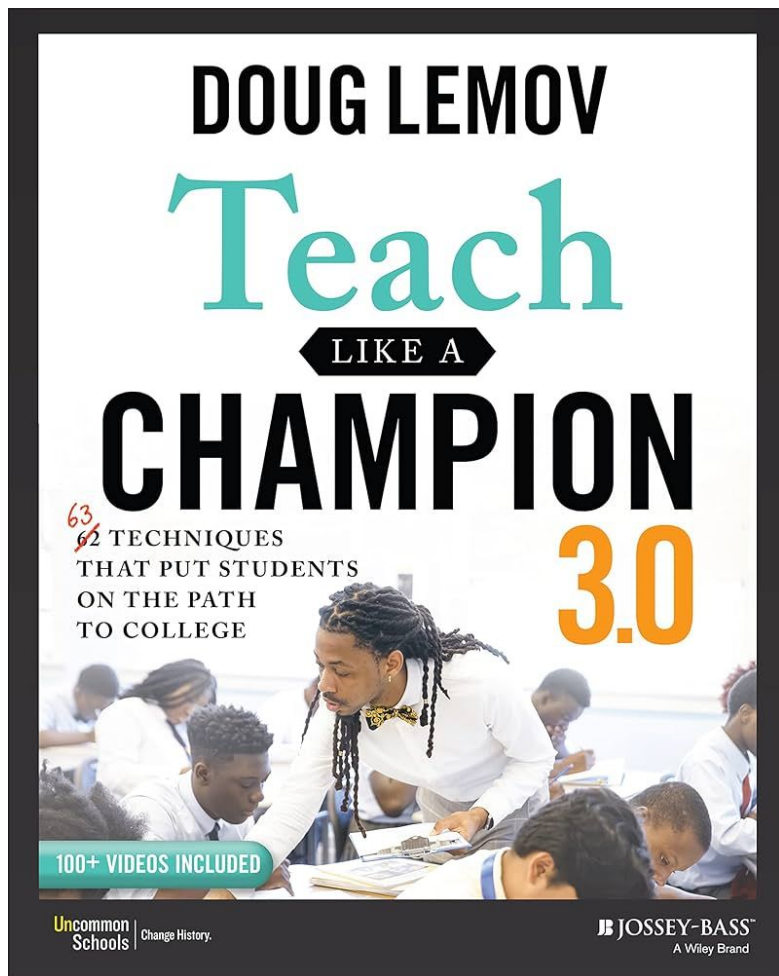


TWBAT - identify and practice some of the instructional moves most important for delivering powerful direct instruction that leads to high levels of student learning and student engagement





Habits of Attention



Read the excerpt “**Technique 48: Habits of Attention**” from *Teach Like A Champion 3.0* and consider the following:

Why is it important to help our students develop strong habits of attention, and how might strengthening these habits impact their learning and long-term success?



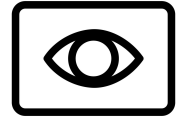
Habits of Attention

To help strengthen engagement (and community) in the classroom we will use **STAR**:

- ★ **Sit up** *to stay engaged*
- ★ **Track the Speaker** *to show other people their ideas matter*
- ★ **Active Listening** *by asking and answering questions*
- ★ **Respect the Community** *and the ideas of others*



See It - Video Analysis



What does the teacher say
and do during direct
instruction to promote a
strong academic ethos,
characterized by high levels
of student engagement and
cognition?



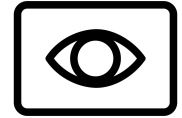
Name It



❖ “Write what I write”



See It - Video Analysis



What does the teacher say and do during direct instruction to promote a strong academic ethos, characterized by high levels of student engagement and cognition?



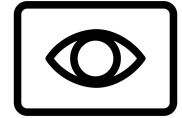
Name It



- ❖ Opportunities to recall specific information from past learning that will be relevant to current learning
- ❖ Low stakes
- ❖ Short bursts
- ❖ Grounded in a “Knowledge Organizer” or other reference materials



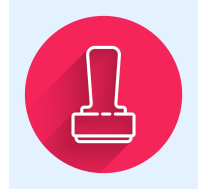
See It - Video Analysis



What does the teacher say and do during direct instruction to promote a strong academic ethos, characterized by high levels of student engagement and cognition?



Name It



- ❖ Turn and Talk to “face partner”
- ❖ 20 second countdown/reminder
- ❖ Tracking speaker
- ❖ “Final Build” (Habits of Discussion)



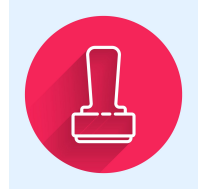
See It - Video Analysis



What does the teacher say and do during direct instruction to promote a strong academic ethos, characterized by high levels of student engagement and cognition?



Name It



- ❖ Show Call
 - Identified two responses during Do Now (one correct, one incorrect)
 - Displayed on chart paper and polled the class (show me)
 - Turn and Talk
 - Whole Group Share
 - Poll again
 - Stamp



Reflect - Direct Instruction One Pager

Direct Instruction One Pager	
<p>Direct instruction is a teaching method characterized by explicit, structured, and teacher-led delivery of information. It emphasizes clear academic goals, sequential learning, and mastery of material through comprehensive instruction. This approach involves breaking down complex skills into smaller steps, providing frequent opportunities for student response, and delivering immediate corrective feedback.</p>	
<p>Goal: Use effective questioning and MOP to maximize participation ratio and think ratio (>75%)</p>	
<p>Participation Ratio The proportion of the class actively engaged in learning tasks</p>	<p>Think Ratio The depth of thinking students are doing</p>
COMMON DIRECT INSTRUCTION CYCLES	
<ul style="list-style-type: none"> • Example #1: Present Question → Silent Solo → Turn and Talk → Cold Call → Revise writing → Showcall • Example #2: Present Question → Everybody Writes → Cold Call 	
MEANS OF PARTICIPATION	
<p>Cold Call: Call on students regardless of whether they have raised their hands in order to establish an expectation of engaged participation.</p> <ul style="list-style-type: none"> • Purposes of Cold Call <ul style="list-style-type: none"> ○ Ensures Voice Equity ○ Creates a Culture of Engaged Attention and Loving Accountability ○ Supports Checking for Understanding ○ Supports Pacing • Cold Call Foundations <ul style="list-style-type: none"> ○ Predictable and universal <ul style="list-style-type: none"> ■ Students should know it's coming ■ Show it's not personal ○ Connected <ul style="list-style-type: none"> ■ Unbundle by breaking complex questions into smaller connected ones ■ Use follow ons ○ Timing the name <ul style="list-style-type: none"> ■ Question-Pause-Name ■ Name-Pause-Question <ul style="list-style-type: none"> • "I'm going to ask a few of you to answer some questions about literary terms...Laura, what is juxtaposition?...What is juxtaposition...Laura?" 	<p>Turn and Talk</p> <ul style="list-style-type: none"> • Three Purposes <ul style="list-style-type: none"> ○ Jump Start Engagement ○ Lock In Knowledge ○ Develop and Refine Ideas • Tools for efficiency and accountability <ul style="list-style-type: none"> ○ Always Use: <ul style="list-style-type: none"> ■ Standardized In-Cue and Out-Cue ■ Precise Time Limits ■ Crest of the Wave ■ Engagement You Can See ○ Sometimes Use: <ul style="list-style-type: none"> ■ Turn and Talk Non-Verbals ■ Managed Turns ■ Wrap with <i>Cold Call</i> ■ Written Task

Review the [Direct Instruction One Pager](#) and respond to the following:

- What additional strategies and/or nuances do you want to highlight for yourself in your direct instruction?



Do It - Plan



Form groups of 4 (from within your content area).

- As a group, using your case study lesson plan, develop your plan/script for direct instruction.

DO IT - PLAN

Instructions WHAT: Role play the next segment of the lesson (minutes 10-20), the direct instruction (immediately following the Do Now Review)	Plan
HOW: <ol style="list-style-type: none">1. Answer: What is the topic or skill on which you need to provide direct instruction?2. Design a direct instruction cycle using at least three (3) means of participation.<ol style="list-style-type: none">a. Script what you will say at each phase of the cycle.	



Feedback



As a group, find another poster (of the same content area) and leave feedback in a different color marker.

	It was effective when...	Next time try...
Feedback from my partner		
Feedback to my partner		



Do It - Practice



DO IT - PRACTICE

Instructions

WHAT: Role play the next segment of the lesson (minutes 10-20), the direct instruction (immediately following the Do Now Review)

HOW:

1. Partner A acts as teacher, Partner B acts as student
2. Partner B provides feedback to Partner A
3. Partner B acts a teacher, Partner A acts as student
4. Partner A provides feedback to Partner B



Feedback

	It was effective when...	Next time try...
Feedback from my partner		
Feedback to my partner		





**BP AcMo SY25
Aligned**

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Instructional Excellence Pathway - Day 4
Academic Monitoring during Independent Practice
One Team Orientation

Do Now

Why is independent practice so important during a lesson? What are some potential challenges that could arise and how might a teacher mitigate those challenges?



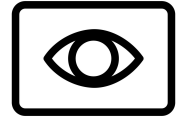
Today's Objective



TWBAT identify and practice the elements of academic monitoring to ensure students receive timely and impactful feedback



See It - Video Analysis



What does the teacher say and do during independent practice to maximize its value?



See It - Video Analysis



What does the teacher say and do during independent practice to maximize its value?



Core Idea:

Monitoring work time to “see” learning is essential to knowing how to teach next

Key Takeaways

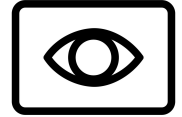
- **Create a Monitoring Pathway**
 - Strategic seating chart for efficient monitoring
 - Monitor fast writers first, then students who need more support
- **Name your Lap**
 - Announce skill-aligned lap while working the clock
- **Pen in hand – mark up student work**
 - Give quick feedback
- **Cue students to revise**
 - Minimal intervention
- **Collect Data**
 - Check answers against exemplar
 - Track right/wrong answers or trends

Core Idea:

Monitoring is our opportunity to seek out student errors and fix them immediately .

That, in essence, is teaching.

See It - Video Analysis



What does the teacher say and do during independent practice to maximize its value?



Feedback



Practice Protocol
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Leader 1	
It was effective when...	Next round, try...
Leader 2	
It was effective when...	Next round, try...



**DDI 2.0
Aligned**



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Instructional Excellence Pathway - Day 5
Reteaching
One Team Orientation

Do Now

How does a teacher determine what and how to reteach a skill or concept?



Today's Agenda

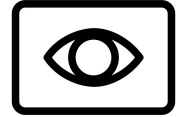


OBJECTIVE

TWBAT identify and practice the two main structures for reteaching



See It–Video Analysis



What did you see
the teacher say and
do?

Model Set up



Re-teaches—Providing Access:

- **Activate or Drop Knowledge**
- **Academic Monitoring**
- **Model**
- **Guide Discourse**
- **Spiral**

Two of those Re-teaches:

- **Model**

- I Do
- Think Aloud
- Mini-Lesson


- **Guided Discourse**

- Show Call
- Class Discussion
- Socratic Seminar

Reflect:

- Who are the pros and cons to each of these approaches?

Two Types of Re-teaching:

- **Model** 
 - I Do
 - Think Aloud
 - Mini-Lesson
- **Guided Discourse**
 - Show Call
 - 5 Discussions
 - Socratic Seminar

- PROS:
 - Provides a model of success that if the students don't have yet, may cause them to struggle
 - Clarity: key bright lines of what they have to do
- CONS:
 - Can become too procedural and not conceptual
 - Passive learning at first

Two Types of Re-teaching:

- **Model**

- I Do
- Think Aloud
- Mini-Lesson

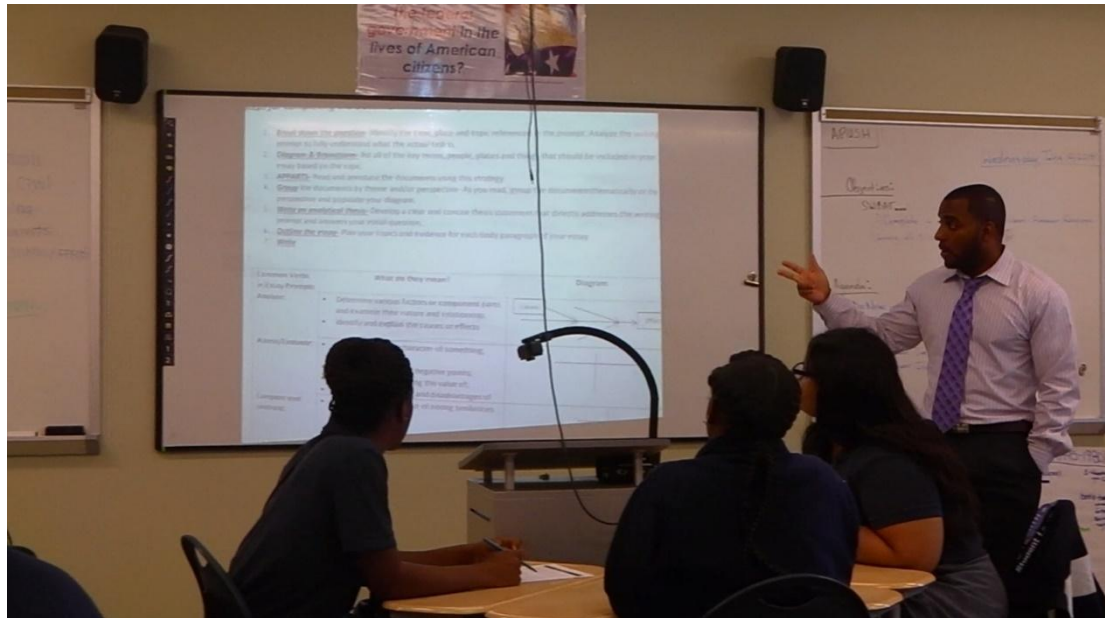
- **Guided Discourse** 

- Show Call
- Class Discussions
- Socratic Seminar

- PROS:
 - Active learning is stickier: students do the thinking
 - Easier to go conceptual and deeper
- CONS:
 - More difficult to plan; dependent on excellent questions and ability to manage the discourse
 - Dependent on some students being close enough to push the conversation to understanding

Re-teaching: Modeling

What does Art do to set up his model?



Effective Modeling

- **Clear listening/note-taking task, & debrief it:**
 - What did I do in my model?
 - What are the key things to remember when you are doing the same in your own work?
- **Check for understanding:**
 - What are you listening for as I model?

Effective Modeling

- **Clear listening/note-taking task, & debrief it:**
 - What did I do in my model?
 - What are the key things to remember when you are doing the same in your own work?
- **Model the thinking, not just a procedure:**
 - Focus on the thinking students are struggling with
 - Model replicable thinking steps that students can follow
 - Model how to activate one's own content knowledge and skills that have been learned in previous lessons
 - Vary the think aloud in tone and cadence from the normal "teacher" voice to highlight the thinking skills.
- **We Do/You Do:**
 - Give students opportunities to practice with your guidance

Math Lesson—Fraction of a Whole

Question: What fraction of the flag is each color?



Black: _____

White: _____

Grey: _____

Re-teaching: Guided Discourse

- What did Andrew do to guide students to a better understanding?



Handout,
Section D

Effective Guided Discourse

- **Problem/task—collect data:**
 - Find the trends: proficient, almost there, somewhat there, further off
- **Show-Call:**
 - Post student work (either an exemplar or incorrect response) & ask students to identify why that answer is correct/incorrect
- **Strategically call on students based on need:**
 - Call on proficient/almost there students to push group
 - Call on somewhat there/further off students to guarantee understanding
 - Use your Habits of Discussion: manage your tell, agree/disagree, turn & talks
- **Stamp the key understanding:**
 - What are the key things to remember? (Then practice again!)

Reteach Resources:



Reteaching Structures One-Pager

<p>Model (fewer than 1/3 of students have the right answer)</p>	<ul style="list-style-type: none"> Model repetitive thinking steps that students can follow (e.g., "I'm thinking... what is this product asking me to do?" OR "Let me think... what do I already know about this time period?") Vary your tone and cadence to sound different from a "teacher" voice Make your thinking visible (anchor chart, annotations, flow chart) Emphasize key points and steps during the model <ul style="list-style-type: none"> Check for understanding after the model: <ul style="list-style-type: none"> Debrief the model by asking students to share their answer to the "thinking job" Stamp the key points/steps to make sure you draw out the aspects you students to focus on Give students additional "at-bats" to practice independently
<p>Guided Discourse (some students struggle; trending error)</p>	<p style="text-align: center;">Guide Student Conversation</p> <ul style="list-style-type: none"> Show-Call: Post student work for students to analyze <ul style="list-style-type: none"> Option 1: Post both an exemplar and non-exemplar response for students to engage in a comparative analysis in order to identify the conceptual misunderstanding Option 2: Post an exemplar student response for students to analyze what makes it exemplary Option 3: Post a non-exemplar response reflective of the gap for students to analyze what the conceptual misunderstanding or error is and how to avoid it Strategically call on students: <ul style="list-style-type: none"> Discourse cycle: Prompt, T&T, share out Call on students based on zone of proximal development (e.g. first further off, then partially there, and only move to a student who is almost/fully there when other students cannot get there) Use universal prompts: "Evaluate these responses." "Tell me more." "Agree or disagree?" Use effective habits of discussion (e.g., have students respond to one another's thinking) Stamp the key understanding: <ul style="list-style-type: none"> What are the key things to remember when solving problems like these? Name the strategy/conceptual understanding; have students put it in their own words

Guided Discourse Template

Guided Discourse Reteach Template	
Text/Task/Standard:	
Primary Gap Statement:	
<p>Opening/Frame:</p> <ol style="list-style-type: none"> Share what the students did well in the previous assessment (exit ticket or assessment you analyzed) Name what they struggled with 	

Modeling Template

Modeling Reteach Template	
Text/Task/Standard:	
Primary Gap Statement:	
<p>Opening/Frame:</p> <ol style="list-style-type: none"> Share what the students did well in the previous assessment (exit ticket or assessment you analyzed) Name what they struggled with 	

Review these resources. What do you want to keep in mind when planning effective reteach lessons?

Effective Reteach Plans

Review the sample Model and Guided Discourse reteach plans for our shared case study from yesterday in Handout and consider...

- What makes this an effective reteach plan?
- What could make these plans stronger?

Gap statement:

Students are not yet explicitly connecting ideas from the last three paragraphs to ideas first posited in the first two paragraphs because they do not yet understand that authors deliberately develop ideas across a text in many ways. In *Letter from a Birmingham Jail*, Dr King intentionally introduces ideas to build and elaborate on in later paragraphs to powerfully build multiple arguments across the letter.

Model Reteach:

- SAY: Yesterday in your exit tickets, so many of you both cited texts from *Letter from a Birmingham Jail* and then explained it. YAY! This is something we're going to keep practicing, but I was so proud of you!
- SAY: The thing we need to work on is seeing how an author develops ideas across a text. So I'm going to model that for you. While I model, pay attention to how I annotate for how Dr. King builds on ideas and how I include that in my response.
- CFU: What are you paying attention to while I model?
- SAY: First, while I read, I want to think about the prompt, "How does King develop his reasons for being in Birmingham in paragraphs 3–5? How do these ideas connect to the first two paragraphs of his letter?" So I'm looking for places that King takes an idea and develops or builds on it.
- SAY: I'm going to use many of the annotations we already made yesterday during our first read. In the second paragraph, we annotated the last two sentences, "So I am here, along with several members of my staff, because we were invited here. I am here because I have basic organizational ties here." King is asserting why he not only has the right to be in Birmingham, but he must be: because his organization works there, and because he was invited. I'm going to continue to look for places where he asserts why he needs to be in Birmingham.
- SAY: In the third paragraph, he builds on this idea that he must be there by saying, "Beyond this, I am in Birmingham because injustice is here." This is a huge idea—I'm going to keep looking for how he claims injustice justifies his presence.

Guided Discourse Reteach:

- SAY: Yesterday in your exit tickets, so many of you both cited texts from *Letter from a Birmingham Jail* and then explained it. YAY! This is something we're going to keep practicing, but I was so proud of you!
- SAY: The thing we need to work on is seeing how an author builds on ideas across a text. When we look back at our standard, we see that [we're need](#) "Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text". The prompt yesterday also asked us "How does King develop his reasons for being in Birmingham in paragraphs 3–5? How do these ideas connect to the first two paragraphs of his letter?"
- Let's look at two of your responses yesterday. Both responses do a strong job of citing text and explaining it. Let's look at which one explains how Dr. King develops or builds on his ideas across the five paragraphs.
- SAY: Let's look at Student #1 work first (show Student Exemplar on document camera).
- ASK A STUDENT TO READ IT OUTLOUD
 - Dr. King responds to the criticism that he is an outside agitator by making two claims. His first claim is that he is not an outsider, but instead he was invited to Birmingham by the people there. He writes, "I am here, along with several members of my staff, because we were

Handout,
Section D

Uncommon
Schools | Change History.

Keys to a Rockin' Reteach:

- Address ***the most important gap, not all gaps***
- Build enthusiasm/rationale for the reteach
- Succinct (typically 8 - 15 mins, depending on gap)
- Include exemplar student responses to the teacher's questions
- Clearly stamp the key understanding/core idea related to gap
- Give students another at-bat to practice the skill *in ELA, with a new section of text!*

Plan Your Reteach

- What’s the Key Understanding you want students to have captured by the end of the reteach? This comes from the GAP statement!
- Use the “Keys to a Rockin’ Reteach” and planning guidance in your handout to plan your reteach

Remember...

Effective Reteach...

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If you’re planning a **Guided Discourse** reteach, be sure to...

- Select student work for show-call
- Plan your questions (include prompts if students struggle to get to an exemplar response)
- Stamp it– what they will say about what to do next time they respond to a prompt like this one
- Monitor–Identify what to look for when academically monitoring student work

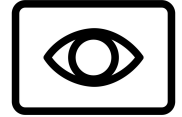
If you’re planning a **Model** reteach, be sure to...

- Model the thinking, not just the process (the questions you ask yourself even more than the answers)
- Check for understanding
- Stamp it– what they will say about what to do next time they respond to a prompt like this one
- Monitor–Identify what to look for when academically monitoring student work

Our Sample Reteach Plans

- What do you want to borrow from our reteach plan?
- What would you want to add to our plan to make it stronger?

See It–Video Analysis

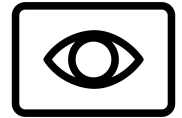


What did you see
the teacher say and
do?

Model



See It–Video Analysis



What did you see
the teacher say and
do?

Guided Discourse



Do It - Plan the Reteach



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Feedback



Practice Protocol
<ul style="list-style-type: none">• IDENTIFY ROLES: Teacher, School leader• ROLE PLAY WEEKLY DATA MEETING:<ul style="list-style-type: none">○ Start from the beginning○ Go as far as you can through the exemplar and ID the gaps○ Remember to chart!• DEBRIEF THE ROLE PLAY<ul style="list-style-type: none">○ Teacher gives feedback using feedback cheat sheet○ What did the leader do most effectively?○ Give two pieces of highest-leverage feedback• REDO<ul style="list-style-type: none">○ Select the hardest part of the feedback meeting—re-do that section (1 min)○ Give final feedback

Leader 1	
It was effective when...	Next round, try...
Leader 2	
It was effective when...	Next round, try...



Reflect

What are your takeaways for planning and leading high-quality reteaches?

