



JOUNCE PARTNERS

Jounce Teacher-Coaching Model

- **Frequent, short observations and feedback:** coaches observe, provide feedback and lead practice sessions with every teacher eight or more times every week.¹
- **Live and immediate feedback:** coaches and teachers address small areas of improvement *immediately* during practice sessions, and during live classes, so that teachers can adjust in the moment and practice the skill effectively.²
- **Active observations:** all observations are *active*, meaning that the coach is not only collecting data but also affecting teacher practice, usually by explicitly modeling a skill in an intentional “co-teaching” moment.
- **High repetition practice³:** in a coaching session, a teacher may repeat the same specific skill twenty times, thirty times, or even more, allowing her to build automaticity⁴, which leads to a) excellent execution every time, and b) freed up cognitive energy for teaching tasks.
- **Specific, nameable skills and steps⁵:** in order to develop a skill to the point of automaticity, teachers must be able to practice a *repeatable* process with a known standard for feedback.
- **Fewer skills, executed better⁶:** extremely effective execution of a few particularly important skills drives more student learning than average or poor execution of a wide variety of skills and strategies.
- **Habits of thinking are skills too:** how teachers think through content, how they write lesson objectives and align assessments to objectives, how they structure lesson activities – these thinking tasks are things that teachers can *get better at* by using nameable steps and high-repetition practice.⁷

¹ This is unique to our coaching model; the schools and organizations most committed to teacher coaching tend to push for one coaching meeting (30 minutes to an hour) every two weeks, possibly with more frequent coaching for a small group of struggling teachers. We believe high frequency is both better and possible. It allows for higher quality coaching and teacher learning because coach and teacher can focus on smaller skills. It is feasible if coaches learn (through deep, intentional practice and feedback) to be extremely efficient within these very short but frequent sessions.

² Uncommon Schools has made this a common practice (Emily Hoefling-Crouch, and Julie Jackson stand out), and it has been captured in Paul Bambrick-Santoyo’s *Leverage Leadership* and Doug Lemov’s *Practice Perfect*. The MATCH Teacher Residency has also revolutionized real-time feedback in classrooms and in practice sessions, and Mastery Charter Schools and Teach For America (more recently) do interesting work with immediate feedback. See also Lee Canter’s Center for Transformative Teacher Training

³ See *Practice Perfect* by Doug Lemov and *The Talent Code* by Daniel Coyle

⁴ Automaticity refers to a level of skill development at which the skill is executed as automatic habit, with very little conscious thought needed to do it right. It is a goal of skill development in any field, because it leads to consistently excellent execution (muscle memory), and provides the foundation for more conscious, creative thought

⁵ *Practice Perfect* again (specifically the skill entitled “Call Your Shot”), and TNTP’s Fast Start research found that feedback needs to be against a “known standard” to really be effective and actionable

⁶ See *Essentialism: The Disciplined Pursuit of Less* by Doug McKeown; also, at UP Academy and MATCH Schools (both in Boston) it is common to see teachers use only a few student engagement strategies, but execute them at a high level; also, TNTP’s Fast Start research finds that best student results occur when we teach fewer skills to new teachers but teach those skills more deeply (and that this applies to veteran teachers as well).

⁷ This is another area where our model differs from those cited here. Most focus the high-repetition practice approach on the skills teachers execute *during* class, and reserve a different approach (often *co-planning*, a type of guided practice that doesn’t lend itself to a high quantity of quick repetitions) for the skills teachers use when planning or responding to data. Lesson planning and thinking through content is often viewed as an art, not a science – but we’ve seen that if a coach pushes himself to make these skills nameable, repeatable, and practicable, both newer and experienced teachers can dramatically and quickly improve their lesson planning, content understanding, and date usage skills.



Rallying Goal: 3x12x30 + 5 + 5

- Every teacher does **3** coaching sessions, **12** minutes or less for each session, with at least **30** excellent reps.
- Every teacher gets real-time coaching (either a HandOff or other form of real-time) **5** times, every single week.
- Every teacher gets **5** nuance meetings (4 minutes or less) focused on a small aspect of the skill, each week.

Coaching Footprint: **13** active coaching touch points for every teacher, every week.

Leadership Time: **60-80 minutes** with each teacher, each week.

Fundamental Beliefs

A. Perfect execution matters. A small set of strategies, executed perfectly every time, is better than a large set of strategies executed poorly or inconsistently.

B. Automaticity comes *after* mastery. Executing correctly is just the start; executing correctly every time, with very little thought or effort, is the goal. Creativity will come from the mental space freed up by automaticity.

C. Clear, nameable steps provide a roadmap for repeatable practice and criteria for standardized feedback. Repeatable practice and standardized feedback (feedback against a known standard) provide the fastest route to automaticity.

D. Kids come first. Adult discomfort can be overcome and pushed through if our kids will benefit through better learning.

E. Buy-in comes from experiencing success, not from verbal persuasion (and not even from seeing someone else succeed). Push through discomfort, knowing you need to manufacture success in each session.

F. Energy is contagious. Be *excited*, jump up to practice; energy and enthusiasm, not explanations or apologies, will build the bridge over discomfort.



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Key Coaching Skills (Coaching Meeting)

Technique	Steps
Four Part Goal	Connect the purpose of each skill explicitly to the four-part goal at the beginning of every session: "All students(1) observably(2) doing high-quality thinking(3) at every moment(4)." Some skills address three of the four: "All students(1) observably thinking(2) at all times(3)."
Call Your Shot	<ol style="list-style-type: none"> 1. Name each step before/as you model it. 2. Physically "Step Out" of the model or turn your head toward the teacher to differentiate naming the step from modeling. 3. Exaggerate the Model
Exaggerate for Imitation	<ol style="list-style-type: none"> 1. Exaggerate each step (changes in facial expression, changes in tone, changes in volume, changes in body language, caricature of great teaching) 2. Require exact imitation at first (same words, direction, question; same tone and body language changes)
Pop Up/Let's Try It	<ol style="list-style-type: none"> 1. Get to modeling quickly, with minimal conversation first. 2. Jump up from chair to practice with energy and enthusiasm, in order to normalize the process of getting up to practice. 3. If teacher starts to ask questions or discuss his/her philosophy regarding teaching, acknowledge with a smile and nod, but push with "Let's try it."
Isolation / Layering	<ol style="list-style-type: none"> 1. Identify one step or one nuance of the skill for more practice 2. "Zoom in" for a high number of reps on that specific skill or nuance 3. "Put it back together" for several more reps of the full skill
"Again/Same One"	<ol style="list-style-type: none"> 1. Build momentum through first few reps by simply nodding without words or saying "good, again" 2. Repeat the exact same rep (same direction, same word, same question) 10 times or more to build momentum and automaticity before making changes: "Good, same one."
Set the Bar	<p>Once a perfect rep is achieved:</p> <ol style="list-style-type: none"> 1. Name the goal for reps to complete 2. State goal of automaticity, not mastery (Look to Reps Past Mastery/Reps to Automaticity Technique) 3. Visibly count the reps
Whisper Coach/Mirror Model	<ol style="list-style-type: none"> 1. Whisper Coach: Without stopping the teacher's practice, quietly tell her exactly what she is doing well or remind her about what to do (i.e. "Nice! Good curiosity..." or "Then narrate thinking..."). 2. Mirror Model: Use non-verbals and body-language to show what perfect execution looks like <i>during</i> each rep; this helps each rep be perfect and prepares teacher for coach to use mirror modeling during live class.
Reps Past Mastery/ Reps to Automaticity	<ol style="list-style-type: none"> 1. When teacher has demonstrated the skill with perfect execution of all steps, pause to name the facets that made it perfect, then reset the bar for reps to automaticity. 2. Have the teacher execute 15-20 additional reps at this level of perfection, in quick succession. 3. The first 5 reps past mastery should be exactly the same – do not allow changes to the wording or context. 4. Remind the teacher that the bar of automaticity (20 in a row, perfectly) resets with an imperfect rep
One-to-One	<p>Use if teacher is slightly struggling with skill execution and Whisper Coach/Mirror Model Technique is not fixing to perfect rep:</p> <ol style="list-style-type: none"> 1. Alternate reps: coach models, teacher tries it, coach models, teacher tries it, etc. 2. Exaggerate nuances: use this to focus on the small details that really matter 3. Provide energy and authenticity: use this to move teachers from practicing robotically to executing as if in front of real students 4. Transition back to teacher doing all the reps as soon as possible
Wall Practice	<ol style="list-style-type: none"> 1. After giving feedback and monitoring to the point of automaticity, have teacher(s) turn toward a wall in the room to practice the skill 10-20 more times (Primarily used for multi-teacher PD sessions). 2. Frame as optimal practice because greatest number of reps can be achieved this way. 3. Emphasize the importance of every rep being executed perfectly and with exaggeration of nuances.



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Key Coaching Skills (Nuance Meetings)

Nuance Meetings	<ol style="list-style-type: none">1. Demonstrate excitement about the potential of the skill. "I've got a great nuance for you!"2. Set the time-frame – 5 minutes or less – and set timer.3. Name the Nuance parts: think about what the teacher will do with eyes, body, volume, pace, hands.4. Model Skill, Exaggerating Nuance5. Teacher Practice. (25 Reps)
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Key Coaching Skills (Real-Time Coaching)

Technique	Steps
HandOff Modeling	<ol style="list-style-type: none">1. Engage with Students – become a "co-teacher" in the room by immediately engaging with students (looking over shoulders, commenting on work, narrating or correcting behaviors) upon entry2. Entry – step into the role of "lead teacher" by:<ul style="list-style-type: none">• "Can I..." – jumping in to ask a question or get involved ("Can I read this page?" "Can I try to trick them?")• "Have them..." – ask the teacher to have the kids talk to a partner, write something down, etc.• "Watch me..." – during independent work time, just ask the teacher to watch you model3. Model & Call Your Shot – name, in clear and concise steps, the skill or nuance you are modeling4. Exit - hand the "lead teacher" role back by:<ul style="list-style-type: none">• "You got it..." – tell the teacher the student attention is coming back to him• "Bring them back..." – tell the teacher to bring the students back from their activity when ready• "You try..." – during independent work time, have the teacher take over after you've modeled5. Engage with Students – move back into the co-teacher role, ready to jump in and model again, give affirming feedback, or "Mirror Model" to reinforce
Note/Whisper Coaching	<ol style="list-style-type: none">1. Name the skill and the step of that skill to execute (on your note or by whispering)2. Name, in as few words as possible, the change to that skill or step you'd like to see3. Stay until you've seen the skill executed correctly.



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Key Teaching Skills

A. Know the Content Deeply

80-90-100 Responses	<ol style="list-style-type: none"> 1. Identify a central or culminating question for the unit, module, or individual lesson. 2. What is 80% response? <ul style="list-style-type: none"> • Note: this is NOT about grading; it is not the 80% response <i>for that grade level</i>; it is the 80% response for a college-educated adult. 3. Multiple steps toward 100% response (i.e. “What’s the 90% answer?” OR “What’s the 81% answer?” depending on how much precision and complexity is provided in the 80% answer.) <ul style="list-style-type: none"> • Guide teacher toward additional precision and complexity at each level, with: <ul style="list-style-type: none"> ○ Use the words... ○ What is unexpected about this content? ○ When is that <i>not</i> true? ○ Include evidence or examples ○ Include a different kind of representation or strategy ○ Use the structure... (cause-effect, compare-contrast, sequence, etc.) ○ How can the explanation of this content be more <i>precise</i>? ○ What is the <i>gray area</i>?
Multiplier	<ol style="list-style-type: none"> 1. Identify what students will understand, be able to do, or be able to answer by the end of class or unit. 2. List student actions on the path toward the end-goal skill or understanding (i.e. students will list..., write..., name..., order...; must be actions, not information). <ul style="list-style-type: none"> • Separate actions/questions into two categories: fluency and concept <ul style="list-style-type: none"> ○ Fluency: definitional, procedural, computational – tasks should include rapid repetition to build automaticity ○ Concept: related to translating between different types of representation (visual, real-world, number/word, analogy) or underlying “why” – tasks should include open-ended questioning 3. Create multiple tasks for each student action listed <ul style="list-style-type: none"> • Consider: How could I <i>do it right</i> but <i>not understand what it means</i>? • Consider: How could I <i>understand what it means</i> but <i>not be able to do it</i>?
Use These Words	<ol style="list-style-type: none"> 1. Give Question (i.e. “How do you cross the street?”) 2. Give Constraint <ul style="list-style-type: none"> ▪ Number of words/Frame parts (1 word; 2 words; sentence starter and 1 word; sentence starter and 2 words; sentence frame; sentence bridge; sentence ender) ▪ Types of Words (content words; connecting/transition words; verbs; adverbs; adjectives) 3. Rigor Up/Scaffold Down 4. Ask for the Exemplar
Assess Understanding	<ol style="list-style-type: none"> 1. Objective into Question 2. Requires <i>All</i> Key Points? 3. Choose Question Types: What if... Explain the mistake Compare/Contrast RAFT Apply and Defend 4. Requires <i>All</i> Key Points?
Execution As Planning	<p>Practice certain execution skills with the content of a lesson or unit to deepen understanding of that content. Specifically, practice:</p> <ul style="list-style-type: none"> • Think Aloud • Problem Solving • Use These Words



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B. Create and Maintain Urgency and Engagement

Observable Directions (OD) When I Say Go Observable Directions (WISG)	<ol style="list-style-type: none"> 1. Use “I should see...” and “I should hear...” to describe exactly what you want students to do with their eyes, bodies, hands, voices 2. Exaggeratedly Scan while standing still <ol style="list-style-type: none"> 1. When I say go... 2. Observable Direction (See Above) 3. Build Suspense 4. Cue, Exaggerated Scan 	<ol style="list-style-type: none"> 1. Sharp change of volume, pace, body 2. Lean in, get quieter 3. Downward inflection, urgent tone 4. Self-interrupt for urgency 5. Emphasis on standing still when scanning, stepping forward but staying silent to intensify scan, using non-verbals during scan 6. WISG Moments 7. NTT for WISG 8. Use EVERY. I should see “every” set of eyes. Or Every pencil.
Self-Interrupt (SI)	<ol style="list-style-type: none"> 1. Mid-Word 2. Freeze Your Body 3. Full Scan 4. Lean in/Get quiet 	<ol style="list-style-type: none"> 1. Wait for a word you can cut mid-word 2. Use for urgency immediately after a direction and scan 3. Square up, formal pose when you freeze 4. See every eye when you scan 5. One word at a time, very slow, mini-self interrupts and scanning during Lean in/Get quiet
Standardized Consequences (SC)	<ol style="list-style-type: none"> 1. Name (“Sarah”) 2. Consequence (“Warning”) 3. Observable Direction (“Hands are still”) 	<ol style="list-style-type: none"> 1. Drop the tone: quick and quiet 2. No engage: move eyes away from student consequenced right away. The goal is not a stare down, or even to immediately change the behavior, but to show that the behavior will be consistently addressed in a standardized manner. 3. Lengthen the ladder: don’t put yourself in a position to hesitate about consequencing because you want to avoid moving to the next level of consequences – it is okay to give multiple “warning” level consequences. Addressing the behavior immediately and 100% of the time is much more important “moving up the ladder.”
Proactive Observable Directions (P-OD)	<ol style="list-style-type: none"> 1. One OD at a Time, Fewest Words(“Bodies still”) 2. Every 30-90 Seconds (Proactive, not in response to behavior) 3. Quick scan 	<ol style="list-style-type: none"> 1. After every page or every sentence (read-aloud) 2. After every student response (class questioning) 3. After every new movement (i.e. “Hands up! ... Hands folded.”) 4. Purposeful scan – scan for eyes, start at the back 5. With or without a self-interrupt 6. Focus on hands and bodies directions
Call and Response (CR)	<ol style="list-style-type: none"> 1. Emphasize Repeatable Phrase (“We are going to find the <u>SQUARE ROOT</u>.”) 2. Short Verbal and Physical Cue (“find WHAT?” or who, when, where, with lean forward and hand to ear. Two word cue.) 	<ol style="list-style-type: none"> 1. Emphasize slow, cue fast 2. Match physical cue to verbal cue 3. 2-word cues (word <i>before</i> the phrase, then What, as in “The what?” “About what?” “Page what?” Avoid, “So class, what is it called when we do this first step?” or “So the first step is called the what, class?” 4. If all students don’t respond crisply, the correct response is an immediate redo [quick model (“Sounds like ___.”), Restate phrase or question. Redo Verbal and Non-verbal cues). No additional words, lecturing, scolding.]
Narration (N)	<ol style="list-style-type: none"> 1. Name 2. Is/Has 3. Observable Direction (“Josh is moving his eyes across the page”) 	<ol style="list-style-type: none"> 1. No emotion for basic behaviors (“Josh is moving his eyes across the page”); genuine excitement for process or effort (“Tanya is going back to carefully check for mistakes!”) <p>* Use as maintenance to continue positive student behavior, and as a counterbalance to consequences; NOT as a “fix” for poor behavior.</p>
Multiple Moments of Compliance (MMC)	<ol style="list-style-type: none"> 1. Suspenseful Tone (slowww-SHARP) 2. Full Scans 3. Sharp model 	<ol style="list-style-type: none"> 1. Vary length of each direction is and number of directions 2. Use “Show me...” and “Prep Your Answer” 3. Apply tone, scan, hands/body in other situations (fluency)



C. Model Effective Thinking

<p>Think Aloud</p>	<p>1. Pause and Wonder (“Hmmm, ohh,” [pause])</p> <p>2. Repeat: Repeat a key word or phrase for emphasis</p> <p>a. (“...the trial.” [pause]. “hmm. Trial?”)</p> <p>3. Clarification: provide information or definition; provide summary or inference; provide analysis (“So ‘electrifying’ means really exciting,” “Ohhh, I get it, so he was running away...” “That must be a metaphor...”)</p> <p>b. Definition Structure: Repeat, ‘which means,’ definition. For example: “isolate, which means to get by itself.”</p> <p>c. Punctuation Clarity: “Oh, there’s an exclamation point, so I should be excited when I read.”</p> <p>d. Summarize Clarity: “Ok, so now he is searching for his missing dog...”</p> <p>e. Inference Frame Clarity: “Ahh. The text says ‘he smiled,’ which tells me he is feeling happy, because I know that when people smile it often means they are happy, so this must be when he goes from being sad to happy”</p> <p>f. Character Information Clarity: “Remember, Winn-Dixie is usually a very loyal dog.”</p> <p>g. Pronoun Clarity: Clarify the meaning of a pronoun as you read, such as: ‘After he – “When it says “he,” it means Gerald” – After he got to the store...’</p> <p>4. Rhetorical Question: raise the question, but don’t answer or ask students</p> <p>h. (“Why would he say that?...lets find out! Who is going to help him?” “Why would the author choose that word?”)</p> <p>5. Authentic Question: question for students to answer, using TT, CR, SJ, CC. Start with a question word, no filler language (i.e. “What...” instead of “So I have a question for you...”)</p> <p>Note: Can apply across any content, including thinking through a math problem. Note: Practice each skill in isolation (despite feeling unnatural) to build automaticity before putting them together.</p>	
<p>Self-Interrupt</p>	<p>1. Mid-Word</p> <p>2. Freeze Your Body</p> <p>3. Full Scan</p> <p>4. Lean in/Get quiet</p>	<p>1. Wait for a word you can cut mid-word</p> <p>2. Use for urgency immediately after a direction and scan</p> <p>3. Square up, formal pose when you freeze</p> <p>4. See every eye when you scan</p> <p>5. One word at a time, very slow, mini-self interrupts and scanning during Lean in/Get quiet</p>
<p>Problem Solving</p>	<p>1. Read the problem</p> <p>2. What do we need to find out?</p> <p>3. How can we represent what we already know?</p> <p>4. Students try, teacher evaluates</p> <p>5. Complete the modeling</p> <p>OR</p> <p>Ask scaffolding questions</p> <p>OR</p> <p>Build needed fluency</p>	<p>1. What’s happening? Why would this happen?</p> <p>2. Compare to a non-example</p> <p>- what’s different than we might expect?</p> <p>- what do we NOT need to know?</p> <p>- what CAN’T be the answer?</p> <p>3. Check – does my representation include all the information? Annotate <i>in order to</i> create the representation</p> <p>4. Students use the representation to attempt to solve the problem; teacher circulates and provides feedback</p> <p>5. Identify student need, and choose one of three instructional responses</p>



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D. Guide or Push Student Thinking

- Every student thinks about every question
- Every question causes *new* thinking, not just sharing out of old thinking

Cold Call with Think Time (CC)	1. Pose Question with Curiosity 2. Narrate Think Time 3. Build Suspense with Trackkkk... (or Eyess Onnnn...) 4. Sharp “Name”, Step Back, Scan Away	1. NTT- exaggerated eye contact with movement, sentence starters, suspense 2. Fast between, slow for NTT 3. MMC for tracking 4. Follow Ups to Class 5. Start with a question word (“No Release”)
Turn and Talk (TT)	1. Pose Question with Curiosity 2. Narrate Think Time 3. Observable Direction (“When I say go, I should see heads turn to a partner, and hear whispers right away...”) 4. Pause for Suspense, Sharp Cue 5. Stand and Scan for five seconds	1. NTT- exaggerated eye contact with movement, sentence starters, suspense 2. Fast between, slow for NTT 3. Body and voice change for ODs 4. Fast, audible out-cue that requires verbal response (“duh-duh-duh-duh...DUH-DUH) 5. TT Chains – “I heard” and a rigor push (like UTW) in between
Stop and Jot (SJ)	1. Pose Question with Curiosity 2. Narrate Think Time 3. Observable Direction (“When I say go, I should see eyes on the page, and I should see pencils moving right away...”) 4. Pause for Suspense, Sharp Cue 5. Stand and Scan for five seconds	1. NTT- exaggerated eye contact with movement, sentence starters, suspense 2. Fast between, slow for NTT 3. Body and voice change for ODs 4. Fast, audible out-cue (“clap once”) that requires hands to be empty 5. SJ Chains – “I heard” and a rigor push (like UTW) in between
Call and Response (CR)	Question-Think-Respond 1. Pose Question with Curiosity (question must have an answer that is one clear word, set of words, or phrase) 2. Narrate Think Time 3. Short Verbal and Physical Cue (“Readyyyyyy, CLASS?” with lean forward and hand to ear. Two word cue.) Phrase Repeat 1. Emphasize Repeatable Phrase (“We are going to find the SQUARE ROOT.”) 2. Short Verbal and Physical Cue (“find WHAT?” or who, when, where, with lean forward and hand to ear. Two word cue.)	1. Match physical cue to verbal cue 2. If all students don’t respond crisply, the correct response is an immediate redo [quick model (“Sounds like ____.”), Restate phrase or question. Redo Verbal and Non-verbal cues]. No additional words, lecturing, scolding.] 1. Use to build fluency: vocabulary, procedure steps, sentence formation 2. Reversal CR (check for understanding) 3. Rollback CR (longer phrase fluency)

Use These Words (UTW)	Use-These-Words Questions: “How do you know what to do next? Use the word ‘proportional’ in your answer.” Use An Example: “Pick two numbers. Use those two numbers as examples to show why your claim is true.” Use This Structure: For example, teacher draws a venn diagram, or provides 3 boxes for 3 steps Use This Frame: “Start with, ‘Doors opening means...’” <ul style="list-style-type: none"> • The text says...This tells me...because I know..., and so... • ...which is why... • Although...still... • ..., and so... • ..., and therefore... • ..., and yet... • Despite... Magnitude Words: “Will it be more or less? A lot more or just a little more? Why?”
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E. Analyze Thinking and Provide Feedback in Real Time

See The Room (STR)	<ol style="list-style-type: none"> 1. Face Up to as many students as possible as you move (including walking backwards, squatting down, standing behind students, moving struggling students to a side row). 2. Head on a Swivel 3. Stand and Scan Every Minute 	<ol style="list-style-type: none"> 1. See EYES, consequence eyes (earliest indicator) 2. Step forward and re-freeze to intensify scan 3. Do not move to circulate until all students are <i>actively</i> on-task (pencils moving), not just passively compliant. Applies to entry and beginning of independent or pair work. 4. After every check-in, consequence, or narration, take one big step away from student, and scan every set of eyes and every pencil before moving again
Feedback For Urgency (FFU)	<ol style="list-style-type: none"> 1. See The Room 2. Build Urgency <ul style="list-style-type: none"> • Restate Observable Directions (Proactive Observable Directions) • Rapid Standardized Consequences (Name. Consequence. Observable Direction) • Rapid Narration (Name. Is/Has. Observable Direction) 3. Provide Scaffolds and Walk Away 	<ol style="list-style-type: none"> 1. First priority is 100% of students are working with urgency 2. Freeze and scan when restating an OD 3. Scan for EYES and PENCILS to make scan purposeful 4. Goals of Providing Scaffold: <ul style="list-style-type: none"> • Increase <i>volume</i> of student work – keep them going, get them writing <i>more</i> • Increase <i>precision</i> of student work – focus them on the details that matter (Right is Right; Format Matters) • Increase <i>cognitive load</i> on students – give them scaffold but walk away instead of leading and guiding • Get to maximum number of students by avoiding engaging in conversation with one
Three Level Feedback (3-Level)	<ol style="list-style-type: none"> 1. Far Feedback 2. Close Feedback 3. Individualized Feedback 	<ol style="list-style-type: none"> 1. Feedback you can SEE from one position in the room (i.e. “Pencils moving”) 2. Feedback you can give to ALL students but can only SEE from close-up (i.e. “Five complete sentences for each response.”) 3. Feedback that depends on the work being done by individual students (i.e. “Use, ‘, because’ and give evidence”)