Overview of Texas TLAC Online

Texas TLAC Online provides 24 self-study modules to accelerate teachers' mastery of key *Teach Like a Champion* techniques. Each 15-minute module provides: A brief description of the technique, analysis of the technique through classroom video, the opportunity to record oneself engaged in a carefully designed practice and the option to send one's final practice to a coach or peer for feedback.

Built for the reality of busy teacher lives, each 15-minute module follows a similar design pattern:

STEP INTO A CLASSROOM
Observe the technique in action with teachers and students.

SEE A MODEL
Watch members of Uncommon Schools' TLAC team modeling how to practice the technique.

PRACTICE
Record yourself practicing to review and share with others.

Just try it out: Self-interrupt on the word "evaporation."

"Yesterday, we discussed the process of evaporation."

Click "Record" when you're ready, and feel free to re-record until you're satisfied.

TEA has invested in this resource to enhance the work of three groups of Texas educators:
1. ESC staff who are trained to disseminate the approach to teacher development codified in Uncommon Schools' Paul Bambrick Santoyo's <u>Leverage Leadership</u> and <u>Get Better Faster</u>.
2. District and school-based leaders wishing to use it as part of their coaching support of teachers
3. Individual teachers directing their own professional development

For each of these groups, this Start Here Guide will help you incorporate Texas TLAC Online into your support of others' (or your own) development.

Start Here

If you are an ESC staff member responsible for supporting district building leaders to use the Leverage Leadership/Get Better Faster frameworks, flip to **.**

If you are a district leader or principal looking to use Texas TLAC Online to advance teacher development across your district or in your school, flip to **.**

If you are a teacher looking to use Texas TLAC Online to expand and strengthen your teaching tool kit, flip to **.**

Section 1: User Profiles
User Profile #1: ESC Staff Trained to Disseminate Leverage Leadership and Get Better Faster

For instructional leaders and coaches using the Get Better Faster sequence, the modules enhance teachers' understanding of the keys to executing specific techniques and provide them additional practice to implement the technique in their classroom with clarity and confidence.

As an ESC trainer supporting principal managers and principals, your responsibilities are to:
1. Provide a clear picture of how Texas TLAC Online fits into and can enhance coaching conversations, observation and feedback
2. Support principal managers and principals in answering key questions to integrate Texas TLAC Online into the systems and structures of their particular context.

Step	Task to Complete/Question to Answer
1. Explore the Platform	Read the GBF-Texas TLAC Online crosswalk document in the appendix. Currently the 24 modules cover 11 techniques (with more in the future). They provide video models and practice for some, but not all, of the techniques in the management and rigor trajectories. Spend around 90 minutes on the platform getting to know it and specifically, complete at least three modules, one for each of the types of practice: video, planning, and video/planning combined. Some suggestions: Video Practice Only: Radar—Building Radar; Planning Practice Only: Plan for Error—Anticipate Student Error; Combined Practice: Cold Call—Time the Name
2. Consider How the Platform can Enhance Coaching Conversations and Provide Extra "At-Bats"	The platform can be used: • As pre-work for a teacher prior to an observation debrief to introduce a technique: "Please complete the Radar module up to practice prior to our check-in on Thursday." Rather than using the culminating record function, use the video in the module as the "See It" and complete the practice live ("Do it") during the check-in. • As pre-work, including the practice: "Please complete the Radar module and send me your practice by Wednesday, prior to our check-in on Thursday." In the check-in, provide feedback and then practice using the technique in the context of an upcoming lesson. • As additional "at-bats" before the next observation. "Please complete the Radar module and send me your practice by Friday. The following week I'll be returning to your class to look for how you're using Radar. I know it will have a positive impact on your students' focus and success!" • As a refresher for a technique learned and/or mastered earlier in the year: "To ensure you're getting the most impact from your scan of students after giving directions, please complete the Be Seen Looking module and send me your practice by Friday."

		Effective final practice in a module provides an instructional leader evidence that a teacher understands the keys to using a technique. It does not replace observing the teacher using the technique in their classroom. The best use of the platform is as bridge of additional practice <u>and feedback</u> between the teacher learning a technique and using it with confidence in their classroom. Assigning the modules and not providing feedback is less likely to ensure the teacher can use the technique consistently and effectively.
3.	Script Your Model of Incorporating the Platform into a Coaching Conversation	Based on the cohort of principal managers and principals you currently support, choose one or more of the above uses and script your model for how your leaders could incorporate using the platform into their coaching conversations.
4.	Support District/Building Leaders in Establishing Systems	Support your principal manager/principals in answering these questions for their particular context—a template with these questions is located in the appendix. • Who, at the district or school level, will provide teachers and coaches with initial login info? By when? • Whom should they contact with technical difficulties (local or central help desk info)? • Who will provide coaches with the list of teachers in their coaching load and by when? Teachers will be sending their final practice to their instructional coach. • Decide: Will teachers be receiving in person or written feedback on their final practice? Ideally, the feedback will happen in person as part of Coaching Conversations. If written, what is the turn-around time and expectation for feedback from coaches to teachers?

5.	Support District/Building Leaders in Integrating the Platform into Observation-Feedback Systems	Support your principal manager/principals in answering these questions for their particular context:
		
		• How does this fit within our existing observation/feedback structure?
		• Given our:
		    o Frequency of observations
		    o Format for feedback (day of email? Regularly scheduled check in? Other?)
		    o Evidence and tracking of completed action steps*
		How will we make best use of the platform?
		
		*Note for Whetstone users: Completing Texas TLAC Online modules can be assigned as an action step from within the Whetstone platform.

6.	Monitor and Celebrate Impact	The platform aims to: • Support coaches in providing more targeted feedback and thus supporting teachers in executing techniques faster and more effectively • Support teachers with strong models and practice to execute the techniques faster and better If the platform is effective, you should see more teachers completing more action steps.

	Support your principal manager/principals in answering these questions for their particular context: • How often will I review action step trackers with coaches? • How will we share back and celebrate—with the teacher and the broader school community—examples of success/bright spots to sustain momentum?
7. **Evaluate Effectiveness**	The goal of the platform is to accelerate teacher skill development and ultimately improve student achievement. **Collect and analyze evidence of Implementation:** At end of semester and/or end of year, collaborate with your principal managers/principals to collect and examine evidence using the platform's data dashboard reports: • What were the total # of modules completed? • What percentage of teachers completed modules? • What were the top 3 most completed modules? Using Whetstone or the site-specific observation-feedback tracking system: • How many observations were conducted to look for evidence of effective use of a focal technique? • How many action steps were determined as "achieved?" **Collect and analyze evidence of impact:** Using the local teacher evaluation system data: • Was there an increase this year compared to previous years in teachers scoring proficient or advanced on particular domains or overall? Consider surveying teachers: • "This tool was helpful in helping me implement my lessons—strongly disagree, disagree, agree, strongly agree" • "Follow up support from coach helped me better implement the techniques in my lessons—strongly disagree, disagree, agree, strongly agree" **To evaluate the impact on student achievement:** Although there are many factors, and likely, several initiatives, that contribute to increased student achievement, schools and their ESC coaches should use a structured reflection process to consider how the intended and implemented use of Texas TLAC Online may have contributed to student achievement gains. Consider analyzing student work samples in addition to assessments as evidence of increased achievement. The template in the appendix provides a structured reflection process: • **Goal:** What was our goal? What was our theory of action? • **Evidence:** What evidence of implementation and impact—teacher effectiveness and student achievement--do we have at year's end? • **Actions:** What were the actions that we took that led to success? What do we want to be sure we continue to do? • **Opportunities:** Looking ahead, what do we want to do differently next year?

User Profile #2: District level administrators or principals

As a district administrator or principal, your responsibilities are to:
1. Determine which teachers you're focused on supporting with Texas TLAC Online
2. Articulate teaching and learning needs and outcomes
3. Implement and sustain the systems needed to maximize effectiveness of the platform
4. Monitor and evaluate effectiveness

Step	Task to Complete/Question to Answer
1. Choose an Owner	Within your district/network/school, who/which team will own implementation of Texas TLAC Online? Who do they need to coordinate with to measure impact?
2. Explore the Platform	Owners should spend around 90 minutes on the platform getting to know it and specifically, complete at least three modules, one for each of the types of practice: video, planning, and video/planning combined. Some suggestions: Video Practice Only: Radar—Building Radar; Planning Practice Only: Plan for Error—Anticipate Student Error; Combined Practice: Cold Call—Time the Name

3. Set Targets	• Who: Which teachers do we want to use the platform?
	    o All first year teachers?
	    o All 1-3 year teachers?
	    o Particular grade levels or subject areas?
	    o All?
	• Where:
	    o PLCs?
	    o Vertical or horizontal team meetings?
	    o One on one coaching meetings?
	    o New teacher cohort trainings/meetings?
	• Name the Need: What student behavior/learning challenge in our classrooms are we seeking to address?
	• Have a clear vision for success:
	    o If we're successful, what do we expect to see teachers say and do differently in classrooms?
	    o What will we see students doing, saying, achieving?*
	  * Sources to guide this include benchmark docs and/or evaluation rubrics.
	• Outcomes: *Measured via End of Year Data:*
	Teacher Performance:
	    o What increase or overall percentage in teacher retention or increase within our teacher evaluation system do we aim to achieve?
	Student Achievement:
	    o What evidence of improved student achievement will we use (e.g. internal assessment, student work, state test data etc.?)
	    o What increase or overall percentage in student achievement do we aim to accomplish?
	• When: When will we launch this with school leaders? With teachers?

4. Select Modules and Approach	Based on the behavior/learning challenges we're seeking to address: • Which modules do we want teachers to complete? By when? Determine how you'll use it (could be one, the other, or both): 1. Whole Team: As a training tool—assigned and then followed up with observations. 2. Individualized: As a piece of an observation-feedback process, using a module as part of the support following an observation.
5. Establish Systems	Complete the planning template in the appendix: • Who will provide teachers and coaches login info? By when? • Whom should they contact with technical difficulties? • Will there be an expectation that the final video will get sent to someone? If so, to whom does each teacher send their final practice? • Will teachers be receiving feedback on their final practice—written or face-to-face during a check-in? If so, what is the turn-around time and expectation for feedback from coaches to teachers? • How will we introduce this to teachers? (Email, in-person looking at platform together. Roll out)

6. Observe for Impact	Whether used as a training tool or as a component of an observation/feedback process, instructional leaders/coaches have to observe in classrooms to see evidence of implementation and effectiveness.
	
	• How does this fit within our existing observation/feedback structure?
	    o Frequency of observation
	    o Format for feedback (day of email? Regularly scheduled check in? Other?)
	    o Evaluation on district rubrics/evidence and tracking of completed action steps*
	
	*Note for Whetstone users: Completing Texas TLAC Online modules can be assigned as an action step from within the Whetstone platform.

7. Monitor and Celebrate Progress	The platform aims to: • Support coaches in providing more targeted feedback and thus supporting teachers in executing techniques faster and more effectively. • Support teachers with strong models and practice to execute the techniques faster and better. If the platform is effective, you should see teachers completing more action steps/performing better on district classroom observation rubrics. • Who will review action step trackers with coaches and how often? • Who monitors performance evaluation data and how often? • How will we share back and celebrate—with the teacher and the broader school community—examples of success/bright spots to sustain momentum?
8. Evaluate Effectiveness	The goal of the platform is to accelerate teacher skill development and ultimately improve student achievement. **Collect and analyze evidence of Implementation:** At end of semester and/or end of year, collect and examine evidence using the platform's data dashboard reports: • What were the total # of modules completed?

	• What percentage of teachers completed modules? • What were the top 3 most completed modules? Using your observation-feedback tracking system: • How many observations were conducted to look for evidence of effective use of a focal technique? • In how many of the observations was the technique demonstrated and evaluated as effective? **To evaluate the impact on teacher performance:** Did we achieve our teacher effectiveness target? Consider surveying teachers: • "This tool was helpful in helping me implement my lessons—strongly disagree, disagree, agree, strongly agree" • "Follow up support from coach helped me better implement the techniques in my lessons—strongly disagree, disagree, agree, strongly agree" **To evaluate the impact on student achievement:** • Using the data we chose to examine, did we reach our student achievement target? **Looking Forward:** Consider using the end of year reflection template in the appendix to articulate the actions that most contributed to results to continue next year as well as opportunities to act differently.

User Profile #3: Individual Teacher Driving Their Own Development

As a teacher, you can get the most from the platform by:
1. Identifying your needs/interests first
2. Going "all in" on the practice—stand and speak as you do in your classroom
3. Share your final practice with a coach or colleague for feedback
4. Ask for a coach or colleague to observe and give feedback on your implementation when you take it to your classroom

Step	Task to Complete/Question to Answer
1. Identify Needs and Interests	What challenge in your classroom are you seeking to address? • Unproductive student behavior/culture? Look first at the Behavior and Culture techniques. • Low student engagement? Look first at the Engaging Academics techniques. • Lack of student achievement as evidenced in classwork, exit tickets, or assessments? Look first at Planning for Achievement techniques.
2. Explore the Platform	Take 20 minutes to explore the platform and become familiar with the organization of techniques and basic structure of the modules. Some suggestions: Video Practice Only: Radar—Building Radar; Planning Practice Only: Plan for Error—Anticipate Student Error; Combined Practice: Cold Call—Time the Name
3. Find a Colleague to Provide Feedback	Although you could complete the modules entirely on your own, getting a colleague's feedback on your practice will speed your development (and is more fun). Consider: • A colleague that wants to learn the same technique and you could trade practice videos with. • A more experienced colleague you trust. • A coach or school leader who can give you feedback on your practice and observe in your classroom.
4. Pick One Technique to Start With	Do fewer things better. Pick one technique to start with (some have 1 module on the platform. Some have 3 or 5). Commit to trying the technique in your classroom within one week of completing a module.
5. Celebrate Success, Keep Refining	As you use a technique in the classroom look for evidence of success in student behavior, engagement, and learning. It's as important to identify what's working and continue doing those things as refining the areas of opportunity for growth. If you want to tweak your delivery of a technique, you can return to modules you've completed, record your delivery, and re-watch to give yourself feedback.

Section 2:
Guidance for Coaches Giving Feedback

One of the critical elements of effective feedback is Economy of Language. When training teachers and leaders on *Teach Like a Champion* techniques, we use these sentence starters to maintain concision:

- It was effective when...
- Next time try..

Note: The first bullet is not a throw-away line, a nicety to preface the critical feedback: Helping teachers identify and continue to do what's effective is as important as improving an aspect of their technique that can be better.

For live practice, we encourage you to use the above sentence starters. For written feedback on a module practice, use:

- It was effective when...
- Please re-record and try..

OR

- It was effective when...
- When you take it to your classroom, be sure to...

The practice within each module identifies "Success Points"—the top 1-2 teacher actions most important to focus on. Below we've listed for each module the success points and the 1-2 most common pitfalls.

Behavior and Culture	Planning for Achievement	Engaging Academics
What to Do	*Double Plan*	*Cold Call*
Radar	*Plan for Error*	*Show Call*
Least Invasive Intervention	*Art of the Sentence*	*Stretch It*
Strong Voice	*Exit Tickets*	

Behavior and Culture		
Technique	**Success Points**	**Most Common Pitfalls**
What to Do: Planning and Delivery	**Planning-Content:** • Specific • Sequential • Observable **Delivery:** • Stand still • Speak quieter, slower, even, lower	• Too wordy • Urgent or slightly angry/frustrated tone or expression: Maintain Emotional Constancy/neutral expression
Radar: Building Radar	• Deliver observable directions • Scan for follow-through • Scan from Pastore's Perch	• Directions not observable • Not scanning all parts of the room
Radar: Be Seen Looking	• Deliver observable directions • Follow with Be Seen Looking Dance Move (Invisible Column, Tip Toes, Disco Finger, Sprinkler, Politician)	• Directions not observable • Not scanning all parts of the room
Least Invasive Intervention: Non-Verbal Interventions	• Non-verbal communicates the solution • Delivered with Emotional Constancy	• Unclear to the student what to do • Signals frustration or panic
Least Invasive Intervention: Two Key Verbal Interventions	**Planning-Content:** • Describes the Solution **Delivery:** • Speak quieter, slower, even, lower	• Too wordy • Urgent or slightly angry/frustrated tone or expression
Least Invasive Intervention: Private Individual Correction	**Planning-Content:** • Describes the Solution • Bookend with simple tasks • Economy of Language **Delivery:** • Warm or neutral tone • Maintain privacy (by circulating first, crouching, speaking quietly)	• Too wordy • Urgent or slightly angry/frustrated tone or expression
Strong Voice: Establish Formal Register	• Speak quietly, slowly, evenly, lower • Adopt a symmetrical body posture • Stand still	• Speaking in an elevated tone • Standing asymmetrically/too casually

Strong Voice: Do Not Talk Over	• Self-interrupt mid-word • Stand still • Speak quietly, slowly, evenly, lower following the pause	• Self-interrupting at end of sentence—less clear it's an intentional pause • Continuing to move while self-interrupting

Planning for Achievement		
Technique	Success Points	Most Common Pitfalls
Double Plan: Lessons and Materials	• Articulate teacher and student actions for a particular activity • Ensure student actions are concrete and observable	• Student and teacher actions too general – make concrete and observable
Plan for Error: Anticipate Student Error	• Prioritize: Plan for Error for the most important question(s) • Draft target response • Use your experience from drafting the target and prior teaching experience to anticipate the 2-3 most likely student errors/sources of struggle	• Focusing only on procedural errors rather than underlying conceptual understanding • Focusing only on conceptual understanding and ignoring procedural errors or errors in format
Plan for Error: Break It Down	• Start with a Roll Back • Based on anticipated error, provide: Example, Context, Rule, or First Step	• Providing a prompt or an answer that does the majority of the cognitive lift rather than the student doing the cognitive lift
Art of the Sentence: Three Types of Prompts	• Use Sentence Starter, Parameter, or Non-Denominational Prompt • Infuse technical vocabulary	• Sentence starter does too much of the cognitive work for the student (overly directive) • Parameter does not include technical or sophisticated vocabulary
Exit Tickets: Design Criteria	• Vary question format and rigor • Keep it short (about 5 minutes for students to complete)	• Exit ticket does not assess objective of lesson and/or required rigor • Too long to complete and/or score
Exit Tickets: Analyze and Act	• Sort or tally strategically • Identify trends • Take action via re-teach, additional practice, small-group tutoring	• Spending too much time on "grading" student exit tickets that doesn't surface trends • Not taking action on identified trends

Engaging Academics		
Technique	Success Points	Most Common Pitfalls
Cold Call: Introducing *Cold Call*	• Communicate what to expect • Be concise • Frame Cold Call positively	• Too long—be more concise
Cold Call: Positive *Cold Call* Culture	• Warm and welcoming tone • Cold Call regularly • Make it universal	• Used as gotcha to catch students not paying attention • Used occasionally rather than regularly
Cold Call: Time the Name	• Use the Structure: Question-Pause-Name	• Uses Name-Question • Uses Question—too short a Pause—Name
Cold Call: Unbundle and Follow On	• Unbundle: Break a single question into a series of smaller questions • Follow On: Ask your student to develop/build on the previous student's answer	• Cold Call and Follow-Ons are used as a "gotcha" to reprimand a student not paying attention
Cold Call: Slow Call	• Adopt a reflective tone and affect • Extend Wait Time • Time the Name	• Question doesn't merit deeper thinking • Not using enough Wait Time
Show Call: Show Call With Purpose	• Based on student work and target answer: Use Good to Great, Correct/Exemplar, or Erroneous Work • Mid-stream, at the end, post revision • Single or multiple pieces of work	• Choice of type doesn't advance the class' learning • Choice of when doesn't advance the class' learning • Choice of how doesn't advance the class' learning
Show Call: Positive Show Call Culture	• Use a warm and welcoming tone • Show Call regularly • Make it universal	• Not framed as opportunity for learning/growth
Show Call: Analysis & Application	• Share the purpose of the Show Call • Be clear about how you want students to apply takeaways: During, repeatedly; Margin notes now, revision after; collective public notes now, revision later; No notes, revision after	• Prompt does not lead to clear/most important takeaways • Missing or unclear what the class as a whole needs to do to improve their work after studying a peer's work

Stretch It: Directive and Non-Directive	• Prompt pushes rigor – precision, evidence, alternate answers • Prompt checks for understanding—provides evidence a student will be able to replicate their success	• Stretch It not used for the most objective aligned questions

Practice Giving Feedback

On pages 14-18 are sample final practices from three modules: *Strong Voice:* Economy of Language and Quiet Power, *Cold Call:* Positive Cold Call Culture *Least Invasive Intervention: Private Individual Correction*. We've provided final practice from three teachers for each module.

Directions:
1. Watch the videos.
2. Script the feedback you could give using the sentence starters
    • It was effective when...
    • Please re-record and try..
    OR
    • It was effective when...
    • When you take it to your classroom, be sure to...
3. After scripting feedback for all three modules, compare your feedback to ours on pages 19-20. Revise your feedback as needed.

Practice Giving Feedback (Cont'd)

Strong Voice: Economy of Language and Quiet Power

Mr. Burmeister
Elementary Performing Arts

[Burmeister, Economy of Language & Quiet Power](#)

Your Feedback:

Ms. Griffith
Middle School Mathematics

[Griffith, Economy of Language & Quiet Power](#)

Your Feedback:

Practice Giving Feedback (Cont'd)

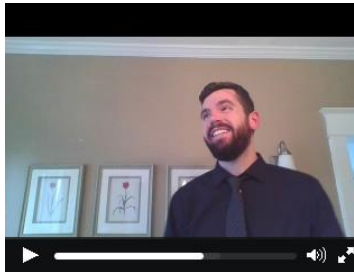Mr. Cotton
High School English

[Cotton, Economy of Language & Quiet Power](#)

Your Feedback:

Cold Call: Positive Cold Call Culture
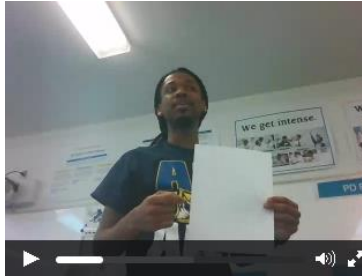
Mr. Burmeister
Elementary Performing Arts

[Burmeister, Positive Cold Call Culture](#)

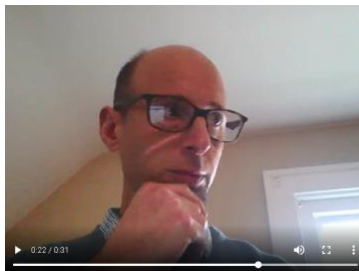Your Feedback:

Practice Giving Feedback (Cont'd)

Mr. Frazier
High School Mathematics

[Frazier, Positive Cold Call Culture](#)

Your Feedback:

Mr. Cotton
High School English

[Cotton, Positive Cold Call Culture](#)

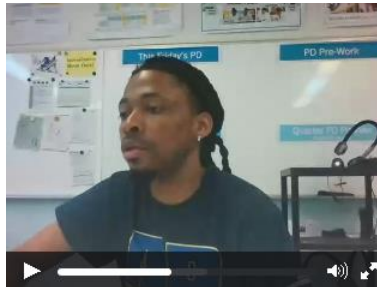Your Feedback:

Private Individual Correction

Ms. Griffith
Middle School Mathematics

[Griffith, Private Individual Correction](#)

Your Feedback:

Mr. Frazier
High School Mathematics

[Frazier, Private Individual Correction](#)

Your Feedback:

Practice Giving Feedback (Cont'd)

Mr. Cotton
High School English

[Cotton, Private Individual Correction](#)

Your Feedback:

Compare your Feedback to Ours

Strong Voice—Economy of Language and Quiet Power
Mr. Burmeister
Our Feedback
- It was effective when you used the single "words" pause and "go"—strong Economy of Language. Your Quiet Power was also particularly effective when you dropped into a whisper on "Go."
- When you take it to your classroom, continue to use "Pause" for Economy of Language when you need to give a direction after students have begun working or during a transition.

Ms. Griffith
Our Feedback
- It was effective when you used Economy of Language to (1) Concisely tell them what to do— "pick up your chairs", and (2) remind them of the expectation— "silent transition." The "thank you" was also a clear and calm way to acknowledge students' follow through.
- When you take it your classroom, try dropping your voice even lower on "thank you" to signal your control and set the tone of quiet/silence.

Mr. Cotton
Our Feedback
- Your Economy of Language was effective throughout—"Pause. Pick up your chairs. Silent transition. Continue."
- Please re-record and speak slower and lower after you say "Pause"—to communicate your calmness and demonstrate Quiet Power. Your tone and demeanor communicated some frustration. Please resend to me—I'm excited to see it!

Cold Call: Positive Cold Call Culture
Mr. Burmeister
Our Feedback
- It was effective that you smiled as you called on students (particularly the second student, Taj). It signaled a genuine invitation to the conversation. It was also effective how you shifted from "track" for the first student to "talk to us" with the third student—it signaled that it was a communal discussion and felt natural.
- When you take it to your classroom, continue to call on students from all parts of the room so that it feels universal to students.

Mr. Frazier

Our Feedback

- It was effective that your tone was warm and positive.
- When you take it to your classroom, be sure to acknowledge when students get your question correct—a simple "yes" or nod and a hint of a smile to build momentum and positivity.

Mr. Cotton

Our Feedback

- It was effective that your Cold Call was universal—you called on a variety of students from around the room.
- Please re-record and try saying each student's name more warmly so that it communicates your genuine eagerness to hear their thinking. Also lengthening the pause between the end of your question and the name will make it feel less like a gotcha. Please send me the new recording. I know you're going to nail it!

Private Individual Correction

Ms. Griffith

Our Feedback

- Two elements that jumped out to me as particularly effective: You had a clear in and out task and your tone was calm, your facial expression neutral—showing that you weren't upset.
- When you take it to your classroom, replicate exactly what you did here!

Mr. Frazier

Our Feedback

- Two elements I thought were particularly effective: (1) Describe the Solution. You were clear and specific as to what Chelsea needed to do to get back on the path to success—"Pick up your pencil. Start simplifying question 1." (2) Ending with a note of encouragement: "You got this"—communicated your confidence that she would be successful.
- When you take it to your classroom, challenge yourself to go for even greater Economy of Language.

Mr. Cotton

Our Feedback

- It was effective that you circulated prior to giving the Private Individual Correction and you crouched down—creating privacy for the student.
- Please re-record and omit saying what Chelsea wasn't doing. Go right to Describing the Solution—"Keep analyzing so I can see what you understand"—to improve Economy of Language and support the student in getting back to work faster.

Observing in Classrooms

After a teacher has practiced via the platform and received feedback from you, you should observe in their classroom for the teacher's use of the technique and for the impact. The success points in practice are the same keys to look for during a classroom observation. In the chart below, we've added what you'd want to see students saying and doing as evidence of impact.

Behavior and Culture		
Technique	Success Points	Impact
What to Do: Planning and Delivery	Planning-Content: • Specific • Sequential • Observable Delivery: • Stand still • Speak quieter, slower, even, lower	• All students follow through on directions quickly and completely
Radar: Building Radar	• Deliver observable directions • Scan for follow-through • Scan from Pastore's Perch	• All students follow through on directions quickly and completely • Students self-correct
Radar: Be Seen Looking	• Deliver observable directions • Follow with Be Seen Looking Dance Move (Invisible Column, Tip Toes, Disco Finger, Sprinkler, Politician)	• All students follow through on directions quickly and completely • Students self-correct
Least Invasive Intervention: Non-Verbal Interventions	• Non-verbal communicates the solution • Delivered with Emotional Constancy	• Corrected students are quickly back to meeting expectations • All students are focused on the unbroken thread of instruction
Least Invasive Intervention: Two Key Verbal Interventions	Planning-Content: • Describes the Solution Delivery: • Speak quieter, slower, even, lower	• Corrected students are quickly back to meeting expectations • All students are focused on the thread of instruction

Least Invasive Intervention: Private Individual Correction	Planning-Content: • Describes the Solution • Bookend with simple tasks • Economy of Language Delivery: • Warm or neutral tone • Maintain privacy (by circulating first, crouching, speaking quietly)	• Corrected student's body language, actions, tone signal a willingness to listen • Student is quickly back to meeting expectations
Strong Voice: Establish Formal Register	• Speak quietly, slowly, evenly, lower • Adopt a symmetrical body posture • Stand still	• Student attentiveness (silence, eye-contact etc.) increases when the teacher shifts into formal
Strong Voice: Do Not Talk Over	• Self-interrupt mid-word • Stand still • Speak quietly, slowly, evenly, lower following the pause	• Student attentiveness (silence, eye-contact etc.) increases when the teacher self-interrupts

Planning for Achievement		
Technique	Success Points	Impact
Double Plan: Lessons and Materials	• Articulate teacher and student actions for a particular activity • Ensure student actions are concrete and observable	• All students complete tasks thoughtfully and as soon as directed
Plan for Error: Anticipate Student Error	• Prioritize: Plan for Error for the most important question(s) • Draft target response • Use your experience from drafting the target and prior teaching experience to anticipate the 2-3 most likely student errors/sources of struggle	• As evidenced in students oral and written answers, students move from incorrect or partial misunderstanding to full understanding

Plan for Error: Break It Down	• Start with a Roll Back • Based on anticipated error, provide: Example, Context, Rule, or First Step	• As evidenced in students oral and written answers, students move from incorrect or partial misunderstanding to full understanding while carrying the cognitive load
Art of the Sentence: Three Types of Prompts	• Use Sentence Starter, Parameter, or Non-Denominational Prompt • Infuse technical vocabulary	• In their written work, students demonstrate sophisticated syntactic structures, correct use of collegiate/technical vocabulary, precision of thought
Exit Tickets: Design Criteria	• Vary question format and rigor • Keep it short (about 5 minutes for students to complete)	• All students complete the exit ticket in the allotted time • Student work demonstrates degrees of understanding
Exit Tickets: Analyze and Act	• Sort or tally strategically • Identify trends • Take action via re-teach, additional practice, small-group tutoring	• Students demonstrate success/understanding following the chosen intervention

Engaging Academics		
Technique	Success Points	Impact
Cold Call: Introducing *Cold Call*	• Communicate what to expect • Be concise • Frame *Cold Call* positively	• Students are not surprised or resistant to respond when cold called
Cold Call: Positive *Cold Call* Culture	• Warm and welcoming tone • *Cold Call* regularly • Make it universal	• Students are ready and willing to respond when cold called
Cold Call: Time the Name	• Use the Structure: Question-Pause-Name	• Students are ready and willing to respond when cold called. • The majority of student answers are correct

Cold Call: Unbundle and Follow On	• Unbundle: Break a single question into a series of smaller questions • Follow On: Ask your student to develop/build on the previous student's answer	• Students are attentive, ready and willing to respond when cold called • Students thoughtfully build on peers' answers
Cold Call: Slow Call	• Adopt a reflective tone and affect • Extend Wait Time • Time the Name	• Student answers display depth of thought
Show Call: Show Call With Purpose	• Based on student work and target answer: Use Good to Great, Correct/Exemplar, or Erroneous Work • Mid-stream, at the end, post revision • Single or multiple pieces of work	• Students' written work displays attentiveness to quality and completeness • Students' smile or show excitement when their work is show called
Show Call: Positive Show Call Culture	• Use a warm and welcoming tone • *Show Call* regularly • Make it universal	• Students' smile or show excitement when their work is show called
Show Call: Analysis & Application	• Share the purpose of the *Show Call* • Be clear about how you want students to apply takeaways: During, repeatedly; Margin notes now, revision after; collective public notes now, revision later; No notes, revision after	• Students' comments demonstrate careful attention to the prompt and the details of the displayed work • All students note a reminder or revise their work
Stretch It: Directive and Non-Directive	• Prompt pushes rigor – precision, evidence, alternate answers • Prompt checks for understanding—provides evidence a student will be able to replicate their success	• Students demonstrate deeper thinking or more complete understanding • Students' responses provide evidence that they are likely to replicate success in the future

Section 3: Got strong teacher examples? Share!

Do you have a teacher who's crushing implementing the technique in their classroom following online practice? Share with us!

Our goal is to add to the platform, over time, strong examples from Texas classrooms of teachers using the techniques. For the next three years, the Teach Like a Champion team at Uncommon Schools will help us identify and curate Texas-based videos.

To Share with The Teach Like a Champion Team at Uncommon Schools

1. On your mobile device, download the Box app—it's free.
2. Create a new account or sign in with your current Box Account.
3. Select the "+" symbol in the upper right of your screen and then select "Create New Folder." Create a folder dedicated to sharing videos with the TLAC team. The folder should be labeled:

    District.NameOfSchool.TLACVideos (e.g. HISD.RevereMS.TLACVideos)
4. Share the folder with the TLAC team
    - Select the folder
    - Select the ellipsis to the right of the folder
    - Select "Share"
    - Select "Invite collaborators"
    - Enter this email: tlacbox@uncommonschools.org
    - For "Access" select "Viewer"

5. To record and share a video via the app (and thus bypass local storage):
    - Open the folder you created above
    - Select the "+" in the top right of your device
    - Select "Take photo or video"
    - Record video on your device as your normally do
    - If you wish to submit the video, select "Use Video". If not, select "Retake."
    - The video will now appear in your folder

    - Select the ellipsis to the right of the file name
    - Select "Rename this file"
    - Name the file using the following code: TeacherLastName.Subject.Grade.Date(MM-DD-YY), (e.g. Cotton.English.10.01-07-18)

    The TLAC team will automatically be notified when a file is added to their shared folder.

After receiving and reviewing the video you share, the Teach Like a Champion team will follow up to learn context about the teacher, coaching received, Texas TLAC Online module completed, and why you thought it was exemplary.

Appendix

Setting Up Teacher and Leader Accounts on the System

Welcome to Texas Teach Like a Champion (TLAC) Online! Through a program funded by the TEA and supported by the Region 4 ESC, all educators currently working for a public or private school district, charter network, or a university education program or other ed prep program, can register for a Texas TLAC Online account at no cost. TEA has invested in this resource to support teachers in learning and *practicing* effective instructional techniques on their own schedule.

Each 15-minute module provides: A brief description of a Teach Like a Champion technique, analysis of the technique through classroom video, the opportunity to record oneself engaged in a carefully designed practice and the option to send one's final practice to a coach or peer for feedback.

Built for the reality of busy teacher lives, each 15-minute module follows a similar design pattern:
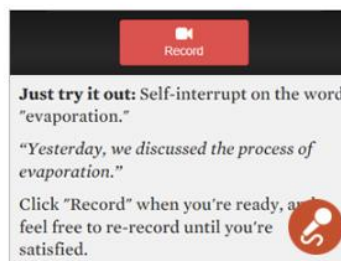

STEP INTO A CLASSROOM
Observe the technique in action with teachers and students.

SEE A MODEL
Watch members of Uncommon Schools' TLAC team modeling how to practice the technique.

PRACTICE
Record yourself practicing to review and share with others.

To create an account and get started:

Go to: https://texastlaconline.org/users/sign_up

You will need to **use your work or school-provided email to register**, and if we can verify that you are an eligible educator in Texas your account will be activated immediately. Due to access restrictions for this program, all applications from personal email addresses such as gmail.com, yahoo.com, outlook.com or other free email providers will be rejected.

If you aren't sure whether you are eligible for this program, if you are having trouble registering, or you have other questions about the program, contact the Region 4 program support group at support@TexasTLAConline.org

Establishing Systems Planning Questions Template

Who is responsible for providing leaders and teachers the login directions? By when?

In addition to the level 1 support provided by TEA/Region 4, whom should staff contact if they are experiencing technical difficulties?

Who will provide coaches with the list of teachers in their coaching load and by when? Teachers will be sending their final practice to their instructional coach.

Decide: Will teachers be receiving in person or written feedback on their final practice? Ideally the feedback will happen in person as part of coaching conversations. If written, what is the turn-around time and expectations for feedback from coaches to teachers?

Texas TLAC ONLINE + GET BETTER FASTER

Use this at-a-glance guide to align observation-based next steps to Texas TLAC Online Trainings within the Get Better Faster Framework. White trainings relate to the management trajectory and blue trainings relate to the rigor trajectory.

	Technique	Training	Type of Practice		Description: A teacher will…
			Plan	Film	
Phase 1: Pre-Teaching	Strong Voice (Management 2)	Establish Formal Register	✓	✓	Practice using Formal Register to signal the importance of her words
		Do Not Talk Over		✓	Practice using self-interrupt as a way to avoid talking over students
		Economy of Language & Quiet Power		✓	Practice using fewer words, spoken quietly, as a means to communicate calmness and to ensure all students hear and respond to her directions
	Double Plan (Rigor 1)	Lesson and Materials	✓		Practice envisioning and planning what both she and her students will do at each step of the lesson
	Exit Tickets (Rigor 1)	Design Criteria	✓		Practice applying three criteria to make her Exit Tickets even more effective
		Analyze & Act	✓		Practice planning how to analyze and act on data from Exit Tickets
Phase 2: Days 1-30	What To Do (Management 3)	Planning and Delivery	✓	✓	Practice delivering clear directions that help students hear and understand the directions
	Radar (Management 5)	Building Radar		✓	Practice using observable directions, scanning, & Pastore's Perch to see her classroom accurately and efficiently
		Be Seen Looking	✓	✓	Practice signaling that her directions matter by looking for follow-through
Phase 3: Days 31-60	Cold Call (Management 9 and Rigor 10)	Introducing Cold Call		✓	Practice introducing Cold Call with a Cold Call Roll-Out Speech
		Positive Cold Call Culture		✓	Practice building a positive Cold Call culture in her classroom
		Time the Name	✓	✓	Practice Timing the Name during Cold Call by using question, pause, name
		Unbundle & Follow On	✓	✓	Practice two ways to maximize participation during Cold Call: Unbundle and Follow On
		Slow Call	✓	✓	Practice using Slow Call, a slower, more reflective Cold Call
	Least Invasive Intervention (Management 11)	Non-Verbal Interventions	✓	✓	Practice using Non-Verbal Interventions to manage behavior and maintain lesson momentum
		Two Key Verbal Interventions	✓	✓	Practice using two whole-class reminders of expectations: Positive Group Corrections & Anonymous Individual Corrections
		Private Individual Correction		✓	Practice addressing off-task behavior with individual students
	Plan for Error (Rigor 7)	Anticipate Student Error	✓		Practice planning how to anticipate student misunderstandings
		Break It Down	✓		Practice planning responses that break down complex content in response to student misunderstandings
Phase 4: Days 61-90	Show Call (Rigor 9)	Show Call with Purpose	✓		Practice planning what kind of student work to Show Call, when to show it, and how much work to share
		Positive Show Call Culture	✓	✓	Practice building a positive Show Call culture by managing how she takes and reveals student work
		Analysis & Application	✓		Practice planning how to analyze shared student work and how all students will apply that analysis
Next Steps	Stretch It (Rigor 13)	Directive & Non-Directive	✓		Practice planning directive and non-directive ways to "stretch" correct student responses
	Art of the Sentence (Rigor 9)	Three Types of Prompts	✓		Practice planning Art of the Sentence to push students toward writing precise, syntactically complex sentences

End of Year Reflection Template
Example

Goal What was our goal? What was our theory of action?	Evidence What evidence of implementation and impact—teacher effectiveness and student achievement--do we have at year's end?	Actions What were the actions that we took that led to success? What do we want to be sure we continue to do?	Opportunities Looking ahead, what do we want to do differently next year?
Goal: Have 80% of our Y1 and Y2 teachers score proficient or higher on the management portion of our teacher evaluation rubric. **Theory of Action:** If teachers practice via Texas TLAC Online and get feedback, embed the techniques into their lessons, and get feedback from coaches in the classroom specifically on their implementation of the techniques, they will use the techniques consistently and effectively, resulting in stronger management of their classrooms.	**Implementation:** 95% of our Y1 and Y2 teachers completed and sent to a coach for feedback the Behavior and Culture modules. 80% of teachers had a face-to-face feedback session, with additional practice, about their TLAC Online videos. 80% of teachers received 3 or more observations with feedback specifically for TLAC techniques. **Impact:** 85% of teachers in Y1 or Y2 scored proficient on management portion of our teacher evaluation rubric.	Provided orientation session to Texas TLAC Online to ensure everyone could log on. Gave clear calendar with deadlines. Shared publicly with Y1 and Y2 teachers and coaches our % of completion modules each week via email. Circulated and celebrated strong practice videos via email. Principals and coaches checked in weekly on # of completed observations, shared feedback/problem solved. We want to continue to do all of these.	After teachers complete the modules for a technique, we want to bring small groups together in person, led by coaches, to plan and practice the technique in the context of the following week's lessons, before moving on to the next technique in Texas TLAC Online.

End of Year Reflection Template
Blank

Goal What was our goal? What was our theory of action?	Evidence What evidence of implementation and impact—teacher effectiveness and student achievement--do we have at year's end?	Actions What were the actions that we took that led to success? What do we want to be sure we continue to do?	Opportunities Looking ahead, what do we want to do differently next year?