_____Section 1: A Video Review of the Foundational Skills_____

While the purpose and execution of the skills remains the same, the skills have been given updated names that clearly describe what the leader in the classroom is to do.

As you watch the review video, think about the components you find most easy to implement, and those that you find you would like to focus on for even further refinement. You might choose to pause the video to complete the reflection questions for each context.
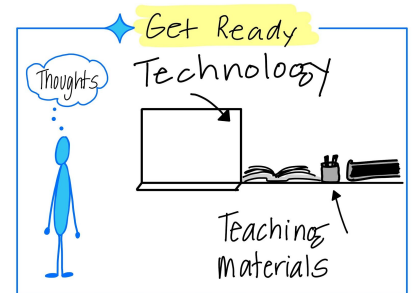
_____Get Attention_____

Get Attention

One of the roadblocks for student understanding occurs when they miss part of the instruction. When the teacher has the attention of each and every student before they instruct, the first roadblock misunderstanding can be avoided. Have the attention of all students before instruction. There are five skills used to get student attention each one making it more likely that the classroom leader will be able to get attention in a way that is comfortable to both the leader and the students.
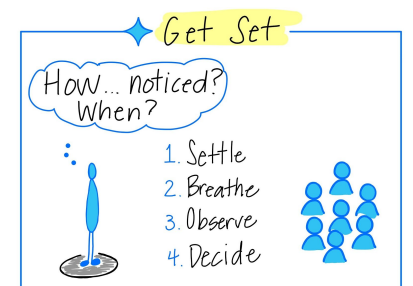

✦ Get Ready

Take a moment to organize your materials so that when you get the attention of the class you are ready to maintain their attention.   (Formerly taught as a part of Freeze Body)

✦ Get Set

Settle your body, take a breath, and observe the class to determine what you will do in order to get noticed by the class. (Formerly taught as a part of Freeze Body)

✦ Get Noticed

Say or do something that will get the attention of the class. You may have a signal that you use, words that you say, a call/response that you employ, a bell that you ring or even a bit of a song that you play. Stay still while you wait to be noticed by the entire class. Selected Get Noticed strategy needs to have a flexible range - can be louder or softer, larger or smaller, and longer or shorter depending on the size of the group, the season, and the activity.   (Formerly taught as a part of Above Pause Whisper)
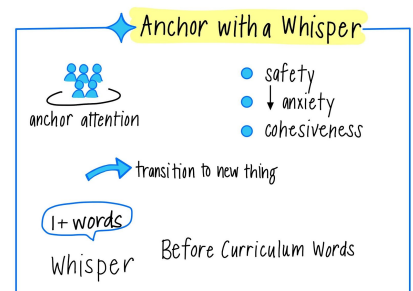
✦ Watch and Wait

While staying still, watch until you have the attention of all the students.   Breathe and smile as they shift attention from whatever they were doing do you.   (Formerly taught as a part of Above Pause Whisper)
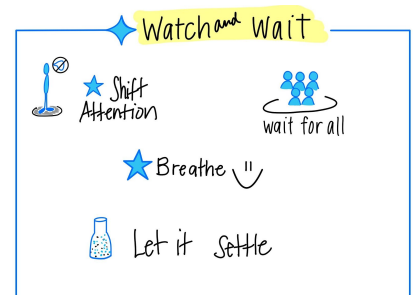
✦ Anchor with a Whisper

After you have student attention, pause, take a breath and smile. Follow that pause with a whisper of one or more words to anchor the attention and support students' brains being ready to receive information.   (Formerly taught as a part of Above Pause Whisper)

_____Pause and Reflect_____

Take a moment to think of the steps of Getting Attention:
- ✦ Get Ready
- ✦ Get Set
- ✦ Get Notice
- ✦ Watch and Wait
- ✦ Anchor with a Whisper

1. Which skill do you find is most at a habit level in your practice?

2. Which strategy do you find most challenging?

3. What are some unique methods that you can add to your repertoire of getting noticed in your classroom?   Consider adding a note to yourself, either on your calendar, lesson plans, or computer screen reminding yourself that you would like to try them out.

4. If Anchor with a Whisper, is a new piece for you to implement, what might be a word or two, that you can say as a whisper?

5. What technology, visuals, or other preparation do you need to do prior to calling for students' attention?

Engage

When leaders find ways for students to interact with the curriculum, their peers, and the leader we create even more meaningful learning experiences that are shared by the entire class. It might include modes that ask students to reflect internally, share ideas aloud, or work together in partner and group collaboration.Clearly communicate during the instructional portion of the lesson and incorporate student to student interaction.
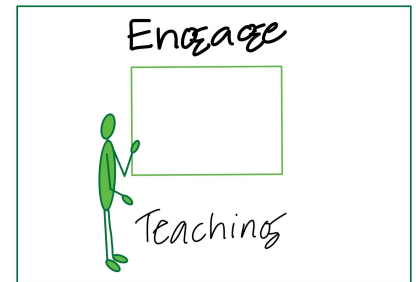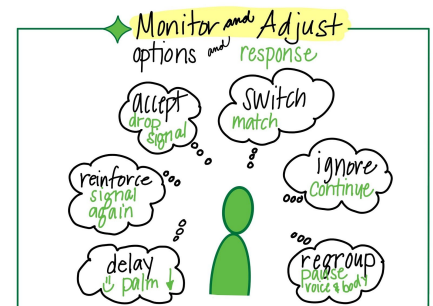

✦ Signal the Mode

Utilize a signal to communicate to the students the mode you want them to use to engage in the curriculum. When leaders utilize a signal to communicate to the students the engagement mode of the moment, students can easily sort out how you would like them to engage from what they are engaging about.
When choosing how to communicate the mode, the leader can use a signal only, or they can combine the signal with a verbal prompt.   (Formerly taught as a part of signal the Mode)
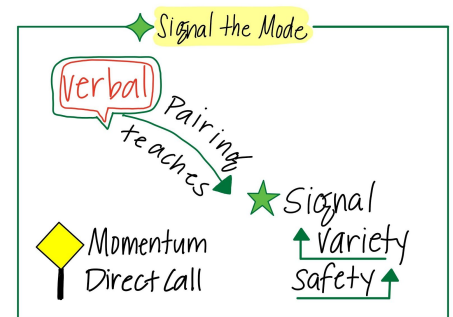
✦ Monitor and Adjust

When students operate in a mode other than the one the leader expected, the leader decides if they will: allow it, ignore it, signal the mode again, pause, or switch the mode. Leaders monitor and adjust their curriculum as a part of their craft. When leaders allow themselves this same freedom in response to student interaction, especially when students are operating in a mode other than the one the teacher expected,the teacher opens up their options. Monitoring and Adjusting our response to students reduces the emphasis on compliance and allows a natural flow of group dynamics and learning in which the leader takes into account a variety of variables.   (Formerly taught as a part of Signal the Mode)

_____Pause and Reflect_____

Take a moment to think of the skills used to engage:
- ✦ Signal the Mode
- ✦ Monitor and Adjust

1. What are some ways you design highly relevant learning activities?

2. Based on your prior knowledge, and what you are learning, how might you respond to a student who begins sharing aloud, rather than turning to talk with a partner?

3. How do you most ensure that all students in your classroom have an opportunity for their voices to be heard?

Additional Notes:

Set up for Success

Once the instruction is complete, the leader sets the students up for success while they practice or apply skills and concepts. By providing clear expectations and fostering independence for individual, partner and group work, the classroom leader increases the chances that the students will be able to focus on learning the concepts presented.
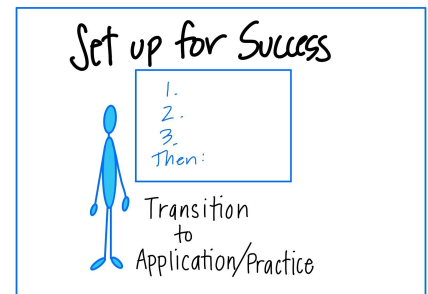
✦ Adapt the Directions

Adapt the directions for the application or practice task to include a visual component that indicates how to do the task, when the work is due, where they should put the materials and work when finished, and what independent activity they should do if they finish early.   (Formerly taught as a part of Exit Directions)
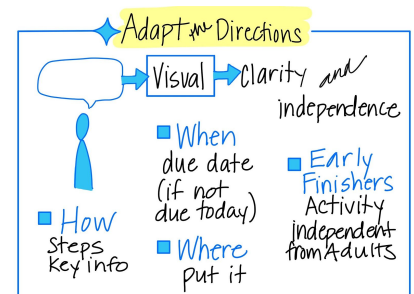
✦ Check for Understanding

Solicit and respond to all questions from the students to ensure they understand the task. While answering questions adapt teh directions by referring back to or add additional information that is needed for understanding the task.   If there is a question that pertains only to an individual, answer using a private voice or with signal.   (Formerly taught as a part of Exit Directions)
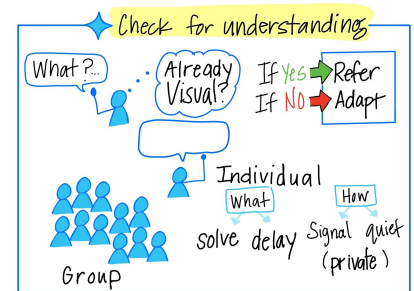
✦ Set Stamina

After taking all questions, instruct the students to begin (verbally or with a signal) and stay still until all students become engaged in the work. At that point, walk slowly out to the students to support their success. (Formerly taught as MITS)
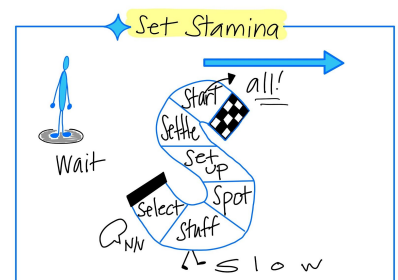
_____Pause and Reflect_____

Take a moment to think of the skills used to Set Students up for Success:
- ✦ Adapt the Directions
- ✦ Check for Understanding
- ✦ Set Stamina

1. Where do you post your directions so that students have a consistent place to refer to when working on an independent academic activity?

2. What have you observed as an impact of visual directions in supporting student learning?

3. What would be the tips you share with another classroom leader on how to lower breathing while waiting for a student to reach stamina with the assignment?

Additional Notes:

Support Success

As students work independently, with a partner or with a small group of their peers, students there will be times when they need additional support to be successful. They might need academic support that scaffolds or pushes their understanding of a concept, behavioral or social emotional support, or they might just need to check in and connect to get some reassurance. During this time you can Communicate with students in a way that supports emotional safety required for learning.
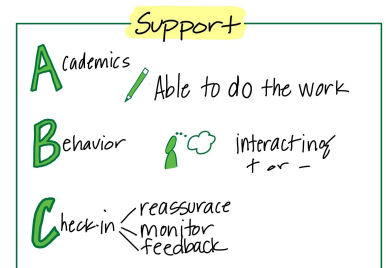
✦ Lead & Empower

Identify a student who needs support and predict if that support will be Academic, Behavioral, or if the student is in need of monitoring or reassurance through a check-in. Then approach and interact with the student in a way that empowers them to take ownership and be successful. The non-verbals of empowerment are approaching with calm breathing, from the side, being silent or brief while adjusting your volume to maintain a private conversation.   (Formerly taught as Influence Approach)
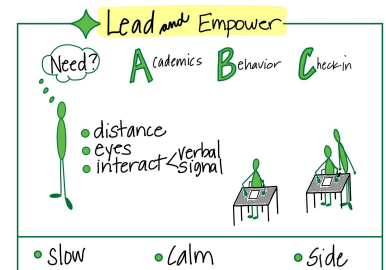
✦ Linger & Look Back

After you support the student, linger for a bit near them to ensure they understand what they are supposed to be doing. As you move to support other students, look back a minimum of two times to ensure the student is able to continue to work independently.   (Formerly taught as Influence Approach)
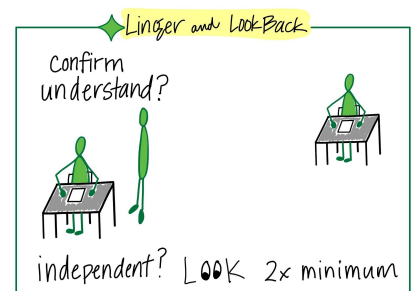
_____Pause and Reflect_____

Take a moment to think of the skills used to Set Students up for Success:
- ✦ Lead & Empower
- ✦ Linger & Look Back

1. Which students do you find need your support when released to work independently? Do those students typically need academic support, behavioral support, or simply a check-in to build relationship?

2. What are some possible ways to recover, if a classroom leader finds themselves in a situation where they are overpowering a student and want to switch back to Lead and Empower?

3. How does the implementation of Linger and Look Back affect student learning and success in your classroom or one that you have observed?

Additional Notes:

The CATALYST Approach

Whole Group Foundational Skills
Reflection & Self Assessment

A = Always
U = Usually
S = Sometimes
R = Rarely

Getting Attention		A	U	S	R
Get Attention: Get Ready, Get Set, Get Noticed, Watch and Wait, Anchor with a Whisper					
Get ready and get still before attempting to get noticed					
Get noticed					
Watch and Wait silently for all students to be attentive					
Pause briefly after the students are attentive					
Anchor attention by whispering one or more words					

Teaching		A	U	S	R
Engage: Signal the Mode, Monitor and Adjust the Mode					
Use a nonverbal signal to indicate the mode of interaction					
	Have and use a signal for Internal Processing				
	Have and use a signal for One at a time sharing				
	Have and use a signal for Partner Conversation				
	Have and use a signal for Group Conversation				
	Have and use a signal for Choral Response				
	Have and use a signal for Kinesthetic Response				
	Have and use a signal for other modes:				
IF a student is operating in a mode other than expected, nonverbally communicate by accepting, signaling the mode again, switching the mode, ignoring, signaling delay, or pausing					

Transition to Application/ Practice		A	U	S	R
Set up for Success: Adapt the Directions, Check for Understanding, Set Stamina					
Visually display directions for academic practice/application tasks					
	Include: How-*necessary steps, key information, materials, etc*				
	Include: Where to turn in/store the work & materials when done *(if not used for the Early Finisher)*				
	Include: Early Finishers- what task/activity they do when done *(accessed independently from adults)*				
	IF due on a date other than today, when is it due				
Check for understanding					
Respond to all student questions without limiting the number of inquiries					
IF a student question was about the practice/application task, respond visually by adding to and/or referring to a visual					
IF a student had a personal question that pertained only to them, respond in order to delay or solve (could be privately, nonverbally, or public & brief)					
Select the students to start					
IF there are questions or students who need support, use nonverbal signals to communicate with students while waiting for them to start					
Stay still until all students are engaged in the work					
Walk away slowly					

Application/ Practice		A	U	S	R
Support Success (Lead &. Empower, Linger, Look Back)					
Lead the interaction to Empower the student					
	Slow movement				
	Calm Breathing				
	Side				
	Just enough				
	○ Distance				
	○ Eyes on the prize				
	○ Interaction: Signal or quiet/brief				
Linger near the student to confirm they understand					
Look back while exiting to ensure the student independently stays on track					

_____Section 2. Strategies in Action: Get Attention_____

Get Attention

✦ Get Ready
✦ Get Set
✦ Get Notices
✦ Watch and Wait
✦ Anchor with a Whisper

1. As you watch the various classroom leaders employ all of the steps to effectively and efficiently getting attention, what are some things you observed that you would like to try with your students?

2. What are ways you can help yourself breathe and communicate calm as you wait for students to settle and become attentive?

3. What shifts in readiness did you observe for the students in the various classrooms?

Additional Notes:

_____Section 3. Strategies in Action: Engage_____
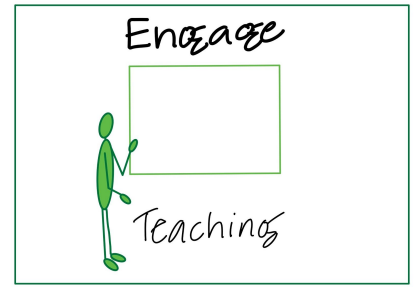
✦ Signal the Mode

1. What are some ways you ask students to engage with learning in your classroom (examples: turn and talk, speak out, write on your whiteboard, thumbs up/down)?

2. What might be some new ways you can ask students to participate in the learning?

3. How did the pairing of non-verbal prompts with verbal prompts increase the safety in the classrooms?

4. What did you notice in the secondary video with Andrea, when she asked for "other students to respond?"

✦ Monitor and Adjust

1. What strategies for monitor & adjust resonate most with you (Delay, reinforce, accept, switch, ignore, re-group)?

2. Are there certain class periods, or groups of students you anticipate that you will use this strategy with even more?

3. What did you notice about the breathing of the educator in the video as she/he either delayed, reinforced, accepted, switched, or ignored an unexpected response from a student(s)?

__Section 3. Strategies in Action: Set Up For Success__
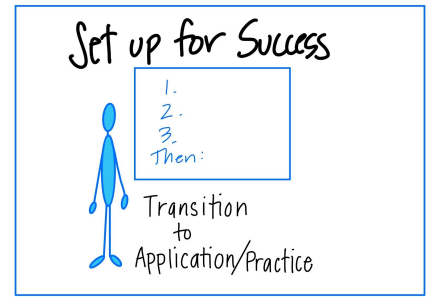
✦ Adapt the Directions
✦ Check for Understanding

1. Notice the balance between written words and icons on the directions in the classrooms in the videos. What stands out to you?

2. What are the pieces of the adapted directions that you have stabilized in your room and which ones would you like to refine even more?

3. What is the verbiage you use when checking for understanding? What do you see is the impact of saying, "What questions do you have?" or "Are there any questions?" or "Questions?"

✦ Set Stamina

1. What are some ways you can delay a student who might approach you while you are standing still and waiting for all students to become engaged in the task?

2. Take a look at the Set Stamina poster (The "S"), which students can you identify will move through the stages more quickly than others? Which students will you need to wait for?

____Section 3. Strategies in Action: Support Success____
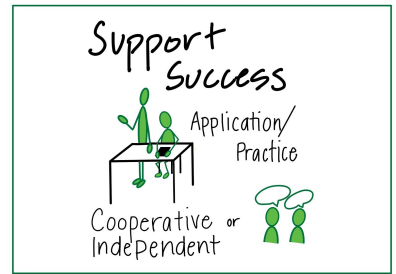
✦ Linger & Look Back
✦ Lead & Empower

1. In the videos, you will notice the adult signals a delay to other students when supporting another individual. How might you prioritize the needs of your students who need support in the room? How would you communicate with them non-verbally that you see them and will address them in a moment?

2. What do you see as the purpose of looking back a minimum of 2 times? Which students come When thinking of students who will especially benefit?

Additional Notes: