



to

Whole Group Leadership

The Foundational Skills



Developed by
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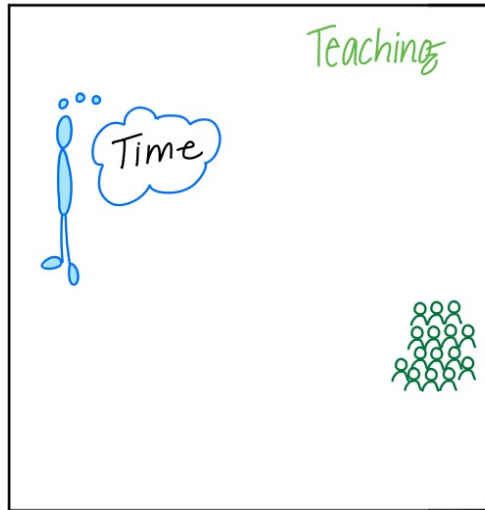
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Foundational Skills

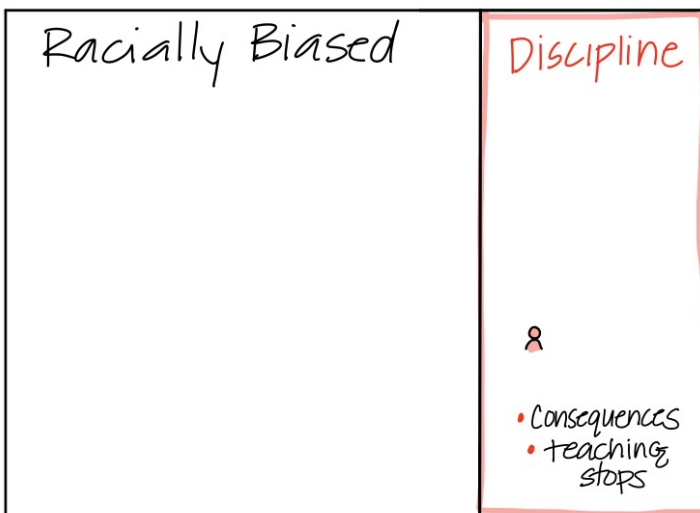
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Rationale



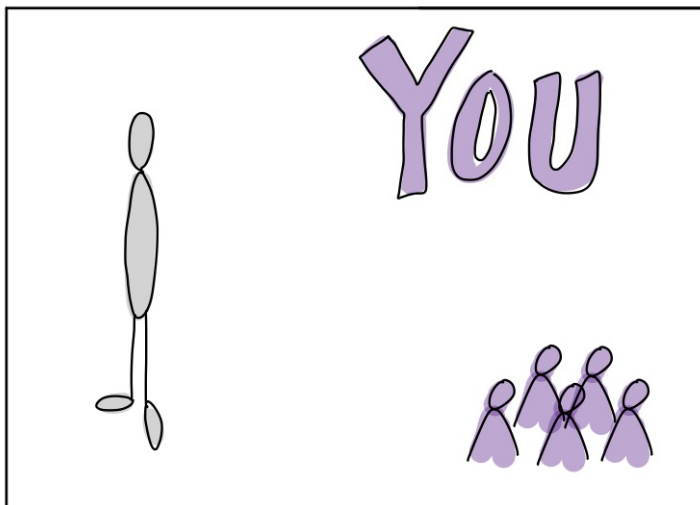
Pause & Reflect:
Micromanagement & Discipline

Students:



Pause & Reflect:
Micromanagement & Discipline

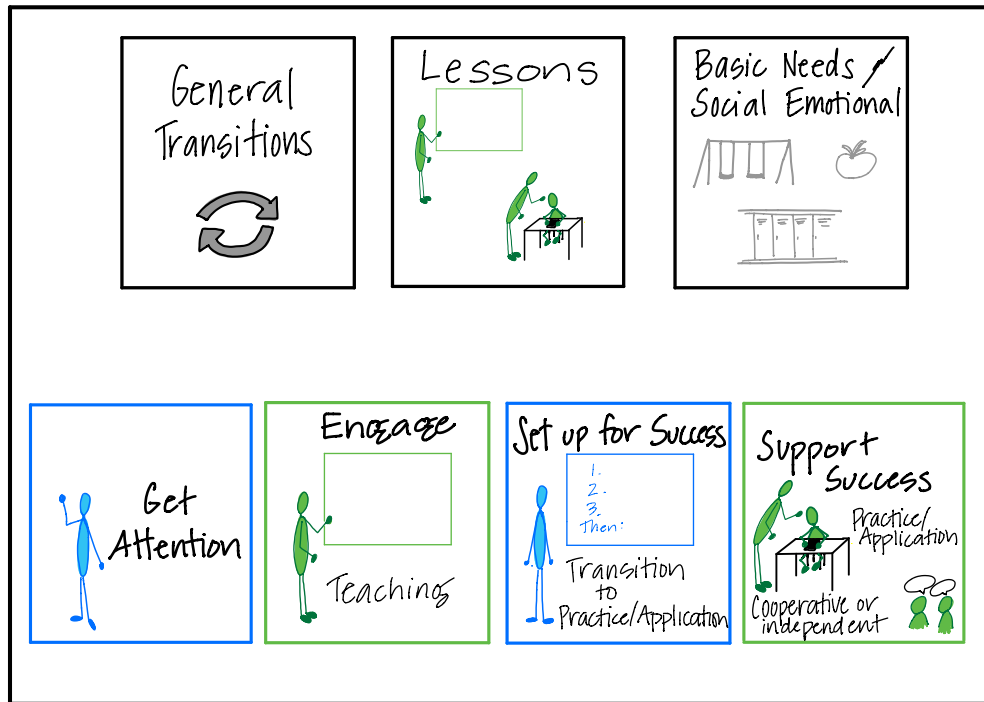
Behaviors:



Pause & Reflect:
Impact of Discipline
for Small Infractions

- 1.
- 2.
- 3.

Management Contexts



Oral Language

Oral Language

Verbal Clutter

Hands to yourself My I'll wait
Eyes up still turn Quiet
here Pay attention
this is important
put your phone away

Oral Language

Verbal Clutter

Hands to yourself My I'll wait
Eyes up turn
here this is important

Pause & Reflect:
Which Management Contexts...

1. frustrate:
2. think of least often:

Communication & Patterns

The goal of Whole Group Leadership is to help educators maximize their non-verbal communication skills in order to preserve relationships while maximizing productivity and learning in the classroom. When communication is meaningful, purposeful, and deliberate, comprehensible input and understanding increases.

When teachers preserve oral language for relationships (establishing and building) and curriculum (both the social and academic curriculum) while utilizing signals and other forms of non-verbal communication for management, relationships are preserved and productivity increases. This fosters oral language development because the learner can focus on the language of learning without thinking patterns being interrupted.

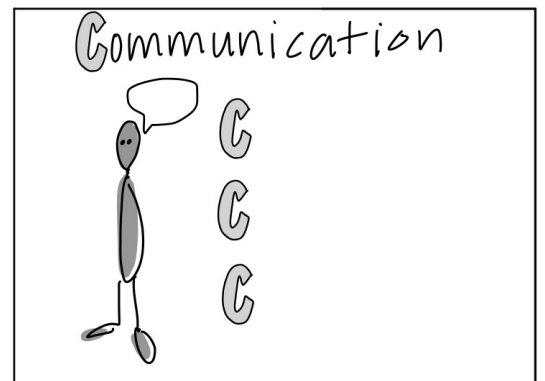
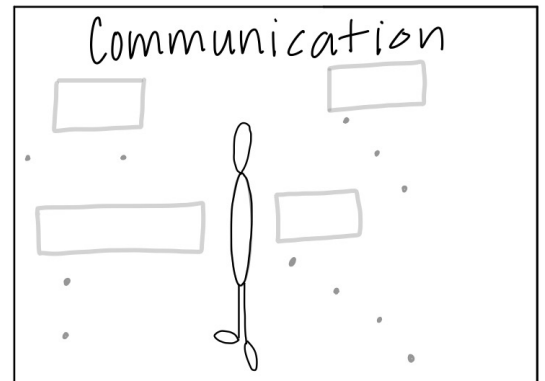
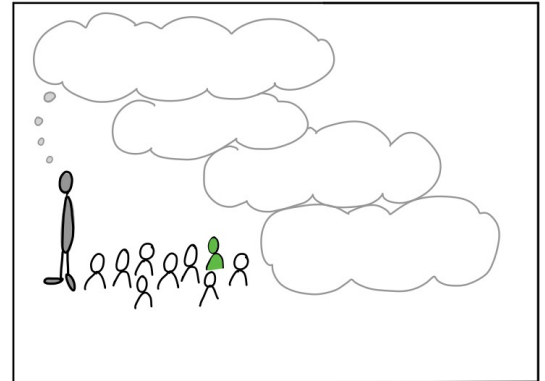
Below is an excerpt from a classroom. In the first example the teacher utilizes verbal redirections and in the second example the verbal redirections are replaced with non-verbal management.

Verbal redirection: Writers, today we are going develop a list of words, **Eyes on me**, describing words, **Samantha**, to tell other people about this bear. We will think about, **I'll wait until you all are ready... eyes on me, voices off**, what it looks like; what color it is, **Johnny, move over there** how big/small it is. We'll touch it so we can describe how it feels. Is it, **eyes on me**, is it soft or hard? Do the feet feel smooth or rough....

Non-verbal redirection: Writers, today we are going develop a list of words, *(teacher pauses)* describing words *(teacher pauses, winks at Samantha, points to the bear)* to tell other people about this bear. We will think about *(teacher pauses)* what it looks like; what color it is, *(gestures to Johnny and points to new place for him to sit)* how big/small it is. We'll touch it so we can describe how it feels. Is it *(teacher pauses)* Is it soft or hard? Do the feet feel smooth or rough....

This work is a vehicle for helping teachers to help students meet academic and social goals through systematic non-verbal communication. There are times where independent, quieter work helps students learn best and times when collaborative and social, peer work helps students learn best. These strategies help teachers achieve classroom environments that maximize learning while meeting a variety of goals.

There is no specific style of a Catalyst teacher, some Catalyst teachers are gregarious, dramatic and animated while other Catalyst teachers are quiet and reserved. What Catalyst teachers have in common is the specific set of Whole Group Leadership skills. These skills support getting attention, engagement, setting students up for success, and supporting success. The amount and volume of student talk is a byproduct of the activity the teacher chooses.

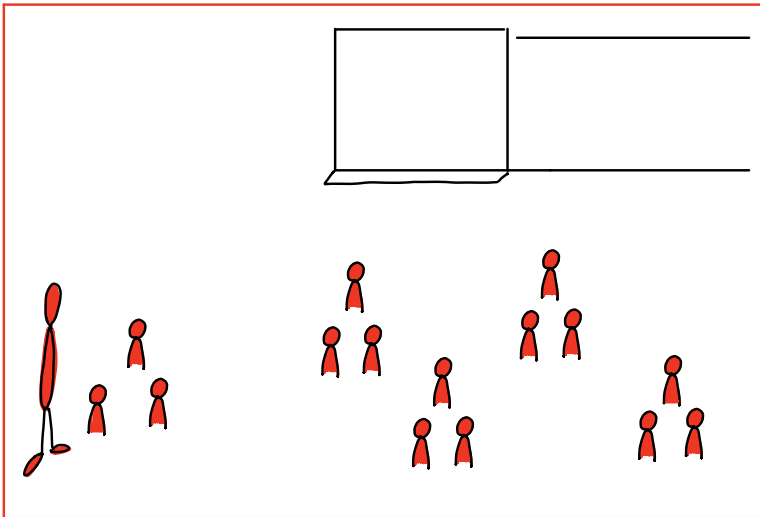


Pause & Reflect: Layers of Communication

1. Most aware:

2. Least aware:

Get Attention



Get Attention: Get Ready

What is it?

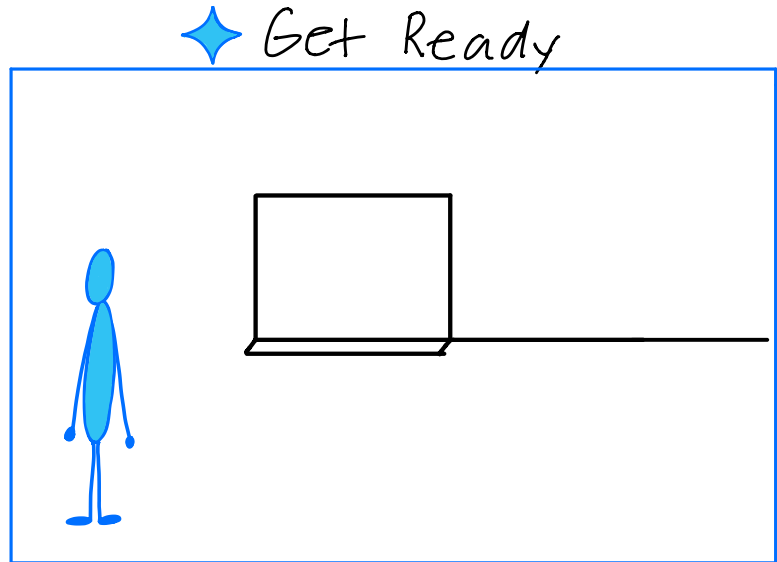
The teacher gets their environment and materials ready in preparation for getting the group's attention and teaching.

When is it used?

Prior to getting the group's attention.

How to do it:

- ◆ Locate materials that will be needed for this portion of the lesson or this announcement
- ◆ Set up the teaching area
- ◆ Log in and prepare any technology that will be used (websites, slides, video clips, etc.)
- ◆ Decide where you will be when you get students' attention (e.g. front of the room, teaching stool, off to the side of the screen, etc.)



Why do it?

When the teacher is ready, prior to calling for attention, it helps the teacher be more focused and purposeful and also reinforces the message to students that everyone should be ready. A mixed message is sent to the students when the teacher asks students to be ready without being ready themselves. If the teacher tries to get attention before being ready, it can also create false starts in the lesson that require the teacher to get attention several times or maintain the attention of the students at the teacher readies their area. Over time, that leads to students being less responsive to the teacher's requests for attention. Getting ready first makes it easier to get and maintain the group's attention.

Refine it:

- ◆ Organize teaching area with common teaching materials in an easily accessible location
- ◆ Over time, the teacher will notice that certain lessons or content areas have consistent patterns that can help develop routines for being prepared. For example, if the teacher is going to use two slide shows on the screen for different lessons, they can open both of them prior to the first lesson to save time getting ready for the second lesson. This strategy is called 2 Steps Ahead.

Pause & Reflect:
Get Ready

Get Attention: Get Set

What is it?

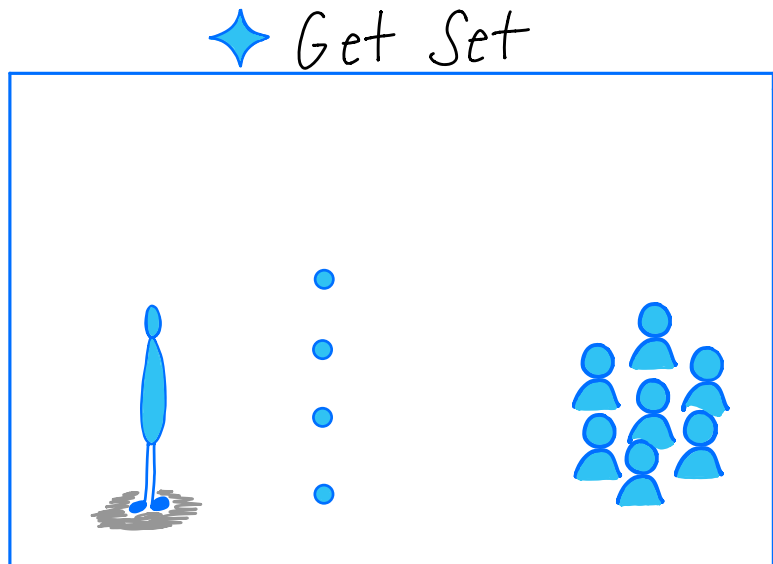
The physical and mental preparation the teacher does to get the students attention.

When is it used?

After the teacher is ready to get attention and before attempting to get the class' attention. This can occur before the lesson, anytime the class is switching activities (i.e. coming back out of a turn and talk), or any other time during the lesson that the teacher is starting to lose attention.

How to do it?

- ◆ Go to the location the teacher has decided to use as part of Get Ready and position body to comfortably stay still and observe the class
- ◆ Be conscious of teacher breathing to stay calm and ready
- ◆ Observe the class to determine
 - when you will interrupt them
 - how you will interrupt them
 - how amplified you might have to be to get the students to notice you



Why do it?

This strategy gives the teacher a purposeful time to pause and observe the class to help them be strategic with getting the classes' attention, send a clear message, help the class be attentive even faster, and ultimately create more time to teach. If the teacher tries to get attention without being set first, it increases the teacher's stress level and confuses to the group on whether or not it is actually time to be attentive.

Refine it:

- ◆ When the teacher keeps their weight balanced and arms parallel to the floor, it sends the nonverbal message that the teacher believes in them and has high expectations
- ◆ When there are multiple adults in the room, all adults should Get Set at the same time
- ◆ Give yourself permission to smile and take the time you need to get set for teaching

Pause & Reflect:
Get Set

Get Attention: Get Noticed

What is it?

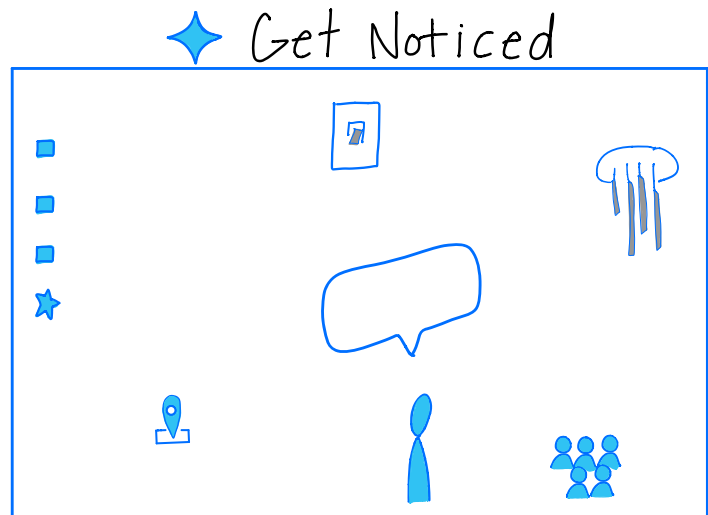
The teacher does something to get noticed by the class to help them switch their attention from their current activity to the teacher.

When is it used?

Anytime the teacher needs the class to be aware that it's time to give the teacher their attention, when they are Getting Set.

How to do it:

- ◆ Monitor the variables (size of the group, location, the group's energy, etc.) and determine how much is needed for students to notice the request for attention, you will do this while you are Getting Set
- ◆ Decide how to get noticed (voice, a chime or bell, music, a call/response or a signal, etc.)
- ◆ Call for attention



Why do it?

Being strategic with how the teacher attempts to Get Noticed can save time and energy. It is common for teachers to be frustrated while they are waiting for students if it seems like they aren't becoming attentive. Often this happens when the teacher didn't get noticed first. When this happens, teachers often get louder each time they call for attention, or begin instruction anyway, which requires more energy and increases the distractibility of the class. Understanding the variables and range of options can move the teacher from the science level to the art level of getting attention. There are times when the teacher's location is enough. Other times, they may be so engaged in an activity, the teacher has to amplify their signal, volume, or other cue to be noticed.

Refine it:

- ◆ The amount of energy the teacher has to use to get noticed is correlated to the timing of when the teacher attempts to get noticed. If the teacher waits long enough to notice a natural dip in the group's energy, the teacher might not have to be as obvious to get noticed.
- ◆ Having a range of options for how to get noticed helps the teacher do just enough without overmanaging and helps students get hooked when there is enough variety.
- ◆ If students are in a state of particularly high energy and the teacher is using their voice to get noticed, the teacher can chunk up the words, drop their volume, and pause in between each chunk of words to gradually shift the students' attention to the teacher. The same also applies if the teacher counts down.

Pause & Reflect:
Get Noticed

Get Attention: Wait & Whisper

What is it?

The teacher waits until all students are attentive, pauses briefly after the class is ready, and then drops to a whisper voice for one or more words.

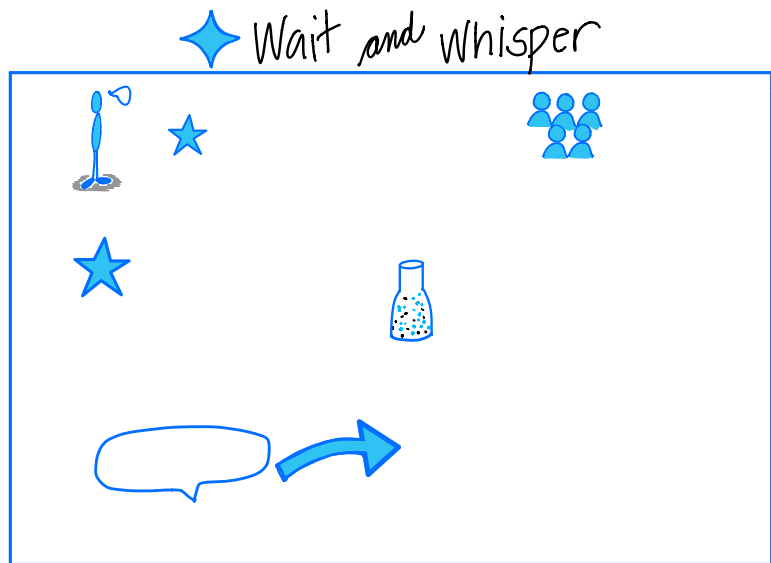
When is it used?

While the class is shifting their attention from whatever they were doing to the teacher.

How to do it:

After the teacher gets noticed, the energy of the class will begin to settle. At that point:

- ◆ Wait in silence with a still body
- ◆ Breathe
- ◆ Smile to reinforce as students become attentive
- ◆ Scan the group to watch as each individual becomes attentive
- ◆ After the group is attentive, pause briefly to fully settle their energy
- ◆ Anchor their attention by whispering one or more words



Why do it?

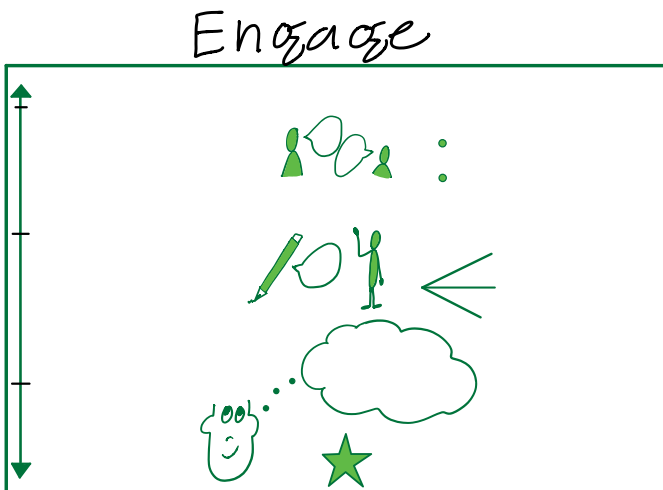
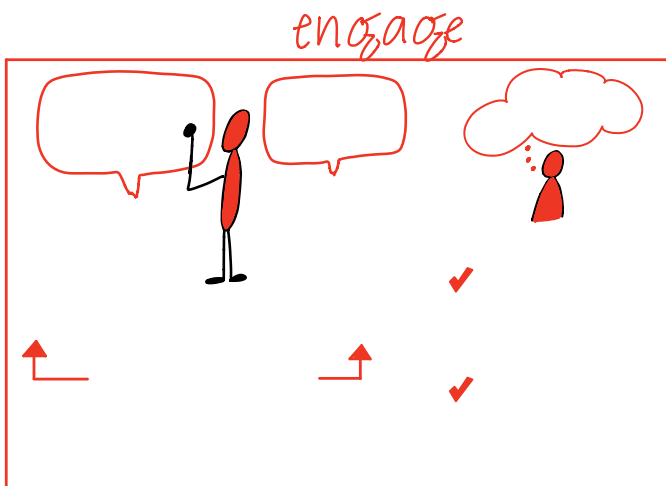
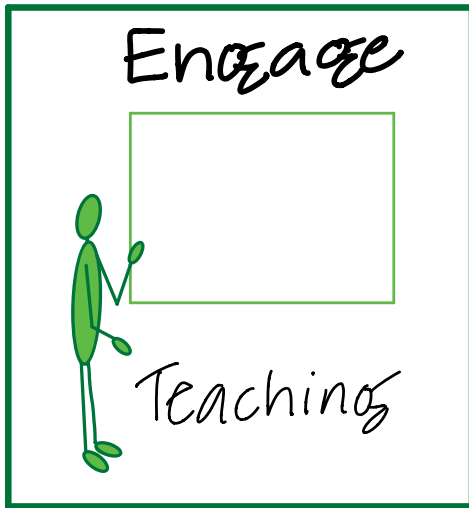
Having the attention of all of the students before teaching helps to create an even more equitable learning environment. Waiting in silence for all students sends a clear message that the teacher has high expectations for all students to be attentive. Whispering confirms the teacher's high rapport with the class, shows they are shifting to instruction, and keeps their own and their students' breathing calm.

Refine it:

- ◆ If it is taking longer than you want it to, take an extra breath to increase your own waiting stamina.
- ◆ If a student doesn't notice you and is talking to a peer, try and catch the listeners eye.
- ◆ Predict seasons when energy is high and be aware that it is common for it to take longer for students to be attentive during those times.
- ◆ Choose a consistent word or phrase to whisper that serves as a reminder to drop your voice all the way. Common examples are "Ok" or "Thank you."

Pause & Reflect:
Wait & Whisper

Engage _____



Engage: Signal the Mode

Teach

What is it?

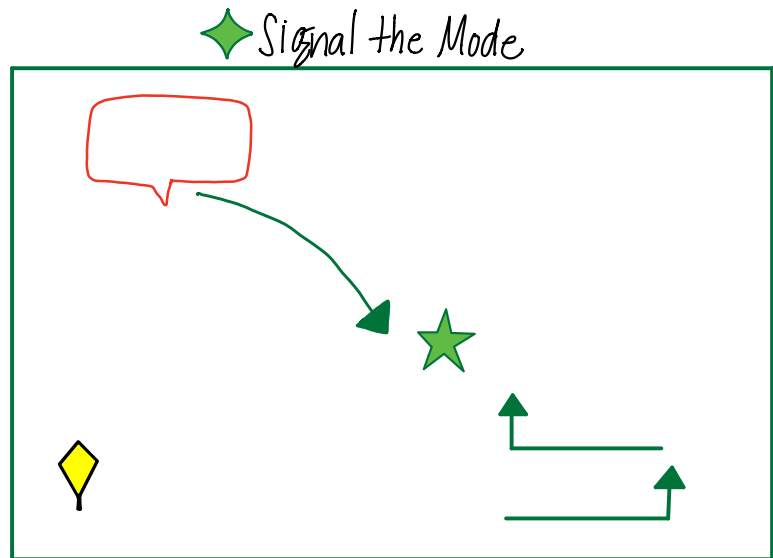
The teacher consistently uses a nonverbal signal to show which mode of interaction is being requested. Examples of common modes include: Internal Processing, One at a Time, Partner Conversation, Group Conversation, Choral Response, Kinesthetic Response, etc.

When is it used?

When the teacher is posing questions and topics for discussion or soliciting any response to the content from the class during the teaching phase of the lesson.

How to do it:

- ◆ Decide which mode of interaction the teacher wants students to use for engagement
- ◆ Indicate to the students which mode you want them to use by signaling
- ◆ Hold the gesture, or repeat the gesture, while you stay in the same mode



Why do it?

By using signals to indicate how students should respond, students are able to follow along as the teacher switches between a variety of modes. This prevents them from having to read the teacher's mind about what is expected. Students can devote even more brain power to the content because the teacher's consistency increases predictability and safety for students. Once established, several different modes can be used in a lesson with visual signals to guide students.

How do you establish the signals initially?

When you initially introduce a mode of interaction (Partner Conversation) ask the question while indicating the mode both verbally and with a signal. For example, cue the students verbally by saying, "Turn to a partner and tell them why...[prompt]?" while giving them the signal you have determined to indicate Partner Conversation. Continue to pair the verbal mode with the signal until students have learned what the signal means. Once students have learned the signal, the verbal cue can be dropped.

Pause & Reflect:
Signal the Mode

1. Use often
2. Signals for modes
3. Additional modes

Foundational Skill

Engage: Monitor & Adjust

Teach

What is it?

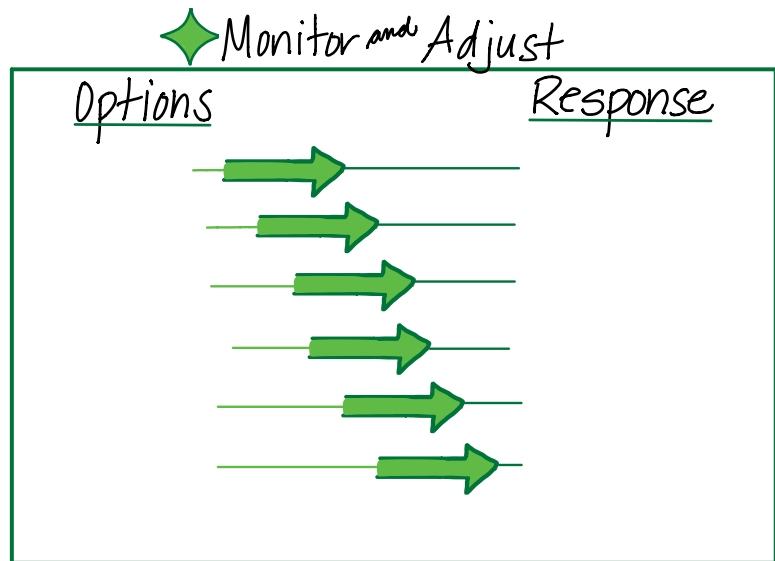
The teacher systematically adjusts their response, based on the situation, to increase the likelihood all students will stay productive.

When is it used?

When students are in a different mode than what the teacher signaled.

How to do it:

1. Identify when a student is in a mode other than the teacher indicated
2. Monitor the situation and decide on response, using a signal communicate to the class. Options include:
 - ◆ Delaying the student
 - ◆ Reinforcing the mode that the teacher originally indicated by signaling the mode again, looking at the signal, pointing and looking at the signal or amplifying the signal
 - ◆ Accepting the student's response by dropping the teachers signal to indicate acceptance
 - ◆ Switch the mode to match the student's mode by changing your signal to the mode the student is in
 - ◆ Ignoring the out of mode response
 - ◆ Pausing for a moment and continuing with the lesson



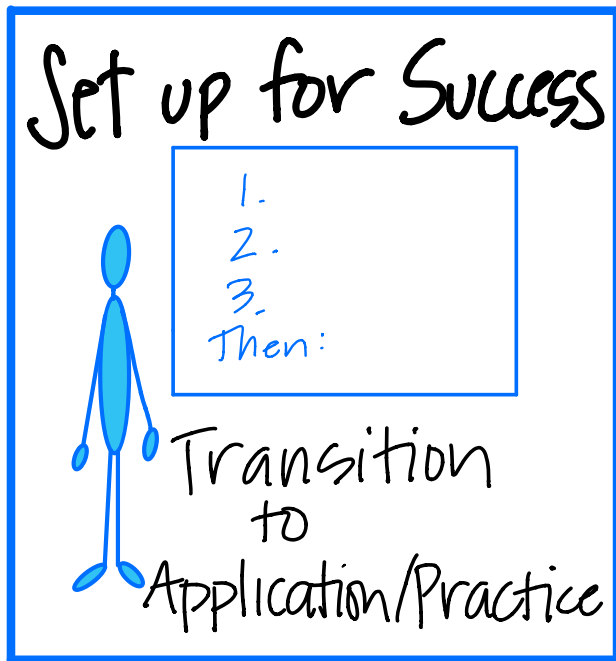
Why do it?

Being flexible in how students can engage helps keep the focus on curriculum. Teachers are allowed to monitor and adjust their management just as they monitor and adjust their curriculum. For example, if the teacher wanted the students to participate one at a time and the students were in group conversation, the teacher may choose to match the students' mode. They would do so by switching the visual signal to a signal for group conversation. The teacher recognizes being in a different mode than requested is normal, which allows them to be proactive and calm as they adjust.

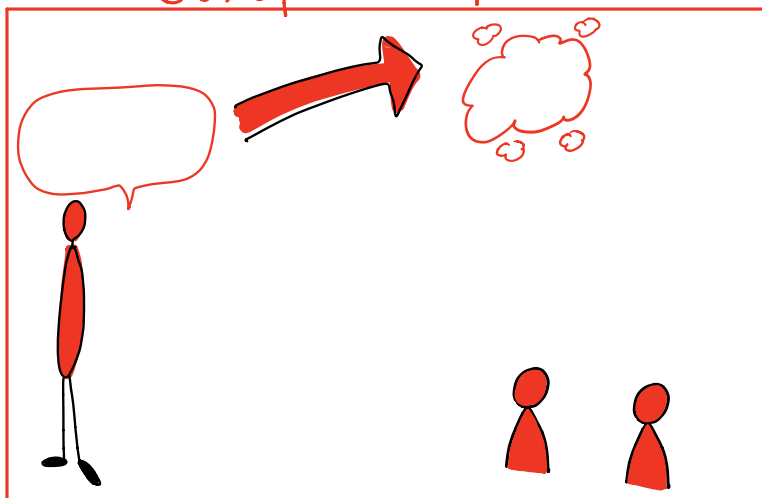
Pause & Reflect:
Monitor & Adjust

- 1.
- 2.
- 3.

Set Up for Success



Set up for Dependence



Set Up for Success: Adapt the Directions

Transition to application/practice

What is it?

Academic Directions for Application/Practice Tasks

The teacher adapts their verbal explanation for the academic practice/application task to a visual representation of the directions, including key components.

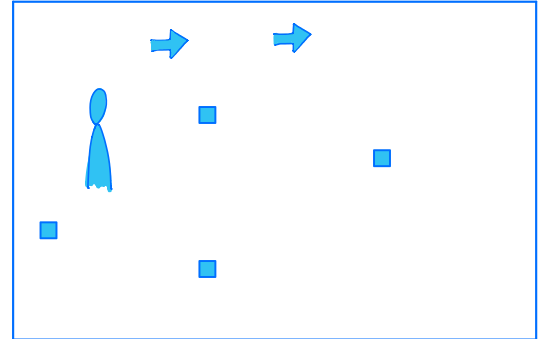
When to use it?

When transitioning students from the teaching portion of the lesson to the Practice/Application phase of the lesson.

How to do it:

1. Choose an academic task the students will do to practice or apply what they have learned
2. Create visual directions, making sure to include:
 - ◆ How to do the academic task: necessary steps, key information, and materials
 - ◆ If the task is due on a date other than today, include the due date
 - ◆ Where to turn in/store the work and materials when students finish the task
 - ◆ What the early finishers should do to stay independent until the teacher decides to bring the group back together or until the class period is over

◆ Adapt the Directions



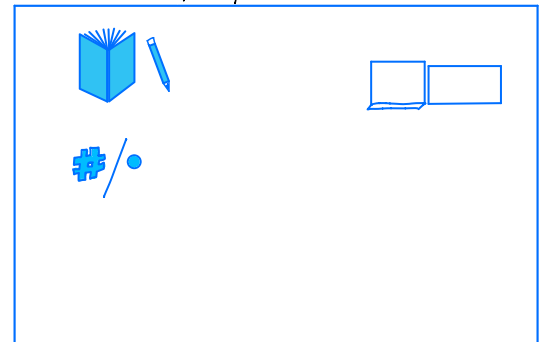
Why do it?

Making the directions visual empowers students be independent. Oral directions create dependence on the teacher because students are unable to remember all the details of what they are supposed to do. Teachers then have to repeat directions which reduces time to help students with their work.

Refine it:

- ◆ Find a consistent location to post the directions so students know where to find the information quickly
- ◆ Balance written words with icons, pictures, and symbols to help students process the information faster
- ◆ Add actual items (pencil, glue, notebook) and attach them to the directions with magnets or tape

◆ Adapt the Directions



Pause & Reflect:
Adapt the Directions

Set Up for Success: Check for Understanding

Transition to application/practice

What is it?

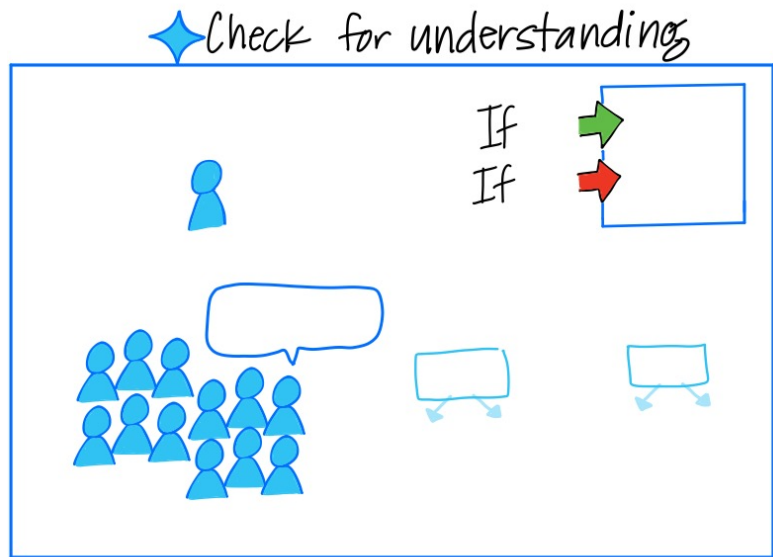
The teacher confirms that students understand the directions for the practice and application task by answering their questions and ensuring all the information is visually displayed.

When to use it?

After going over the academic directions and prior to releasing students to work on the task.

How to do it:

- ◆ Ask the class, “What questions do you have about how to do the work?”
- ◆ Allow all students with questions to ask
- ◆ Answer each question visually by referring to the information if there, or adding the information if not visually represented
- ◆ If students ask a personal question that doesn’t apply to the work or the whole group, either delay the question or provide the individual a brief answer that solves it



Why do it?

Because visual information is what empowers students to be independent, ensuring all of their questions have been answered visually sets them up to successfully complete the work. Confirming their understanding prior to sending them to work allows the teacher to proactively solve any problems and increases the quality and amount of time a teacher will have to support individuals, once the class begins to work.

Refine it:

Students in Pre-K through early Kindergarten may not understand the difference between a question and a comment. In those cases, the teacher can check for understanding by asking students “Put your thumb up to show that you know what to do.” Then scan each individual to confirm they are ready. Doing this for each step will allow you to check understanding of each expected step. If a student doesn’t have their thumb up, the teacher asks that student if they have a question about what to do. Eventually students can be taught how to focus their questions on the task itself.

Pause & Reflect:
Check for Understanding

Set Up for Success: Set Stamina

Transition to application/practice

What is it?

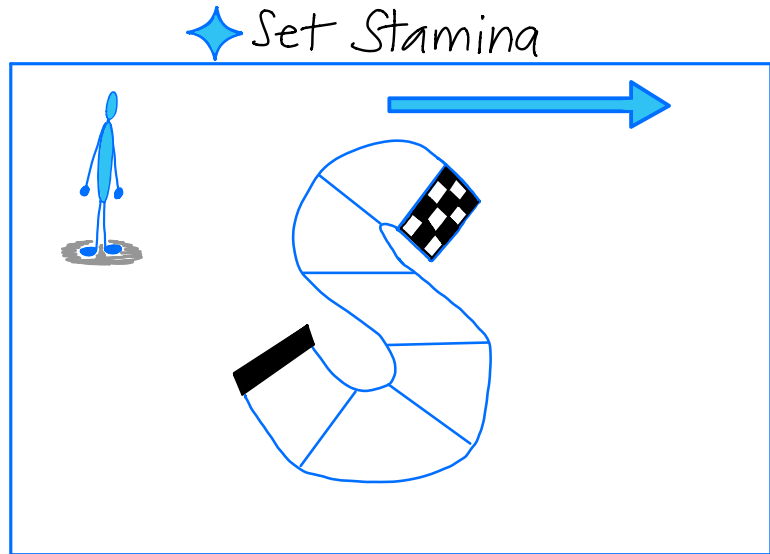
The teacher stands still, observing and ensuring all students are engaged in the work before moving out to helping individuals.

When to use it?

After releasing students to an academic task or activity

How to do it:

- ◆ Release students to work by indicating it is time for them to start
- ◆ Remain still and smile until all students go on task, referring to the visual directions as needed
- ◆ If students request help, try to ask questions, or approach the teacher, delay by signaling for them to start the work
- ◆ If an individual has a brief question, the teacher can answer being brief and private
- ◆ Watch, with a smile, as students move through each stage setting stamina



Why do it?

By standing still and waiting until all students are engaged in the task, students are more likely to maintain productivity and independence during the remainder of work time. Teachers often feel pressed for time and try to maximize time by getting the class going on a task and then immediately moving to help individuals. Some students see the teacher helping others and believe they will be unsuccessful unless the teacher supports them too. Others see that the teacher is busy, and they won't begin the task in the first place. Students who have had adults helping them start independent work for a prolonged period of time have fostered a dependence on adults. Waiting for all students to begin is what establishes a productive atmosphere and empowers students to remain independent.

Refine it:

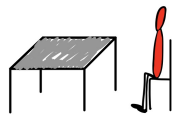
Choose a location to set stamina near the academic directions. When students look to the teacher, it's easier to reinforce the academic directions non-verbally, leading to greater independence.

Pause & Reflect:
Set Stamina

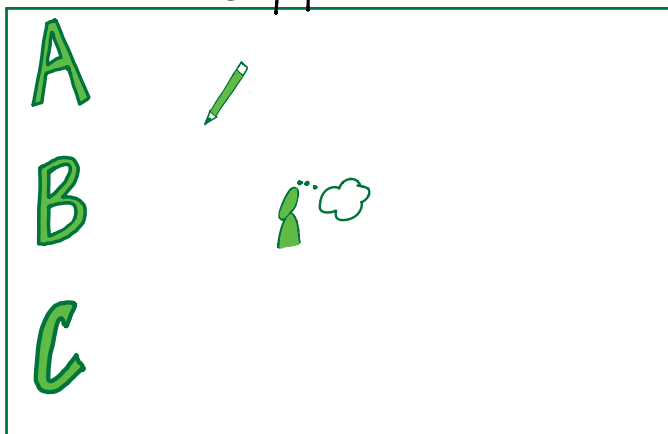
Support Success

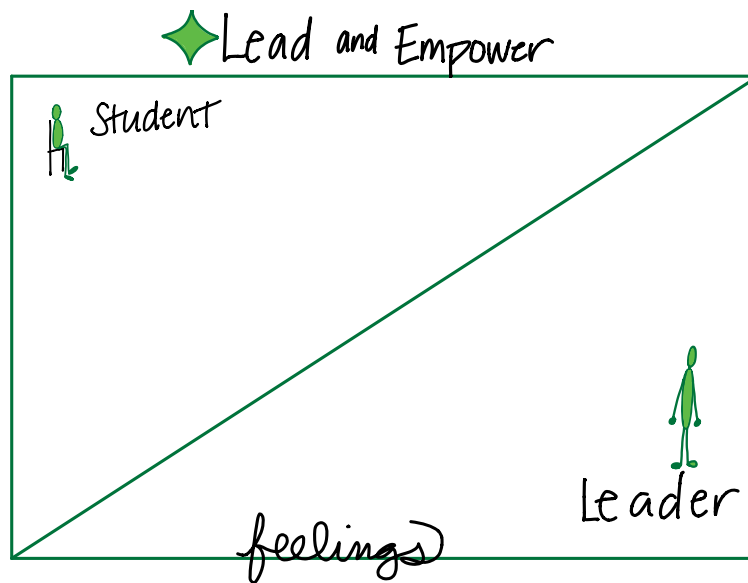
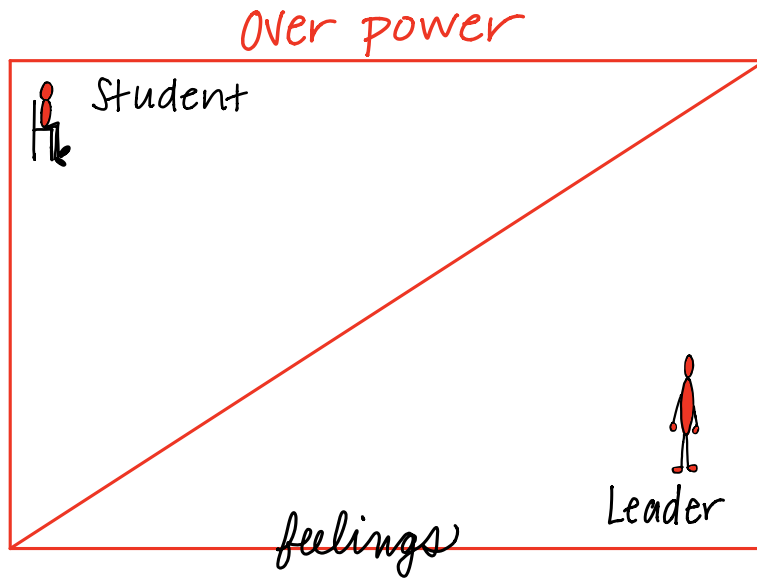


Overpower & Abandon



Support





Support Success: Lead & Empower

Application/practice

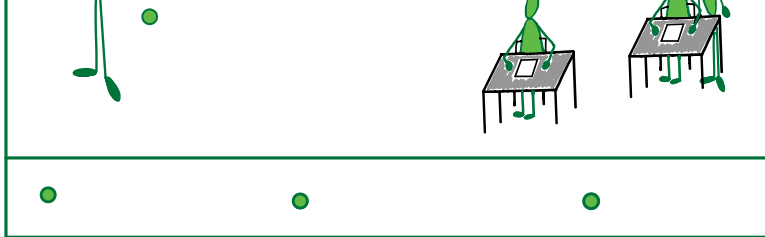
What is it?

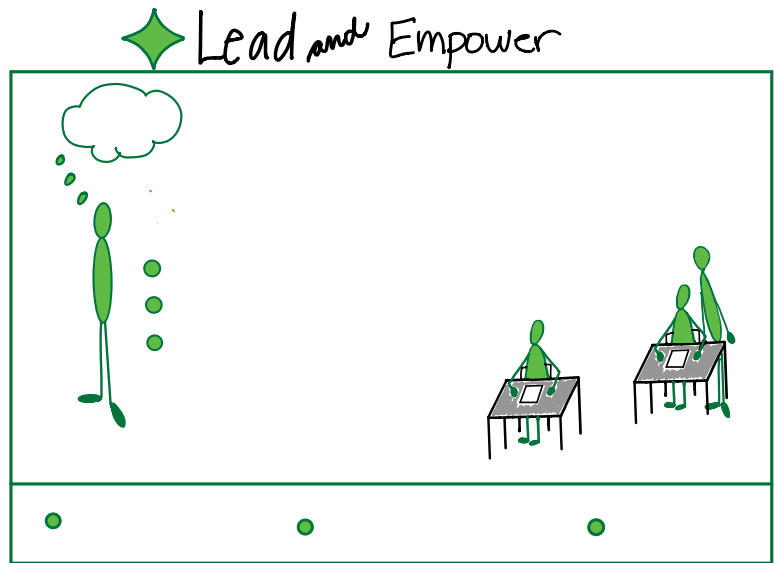
Supporting students by leading interactions in a way that empowers students to calmly problem solve and be as independent as possible.

When to use it?

Anytime you interact with a student for curriculum, behavior support or to build relationship. This most commonly happens during the application and practice portion of the lesson and during general transitions.

How to do it:

- Walk slowly toward an individual who is either off track, needs an academic support, or could benefit from a check-in
 - Use as many empowering nonverbals as possible to allow the student a chance to get back into the work—stay to the side, focus attention on the work (even if the student tries to make eye contact), avoid verbal interaction around behavior (or be brief with a private voice), and breathe calmly
 - Keep the concept of just enough on your mind, it is important to be in tune with the student and give them the space that they need in order to think and process
- 
- The illustration shows a classroom scene. On the right, two students are seated at desks, focused on their work. On the left, a student is standing and looking away from their desk. A teacher, represented by a green stick figure, is walking slowly toward this student from the left side of the frame. The teacher is looking down at the student's work area. The classroom floor is marked with green dots, and the walls are a light blue color.



Why do it?

When the teacher communicates in a way that overpowers students (too close, from the front, lots of eye contact, too verbal, too loud, or stressful breathing), it leads to the student going (or staying) in fight, flight, or freeze mode. When the student is dysregulated, the teacher's use of power escalates the situation and when the student is needing academic support, the teacher's overpowering makes it harder for the student to focus on the work itself. When the teacher Leads and Empowers the student their relationship remains in-tact and the student has even more ability to get back on track.

Refine it:

- ✦ If the teacher finds themselves overpowering the student it is always possible to recover and switch back to Leading and Empowering them, which will often allow the student to recover, too, and get back on track.

Pause & Reflect: Lead & Empower

Foundational Skill

Support Success: Linger & Look Back

Application/practice

What is it?

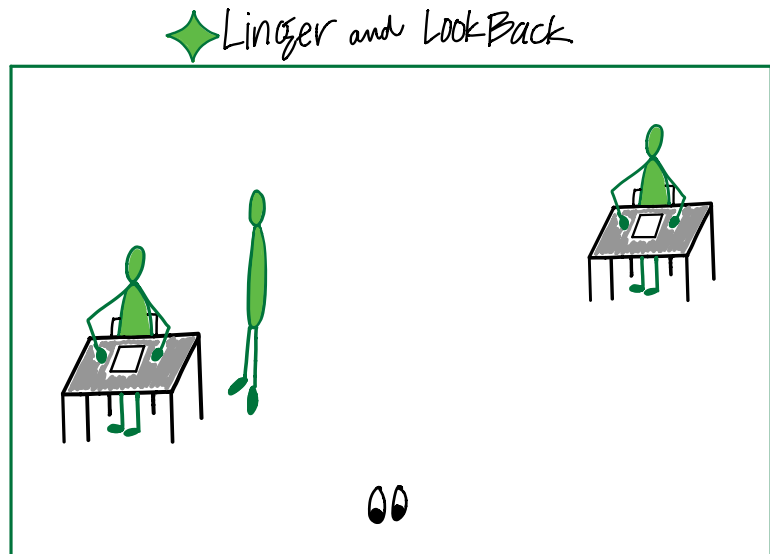
After interacting with a student, the teacher ensures the student understands their task and is working independently as they move on to support other students.

When is it used?

After each individual interaction (academic support, behavior redirection, check-in, or conversation).

How to do it:

- ◆ Linger near the student watching for signs that the student understands their work
- ◆ When you have confirmed that the student understands the work, decide which student you will go to next
- ◆ As you start walking towards the next student, look back in the previous student's direction to confirm that they are working independently
- ◆ Look Back, a minimum of two (2) times, to confirm that as you move towards your next student the previous student stays on track
- ◆ If the student goes back off track, decide how much and what kind of additional support to provide and repeat the process of Linger and Looking Back



For each type of interaction, there is corresponding evidence to watch for:

- Academic Support: Is the student still successfully and independently working?
- Behavior Support: Is the student staying productive in the task?
- Check-in: Has the student successfully detached from the teacher and focused back on the task?

Why do it?

Waiting long enough allows the teacher to monitor the student's understanding of what they are supposed to do and provide additional support before leaving, which ultimately reduces the student's anxiety. When the teacher leaves too early, it is likely the teacher will end up having to return to the student again (sooner or later). By waiting long enough for the student to have momentum in the independent task the first time, the teacher can leave with confidence that the student will stay engaged after the teacher is gone.

Refine it:

If there is more than one individual who needs support at the same time, prioritize who to support first. Finish one interaction before starting with the next individual.

Pause & Reflect:
Linger & Look Back

Foundational Skill