



**MEANINGFUL PRACTICE**

[1] Praise	[2] Probe	[3] Action step	[4] Practice	[5] Plan ahead	[6] Follow up
<i>Specific concrete teacher actions that lead to positive student outcomes</i>	<i>Targeted and scaffold reflection to encourage reflection regarding the action step</i>	<i>Bite-sized measurable action</i>	<i>Role play how to implement the action step to prepare teachers to "go live"</i>	<i>Design or revise upcoming plans to implement the action step</i>	<i>Timeline for follow up</i>

Meaningful practice is the essential component of a coaching meeting that supports teachers to be ready to implement the agreed upon action step. This is an opportunity for the teacher to role play the action step, get feedback in real time and practice again. Without practice, the teacher leaves the meeting knowing the action step in theory but not in action and the coach leaves the meeting not knowing to what level of mastery the teacher can execute the action step. Below are several essential coach actions that will increase the effectiveness of practice during a debrief meeting.

**Essential coach actions**

Element	Rationale	Example
1. Multiple "Attempts" or "Rounds"	Skill and comfort only comes with repeated practice opportunities. Doing something a single time is unlikely to forge a habit. The more a teacher practices something, the closer they can get to mastery.	<i>Let's pretend like you are delivering your growth mindset connection as part of your reading lesson. Let's practice it four or five times.</i>
2. Positive and "areas for growth" feedback is provided after each attempt	While attempting something more than once provides the opportunity to build competency, without intentional guidance on what to continue and how to improve, a teacher's execution will not always change for the better.	<i>Your behavioral narration started right after you stated your expectation which lets students know you are looking for it right away. Something to try next time would be to have your student's names come first in the narration rather than "I like".</i>
3. As authentic as possible	Practice only builds skill if it in some ways represents the environment that teachers will execute with their students. Using peer level vocabulary won't help a 1 <sup>st</sup> grade teacher be successful when implementing an action step with their scholars.	<i>Great, so where will you be when you give these expectations?</i>  <i>Okay, let's try that again but use the voice and language you would with your students.</i>
4. Low Stakes / "Soft" Attempts"	While it is critical that teachers practice like they will execute, some teachers won't be ready to jump right into role plays. They may need some more planning time, or to see you model the action step.	<i>Before we practice delivering your new expectations for how students can get help when you are with a small group of students, let's jot down some of the elements you want to make sure you communicate.</i>



5. Model for teachers	Sometimes teachers need more support understanding how to execute an action step before they are ready to practice. In that case, modeling the action step scaffolds for the teacher by giving them an exemplar.	<i>Let's practice writing objectives for this week's math lessons. I'll start with today's lesson. Looking at the exit ticket students need to master making "groups of" so I would write 'by the end of the lessons students can show groups of by drawing a picture and writing a sentence'. Now it's your turn- look at Tuesday's exit ticket and write the learning objective.</i>
6. Setting the stage for the practice itself i.e. logistics and expectations for the practice	Role plays can be intimidating or silly to some teachers. Establishing, clear roles and expectations can make teachers more comfortable, allowing them to be more engaged with developing the skill or habit.	<i>In our practice I will be all the students in your small group lesson. Let's start after your Hook, and we will stop once you move into Guided Practice.</i>
7. Teacher led reflection on progress	The more reflection a teacher can pull out of their practice the more likely it is they will internalize those actions and end up executing them with their students.	<i>What felt different this time compared to the first attempt?  How will those check for understanding questions support student learning?</i>