

Real Time Coaching Move

What it Looks / Sounds Like

When to Use It

Whisper

While students are working or talking to one another, leader pulls the teacher aside to give feedback about the lesson. Whisper-ins can range from “You need to strategically cold call on more struggling scholars” to “The scholars aren’t recognizing the importance of imagery to the poem’s tone, I would direct them to stanza 2.”

This is the tactic I use most commonly with teachers; it works for teachers at all levels and can be used to address any instructional gaps. I usually wait for teachers to reach a natural stopping point in the lesson (such as a scholar turn and talk, or the beginning of independent work).

Converse

Begin a conversation with the teacher in front of scholars regarding the lesson. Teachers should understand that you are initializing the conversation to move the lesson in a different direction: “Mr. Smith, I’d love to hear Jennifer’s thoughts on that question” or “Can we take a look at the devices present in stanza 2?”

I use this tactic when I believe something about the lesson – usually the presentation of content – must change immediately. The conversational tone seems natural and puts scholars and teachers at ease, but can also effectively modify practice before the lesson ends.

Stop

The leader directs the teacher to stop and re-do a part of the lesson, sometimes interceding to model. For example: “Mr. Smith, I’m not sure every scholar is actively listening. Can you reset expectations?” or “Mr. Smith, that question wasn’t clear – can you rephrase it?”

I generally use this tactic with beginning teachers who are working on classroom management. Often times, new teachers underestimate the power of “not moving on” – they try to teach even when scholars are not following directions or are not engaged. By stopping lessons and correcting practice in the moment, I help teachers understand my expectations for scholar management and engagement.