

Alternative High-Impact Touchpoints (HITs)

Alternative HIT	Research Integration
Context	As a coach, you support Ira, an 8 th grade ELA teacher. You observed his classroom yesterday, and the biggest need for improvement was around his ability to pose more rigorous questions to students. In the past, Ira has been reluctant to implement feedback and often questions the validity of the chosen action step. In an effort to address the skill gap and cater to Ira's learning preference for reading and research, you shifted course by requesting that Ira read an excerpt from <i>Reading Reconsidered</i> by Doug Lemov in preparation for your next debrief.

Coaching Debrief Agenda											
Team Builder (5 min)	<p>If you could have dinner with anyone, dead or alive, who would it be and why?</p> <p>Ira: I would have dinner with my grandmother who passed away in middle school.</p> <p>Coach: I would have dinner with Tracee Ellis Ross</p>										
Gradebook and Intervention Check-in (3 min)	<table border="1"> <thead> <tr> <th>Policy</th><th>Data</th><th>Action</th></tr> </thead> <tbody> <tr> <td>10 Formative/Summative Grades</td><td>4</td><td>Upload 10/Formative/Summative Grades for A1 by 8/22</td></tr> <tr> <td>Labeling</td><td>Correct</td><td>N/A</td></tr> </tbody> </table>		Policy	Data	Action	10 Formative/Summative Grades	4	Upload 10/Formative/Summative Grades for A1 by 8/22	Labeling	Correct	N/A
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FYIs (0 min, read before)	From Ira	I have scheduled PTO on 9/4									
	From Coach	N/A									
Quick Questions	From Ira	N/A									
	From Coach	Who planned today's lesson?									
Observation Feedback + Coaching (30 min)	Glows	Students were asked, "Has anyone been apart of a choir before?" This question prompted Damian to explain the difference between an "alto" and "treble." This type of question connects the reading to students' lives. Not only does it show value for students' experiences, it helps to bridge the gap between what students already know and what is happening in the text. Ultimately, this pushes students to consider "how is this applicable to my life?"									
	Action Step	In your facilitation of the read aloud of pg. 43 -44, there was a missed opportunity for students to establish meaning as they read. Instead, you read the pages and one student (Kieon) was held responsible for explaining what happened in the text. Next time incorporate 2-3 questions during the reading for students to process individually or with a partner that help students better understand the "gist" of the text to prepare them for a deeper analysis.									

**Alternative HITs
CSOTTE Conference
Research Integration Planning**

	Pre-Work	<div>1. Read excerpt on text-dependent questions in chapter 2: Close-Reading of Reading Reconsidered by Doug Lemov</div> <div>2. Answer the following processing questions:<ul style="list-style-type: none">Which types do you already ask consistently?Which types might you consider asking more frequently?What would happen if you established meaning but didn't effectively analyze meaning? Conversely, what would happen if you analyze meaning but didn't effectively establish meaning?</div>									
	Teacher Takeaways	<i>I thoroughly enjoyed reading this excerpt on text-dependent questions. I even went on to create a graphic organizer to better display how to toggle back and forth between asking questions that establish and analyze the meaning of the text while zooming in out of the reading. I realized that most of my questions fall into the 'establish meaning' category which means my students aren't always being required to dig deep into the text. To address this, the reading suggests finding a focus such as a guiding question and scripting text-dependent questions that are aligned to the ultimate output.</i>									
	Criteria for Success	<div>1. Choose a passage</div> <div>2. Determine the focus for the lesson (consider the output such as an OER prompt or discussion question)</div> <div>3. Use the TDQ resource to determine the types of questions you will ask to reveal the focus (remember to zoom in and out of the text and toggle back and forth between establishing meaning and analyzing meaning)</div> <div>4. Script questions in your anchor text</div>									
	Coach Models	Coach uses CFS to model how to script TDQs in upcoming lesson on "The Outsiders."									
	Notes from Practice	<table><tr><th>Question</th></tr><tr><td>Pg. 1 Circle all the references to Ponyboy's physical appearance.</td></tr><tr><td>Pg. 1 Describe Ponyboy's physical appearance to your partner</td></tr><tr><td>Pg. 2 How does Ponyboy describe Soda and Darry?<ul style="list-style-type: none">Knowing this information, why would Ponyboy say, "I'm different that way."</td></tr><tr><td>Pg. 2 How is Soda's treatment of Ponyboy different than Darry's?</td></tr><tr><td>Pg. 2 If the Socs are considered "West-side rich kids" in contrast to the Greasers. How can we describe the greasers?</td></tr><tr><td>Pg. 3 Does "disgrace" have a + or – connotations?<ul style="list-style-type: none">What is the connotation of "asset?"How does the public view the Socs?How might that be different than how they view the Greasers?</td></tr><tr><td>Pg. 3 How is Ponyboy different from the other greasers? Why?</td></tr><tr><td>Pg. 3 Ponyboy describes the Greasers as his brothers and family. Are they actually related?<ul style="list-style-type: none">Why would he refer to them as family if they aren't related?</td></tr></table>	Question	Pg. 1 Circle all the references to Ponyboy's physical appearance.	Pg. 1 Describe Ponyboy's physical appearance to your partner	Pg. 2 How does Ponyboy describe Soda and Darry? <ul style="list-style-type: none">Knowing this information, why would Ponyboy say, "I'm different that way."	Pg. 2 How is Soda's treatment of Ponyboy different than Darry's?	Pg. 2 If the Socs are considered "West-side rich kids" in contrast to the Greasers. How can we describe the greasers?	Pg. 3 Does "disgrace" have a + or – connotations? <ul style="list-style-type: none">What is the connotation of "asset?"How does the public view the Socs?How might that be different than how they view the Greasers?	Pg. 3 How is Ponyboy different from the other greasers? Why?	Pg. 3 Ponyboy describes the Greasers as his brothers and family. Are they actually related? <ul style="list-style-type: none">Why would he refer to them as family if they aren't related?
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Next Steps	<ul style="list-style-type: none">Ira scripts processing style for each question.Coach observes for implementation of text-dependent questions on Thursday										