The Busy Teacher Habits: *Making High Impact Practices Doable*

TIER 1 Instruction

Focus Area 1: Creating Routines for Clarity in Learning
Focus Question: *I know I'm doing great things in my classroom, but are my students learning?*

Teacher Habits
Habit 1: Engage students in discussions of successful examples in different contexts
Habit 2: Create knowledge rich learning intentions and leveled success criteria
Habit 3: Engage students in the co-construction of learning expectations and success criteria

Focus Area 2: Making Feedback Mutual
Focus Question: *When it comes to feedback, am I working harder than my students?*

Teacher Habits
Habit 4: Develop accuracy in expectations of learning
Habit 5: Self-assess and give each each other accurate feedback
Habit 6: Follow-through on feedback

Focus Area 3: Ensuring Students Engage in Complex Work
Focus Question: *Are our kids engaging in academic rigor?*

Teacher Habits
Practice 7: Align instruction to all levels of learning (surface, deep, and transfer) knowledge and skill development
Practice 8: Engage students in changing expectations, situations, and perspectives.
Practice 9: Provide pathways for surface, deep, and transfer learning

Focus Area 4: Establishing student ownership over their own learning
Focus Question: *How do we get students to own their own learning?*

Teacher Habits
Habit 10: Ensure students are tracking their progress in learning over time
Habit 11: Provide multiple opportunities and choice for students to represent their understanding
Habit 12: Establish protocols for discussions, debate, and decision making

Focus Area 5: Creating individual and collective efficacy
Focus Question: *How can we collaborate to improve differentiation in our classrooms?*

Teacher Habits
Habit 13: Create and monitor a plan of action for habit creating/elimination
Habit 14: Establish clear expectations of collective work
Habit 15: Script the critical moves of collective work
Habit 16: Monitor and improve team performance early and often.

Focus Area 1: Creating Routines for Clarity in Learning
Focus Question: *I know I'm doing great things in my classroom, but are my students learning?*

Student Outcomes
Students will demonstrate an understanding of…. ● learning expectations and ways to determine their current performance ● different levels of mastery of knowledge and skill based on expectations of learning.

Focus Area 2: Making Feedback Mutual
Focus Question: *When it comes to feedback, am I working harder than my students?*

Student Outcomes
Students will demonstrate…. ● how to use examples and assessment tools such as rubrics to assess their own work and that of others ● strategies for giving and receiving feedback ● discussing the actions they have taken in light of feedback

Focus Area 3: Ensuring Students Engage in Complex Work
Focus Question: *Are our kids engaging in academic rigor?*

Student Outcomes
Students will demonstrate…. ● their level of understanding of surface, deep, and transfer through verbal articulation of their current performance and next steps they need to take ● strategies they use to handle changes in tasks and changes in learning expectations across levels of complexity ● their level of understanding of the pathway they are taking to learn surface, deep, and transfer

Focus Area 4: Establishing student ownership over their own learning
Focus Question: *How do we get students to own their own learning?*

Student Outcomes
Students will demonstrate…. ● goal setting and planning next steps in light of performance data ● their learning through multiple types of tasks ● their knowledge and skill in working with others to develop shared understanding, to explore differing opinions, and to find solutions.

Focus Area 5: Creating individual and collective efficacy
Focus Question: *How can we collaborate to improve differentiation in our classrooms?*

Student Outcomes
Students will demonstrate…. ● a sustained focus on clarity, feedback, rigor, and ownership over their learning between and across grade level ● iterative strategies for improving their learning by constant support from their entire teaching staff.

Habit Success Criteria	Description
Consistency versus Intensity	Habits should occur daily and should be practical to the extent that the habit could be sustained forever. As such, habits should not be based on number of projects, end dates (e.g. I will have completed three co-construction activities by March). Habits should be based on daily practices that are manageable and can be sustained.
Stacking versus isolating	Layering is the concept of adding a new habit to one we are already implementing. This is more impactful than trying to conduct a new habit by itself.
Collaborative versus Individual	habits stick better when we do them with others. We need accountability, support, and a role in supporting others in their work.
Leveraging and integrating versus succession	Habits tend to have a higher impact when we integrate new habits together as opposed to implementing one and then attempting another later. While we don't want to overwhelm ourselves if we are attempting more than one strategy, finding a way to implement them at the same time may be beneficial.

Habit Implementation Strategies	Description
Stacking	Before I do.... After I do.... In between ____and____, I will....
Set Plays	- set a time during a lesson that will focus specifically on one habit - Have an observer there to witness the habit and provide you with praise for giving it a go. - Over time, seek feedback and refine the habit.
in situ	- Witness a model and then immediately implement - Debrief process
Interleaving	spread Deep and Transfer habits in a variety of settings.
Fade In	- How do I make this habit super easy for me? - How can I make it obvious to me and others?
Integrating or Leveraging	Combine deep to transfer strategies with anchor strategies (e.g. clarity strategy with a deep learning protocol)