Strong Voice Part. 1

(Economy of Language, Square Up/Stand Still, Be Seen Looking)

New Teacher Training

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July 24th, 2014

12:45-2:15pm

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| TWBAT * Explain how approaches/moves within Strong Voice support us in commanding attention and creating a sense of urgency that is both warm and demanding.
* Practice Be Seen Looking to gather data of your classroom.
* Find your effective square up stance.
* Practice economy of language in directions.
* Use Strong Voice to command attention and create a sense of urgency in your classroom
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| Agenda* (8m) Do Now (Ratray Video)
* (5m) Square Up/Stand Still Whole Group Practice
* (5m) Formal Register Whole Group Practice
* (5m) Be Seen Looking Whole Group Practice
* (10m) Take It Live: Practice, Round #1 (Square Up/Be Seen Looking)
* (10m) Segel/ Bisso Video
* (15m) Take It Live: Practice, Round #2 (Addressing off-task behavior, known)
* (25m) Take it Live: Practice, Round #3 (Addressing off-task behavior, unknown)
* (5m) Reflection
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**Do Now! (5m) | Mr. Ratray**

**How does this teacher communicate urgency with his eyes and body when transitioning scholars back from their turn and talk?**

**What impact does this have on the classroom?**

**Key Idea (1m):**

**This session is about how effective teachers create a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and develop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when managing their classroom and supporting scholars in meeting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. As** we **consider building our toolbox of effective classroom management/relationship building techniques, we must remember that they are always in the service of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**Whole Group Practice**

**Square Up/Stand Still**

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| --- | --- |
| **NON-EXAMPLE** | **EXAMPLE** |
| Show me crossed legs | Show me uncrossed legs |
| Show me feet too close | Show me feet apart |
| Show me “staggered feet” | Show me “lined up” feet |
| Show me “hunched over” shoulders | Show me squared up shoulders |
| Show me shoulders turned away at a 45 degree angle | Show me shoulders facing forward and squared up |
| Show me head down | Show me head up |
| Show me hands up | Show me hands by side |
| Show me hands up | Show me hands behind your back |

**Formal Register**

* **Roleplay 1 (1m): Share what you did last night (informal register)**
* **Roleplay 2 (1m): “When I say go, pencils out. Books away. Go.” (formal)**
* **Roleplay 3 (1m): “Good job you! Tracking me. We’re ready to begin.” (formal)**

**Be Seen Looking Practice**

**Be Seen Looking Formal Scan:**

* Squared Up, Scanning across the entire room

**Be Seen Looking from Vantage Point:**

* Move to a prominent space, assume formal pose then scan.

**Exaggerated Be Seen Looking:**

* Looking around a column
* Looking Under and Over

**Disco Finger/Affirm:**

* Point and nod
* Point and thumbs up

**Be Seen Looking with Concern:**

* Looking around a column
* Looking Under and Over
* Looking around a column because you don’t have all eyes.
* Looking over because you don’t have one SLANT

**Firm Calm, Finesse/Affirmation:**

**You don’t have all eyes and you non-verbal for it and then affirm.**

* Wink
* Little smile
* Thank you

**Take It Live: Practice, Round 1! Square Up/Be Seen Looking Practice**

Script: “When I say “go”, silently turn and face your partner. In a whisper voice, discuss two ways to solve question #4. GO!”

Groups of 4. 1 Teacher, 2 scholars, 1 coach.

* 30 seconds to give direction
* 30 seconds for feedback
* 30 seconds to re-do

**Criteria For Success Cheat Sheet:**

Priority Points for Strong Voice

1. Plant your feet.
2. Square your shoulders
3. Lower your register (no up speak)
4. Formal register instead of casual
5. Hands by sides or behind back
6. Use less words
7. Use statements instead of questions (“have a seat” versus “can you please sit down”)
8. Scan the room

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| **Square Up/Stand Still** | * Pick a point in the room where all scholars can see you, then stand still.
* Turn your body and square your shoulders to face all scholars.
* Plant your feet and do not move when giving directions.
* Keep your hands by your sides, behind your back.
 |
| **Be Seen Looking** | * Crane your neck left and right to see all scholars.
* Overexaggerate your scan, tip of toes, look over/under.
* Scan the entire scholar body head to toe to check for proper posture or scholar habit.
* Maintain eye contact with several scholars as you scan, don’t aimlessly sweep your eyes across the room.
* You missed \_\_\_ scan \_\_\_.
 |
| **Formal Register** | * Eliminate your up speak, make a statement.
* Use formal register, too casual.
* Lower your register/tone when giving directions.
* Punctuate your directions by putting a pause at each period.
 |
| **Economy of Language** | * Too verbose, use less words.
* Make each direction, question or commands 2-4 words.
* Eliminate … and just say …
 |

**Economy of Language (10m)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Eyes | Posture | Language/word choice | Correcting off-task behavior | Impact on their classrooms? |
| Bisso (5th grade) |  |  |  |  |  |
| Segel (5th grade) |  |  |  |  |  |

**Key Points:**

* **Formal Pose:** Teachers assume a more formal pose when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ behavior or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ expectations (hands behind back; move to prominent space in the room)
* **Economy of Language:** teachers \_\_\_\_\_\_\_\_\_\_\_\_\_ their words to the most \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ actions scholars need to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. *(“Track me; Turn and face your partner; move in”)*
* **Impact:** Teachers create a sense of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and establish a commanding \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in their classrooms.

**Take it Live: Practice, Round 2!**

* In Groups of 5
	+ 1 Teacher
	+ 3 Scholars (1 scholar misbehaves)
	+ 1 Coach (gives feedback using cheat sheet)
	+ Rotation: Teacher🡪Coach🡪Scholar🡪Teacher

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| --- | --- |
| **Scenarios for Practice** | **Time** |
| Scholar looking out window during instruction. | 7 minutes |
| Scholar slouching in their seat. | 7 minutes |

**Here is the teaching script we’ll use for this round:**

* *Scholars, how many sides does a square have? (A square has four sides)*
* *What do we know about the length of the sides of a square? (We know a square has four sides of equal length.*

***Commands for Economy of Language:***

* ***Fold your hands***
* ***Track me***
* ***Sit up straight***
* ***Track \_\_\_\_\_\_\_ (classmate)***

Here is how the protocol will run**:**

|  |  |
| --- | --- |
| **Practice (15-30 seconds)** | **Begin teaching, correct behavior.** |
| **Feedback (30 seconds)** | **Coach uses cheat sheet.** |
| **Re-do (30 seconds)** | **Teach again, implement the feedback** |
| **Switch** |

**Criteria for Success Cheat Sheet:**

Priority Points for Strong Voice, Economy of Language

1. Plant your feet.
2. Square your shoulders
3. Lower your register (no up speak)
4. Formal register instead of casual
5. Hands by sides or behind back
6. Use less words
7. Use statements instead of questions (“can you please sit down” versus “have a seat”)

|  |  |
| --- | --- |
| **Economy of Language** | * Too verbose, use less words.
* Make each direction, question or commands 2-4 words.
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| **Square Up/Stand Still** | * Pick a point in the room where all scholars can see you, then stand still.
* Turn your body and square your shoulders to face all scholars.
* Plant your feet and do not move when giving directions.
* Keep your hands by your sides, behind your back.
 |
| **Formal Register** | * Eliminate your up speak, make a statement.
* Use formal register, too casual.
* Lower your register/tone when giving directions.
* Punctuate your directions by putting a pause at each period.
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| **Be Seen Looking** | * Crane your neck left and right to see all scholars.
* Over exaggerate your scan, tip of toes, look over/under.
* Scan the entire scholar body head to toe to check for proper posture or scholar habit.
* Maintain eye contact with several scholars as you scan, don’t aimlessly sweep your eyes across the room.
* You missed \_\_\_ scan \_\_\_.
* Make strong eye contact and stick with scholar until they comply.
 |

Here are some of the ways our most effective teachers engage in Be Seen looking:

**Be Seen Looking Formal Scan:**

* Squared Up, Scanning across the entire room

**Be Seen Looking from Vantage Point:**

* Move to a prominent space, assume formal pose then scan.

**Exaggerated Be Seen Looking:**

* Looking around a column
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**Disco Finger/Affirm:**

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**Firm Calm, Finesse/Affirmation:**

**You don’t have all eyes and you non-verbal for it and then affirm.**

* Wink
* Little smile
* Thank you

**Putting It All Together: Practice, Round 3!**

In this round, you’ll practice squaring up, Economy of Language and Be Seen Looking to correct an off-task behavior.

Here’s our scenario:

* *In the middle of your Math lesson, you notice a scholar whispering to a classmate as you’re teaching. When you notice the behavior, square up, use economy of language (“you’re tracking me” OR “need you tracking”). Resume your teaching and use Be Seen Looking to ensure the scholar is continuing to meet your expectation of tracking.*

For this round, we will practice in groups of 5.

* In groups of 5.
	+ 1 Teacher One
	+ 3 Scholars.
	+ 1 scholar is off-task (attempts to talk to a classmate while you’re teaching)
	+ 1 Coach. (provides feedback using cheat sheet)
	+ Rotation: Teacher🡪Coach🡪Scholar🡪Teacher

Here is the script we’ll use:

* **Scholars, how many sides does a square have?**
	+ *(A square has four sides)*
* **What do we know about the length of the sides of a square?**
	+ *(We know the length of the sides of a square are all equal).*
* **What would be the perimeter of a square whose side measures 3 inches?**
	+ *(The perimeter of a square with a side that measures 3 inches would be 12 inches.*
* **How do you know?**
	+ *(I know the perimeter is 12 inches because a square has 4 sides and each side is 3 inches. If I count up the length of each side (3+3+3+3) it would equal 12 total inches around the perimeter of the square.*
* **What would be the perimeter of a square whose side measures 9 centimeters? How do you know?**
	+ *The perimeter of a square with a side that measures 9 centimeters would be 36 centimeters. I the perimeter is 36 centimeters because if I add 9+9+9+9, it would be 36 centimeters.*

Here is how the protocol will run:

|  |  |
| --- | --- |
| **Practice (2 minutes)** | **Begin teaching using Square Up, Economy of Language and Be Seen Looking.** |
| **Feedback (1 minute)** | **Coach uses cheat sheet.** |
| **Re-do (2 minutes )** | **Teach again, implement the feedback.**  |
| **Switch** |

**Reflection:**

1. Which elements of Strong Voice do I feel most confident executing?
2. What elements of Strong Voice do you want to continue practicing beyond today? Why?
3. How will the Strong Voice techniques we studied today support you in establishing a warm and demanding classroom?