

# Coaching Guide: Teacher Best Practices for Student Success



Phase	Key Actions	Suggested Action Steps
<b>Level 0:</b> Setting Students Up for Success	<b>Managing Technology:</b> Create a system to ensure technology is safely stored in the classroom so all students have access to working devices ( <i>and access to mic'd headphones if needed</i> )	<ul style="list-style-type: none"> <li>• Create a check in/check out process for devices to help keep them secure; plan for how you will keep track any spare devices when they are needed</li> <li>• Set up power strips/chargers throughout the room, but make sure cords are organized and not a tripping hazard</li> <li>• Determine which students will have access to headphones and how headphones will stored and labeled in the classroom (<i>i.e. ziploc bags with student names or assigned numbers</i>)</li> </ul>
	<b>Physical Space Set Up:</b> Consider how you will set up the room to allow for collaboration and easy monitoring	<ul style="list-style-type: none"> <li>• Plan a seating chart where students can easily transition into elbow or group partners</li> <li>• Organize desks to see all/most computer screens from multiple vantage points and easily circulate around the room to monitor and conference with students</li> </ul>
	<b>Set Clear Expectations:</b> Provide instructions for how students should engage in the activity. Students should be clear about which activity they should complete, how much time they have, and how they should interact with each other	<ul style="list-style-type: none"> <li>• Make a slide to post during the activity outlining participation expectations with a timer</li> <li>• Provide a clear discussion protocol for students during the activity (suggested protocol: talk then type - read the question, discuss with a partner before submitting, then draft your answer for Mojo to receive feedback)</li> <li>• Create opportunities for student reflection, precise praise, and feedback as students are learning the new expectations for engaging in Mojo activities</li> </ul>
<b>Level 1:</b> Establishing Effective Routines	<b>Pace the Activity:</b> Ensure the majority of students are on pace to complete the activity during the allotted time and the activity takes approximately the same time outlined in the curriculum	<ul style="list-style-type: none"> <li>• Post a visible timer for students (consult the teacher's guide for specific pacing)</li> <li>• During the activity, provide a time check mid-way through the activity and share where students should be in the activity if they are on pace to finish</li> <li>• Stop the activity once the timer goes off (<i>ideally ~10 minutes when at least 50% of the class has completed the first few questions before pausing the activity</i>)</li> </ul>
	<b>Increase Student Discourse:</b> Ask students to complete activities in small groups or pairs to increase academic discourse and collaboration	<ul style="list-style-type: none"> <li>• Include a discussion protocol in the expectations slide before they begin working with Mojo. You can also provide sentence stems to start to help students kick off the conversation</li> <li>• If students are struggling with discussion, incentivize participation and provide multiple opportunities for practice with praise and feedback until they build the skill</li> </ul>
	<b>Strategic Circulation:</b> Use the dashboard to strategically circulate around the class and to support strong student engagement	<ul style="list-style-type: none"> <li>• To build momentum, positively narrate students or groups who get logged in and begin working immediately</li> <li>• Once most of the class is working, circulate and prioritize students who are marked as <b>idle (red)</b> or <b>inappropriate (orange)</b> on the dashboard (Note: some students may be idle because they are reading the excerpt)</li> <li>• Use the dashboard to give precise praise to students who are displaying exemplary behaviors you want to highlight (<i>like responding to feedback, asking questions when stuck, going back in the text, etc</i>)</li> </ul>

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<b>Level 2:</b> Building Strong Student Engagement	<b>Facilitate Effective Discussion:</b> Use the analysis button to surface the biggest student misconceptions for discussion when students are nearing the end of the driving questions	<ul style="list-style-type: none"> <li>During the last minute students are working on the driving questions, run the misconception analysis on the teacher tools page. Review both misconceptions, then select a suggested question most aligned to the target task for students to discuss</li> <li>Pause the activity and have students prepare for the discussion. Read the misconception and prompt, then ask students to turn and talk about the targeted prompt</li> <li>Use the dashboard to cold or warm call on 2-3 students to get the conversation going before opening it up for others. To build discussion skills, give positive praise to students who are volunteering to share, taking risks when they don't know the answer, going back to the text, and rephrasing the answers of others</li> <li>If you have time, debrief the other misconception question or any specific questions the majority of the class struggled with during the activity</li> <li>Once the discussion is finished, restate the key takeaway for students before moving on</li> </ul>
	<b>Strategic Conferencing:</b> Use the dashboard to strategically conference with struggling students who may need additional 1:1 support	<ul style="list-style-type: none"> <li>Once the entire class is working, prioritize students marked as <b>incorrect/limited effort (yellow)</b> who need extra support           <ul style="list-style-type: none"> <li>Prioritize the students who are labeled as limited effort before students who are getting incorrect answers. Students may be working through their initial confusion with Mojo, but if they continue to be confused, conference with them.</li> </ul> </li> <li>Review the teacher guide for the question prompts students and to understand the criteria for success for the question to help guide your questioning</li> </ul>
	<b>Complete the Target Task:</b> Make sure students complete the activity target task after the class discussion	<ul style="list-style-type: none"> <li>After the discussion is complete, unpause students, then use the fast forward button to move all students to complete the target task silent solo</li> <li>Celebrate student work and shout out any students who improve their final score by responding to Mojo's feedback or use the bright spot teacher tool to shout out strong work</li> </ul>
<b>Level 3:</b> Responding to Student Data	<b>Provide Batch Feedback</b> Provide feedback real-time with dashboard data about a whole class misconception	<ul style="list-style-type: none"> <li>If you notice a trend on a specific question while students are working, briefly pause the class, provide a quick piece of feedback or tip to the entire class, then unpause the activity so students can continue working on the activity (<i>this should only take 1-2 minutes</i>)</li> </ul>
	<b>Pull Small Groups:</b> Based on activity data (or data from other assessments), pull a small group of students for more targeted teacher support	<ul style="list-style-type: none"> <li>Review the dashboard once all students are working, and identify 2-5 struggling students. Then unpack the prompt to confirm students understand what is being asked of them</li> <li>Consult the teacher guide for backpocket questions, prompts, or distractors to help address their gap and discuss as a group, then ask students to synthesize their learning with Mojo</li> </ul>
	<b>Debrief the Target Task:</b> Provide students with the opportunity to share their key takeaways with other students or the whole class	<ul style="list-style-type: none"> <li>Use the bright spot teacher tool to highlight exemplary work, then ask students to reflect on their own work before clarifying transferable takeaways for students</li> <li>Ask students to share their response with partners or reflect on their progress during the activity after they complete the target task (<i>i.e. how their score improved when they responded to feedback, and what do they need to remember to do next time</i>)</li> </ul>