

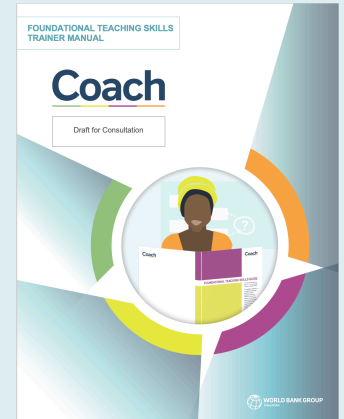
# FOUNDATIONAL TEACHING SKILLS TRAINING VIDEO SCRIPTS

Draft for  
Consultation

# Coach

## About this document:

- This document contains the purpose, key points, and scripts for all training videos to be used during the 2-day Foundational Teaching Skills training.
- While videos require effort and can be costly, they are an example of “dual coding”—teaching material in both a visual and a written form—which is more effective for participant learning.
- When making videos for your context, you may choose to use the purpose and key points to create your own script, OR you may choose to follow the given script as is.



Use with FTS Trainer Manual

## Day 1 / Training Introduction

### Video: Demonstration of Practice and Feedback



**Purpose:** This video should be used in the FTS training Introduction to demonstrate to participants how to practice and give each other effective feedback.

### *Key points:*

This video shows participants how to:

- Try the practice.
- Give feedback in a supportive way.
- Always give 1 Keep and 1 Try.
- Try implementing the feedback.
- Ask questions to better understand.

**Script:**

*Hi. In this video, I'm going to demonstrate how to practice your routine and how to give and receive feedback. Although they can be tricky at first, practice and feedback set us up to know how to implement the skills in our own classrooms.*

*I'm practicing with my partner, \_\_\_\_\_. It's tempting to just talk about my routine, but I need to make sure I practice it. My partner will act as a student in my class during this routine so it's easier to practice. Sometimes, I will need to pretend there are students present who are not so I can get through the practice steps. First, I will stand up to practice because it makes it look and feel more like I'm in a classroom. Then, I'll give a signal that I'm beginning my practice, and I'll start:*

*Ok, here we go...Class, today we are going to learn a way for me to get your attention quickly and easily. This will help all of you hear my directions and will save us time for learning about interesting things.*

*I'm going to show you exactly what I want you to do. Watch and listen. First, when I need to get your attention, I will raise my hand like this. When you see my hand raised, raise your hand up, too, so other students notice. Pause what you are doing—for example, put down your pencil or end your conversation. Turn your body towards me and put your eyes on me.*

*Now, let's practice. Please pretend you are writing. [Raise hand.] I see [partner] has his hand raised and his pencil down. I see Jayden has his hand up and eyes on me. I see Tamara has her eyes on me. I need a few more eyes.*

*And that's the end of my practice!*

*My partner can give me claps or smiles at the end to encourage me. Then, s/he will give me feedback.*

*Partner: I think you should KEEP explaining the steps clearly and slowly. I think you could TRY asking a few students to demonstrate before you practice with the whole class.*

*First, I'm going to check off my partner's feedback in my Feedback Table so I remember it. So here's what my Feedback Table looks like now (hold up to screen):*

**Feedback Table**

<b>Keep/Try</b>	<b>Keep</b>	<b>Try</b>
Explaining the steps clearly and slowly.	X	
Demonstrating for students how to follow each step.		
Asking a few students to demonstrate the routine or norm.		X
Asking the whole class to demonstrate the routine or norm.		
Giving students feedback after they demonstrate the routine or norm.		

*I can make the most of my feedback by trying it out right away and by asking questions.*

*Me: So, instead of going from demonstrating right into having the class practice, I ask you to practice?*

*Partner: Yes, and give me feedback on it.*

*Me: Ok. Can I try that?*

*Partner: Sure.*

*Me: Let's see one student practice. [Partner's name], would you pretend to write? I'm raising my hand. I see [partner] put her hand up and her pencil down. I see her eyes on me. Good job, [partner]. Now let's try as a class.*

*Partner: Great job!*

*Me: Thanks! Now let's switch and you can practice.*

*When I tried out my partner's feedback, I got to improve on the skill right away!*

## Day 1 / Demonstrate and Practice

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### Video: Demonstrate and Practice Foundational Teaching Skill



**Purpose:** The purpose of this video is to demonstrate a teacher working through all the steps of the Demonstrate and Practice FTS after participants have read it.

### Key Points:

- This video needs to have at least one student to help with Step 3.
- In Step 1, the teacher thinks aloud to decide which steps to demonstrate.
- In Step 2, the teacher completes the tasks herself and decides whether she needs to teach kids steps for the process and then writes the steps.
- In Step 3, the teacher demonstrates the skill to students by first doing the work herself, then asking the class questions, then asking them to practice on their own.

### Script:

*Hello. I'm going to demonstrate the 5 steps of Demonstrate and Practice, that is, showing students how to do something new and then asking them to try it. Demonstrating—rather than just explaining—helps students understand what to do more clearly.*

**Step 1** is to decide what task you will demonstrate.

*In this lesson, I am teaching students how to identify different triangles. I'm going to look at the work they will have to do later—identifying whether different shapes are triangles or not. I ask myself: What tasks could I show students how to do? I think I could show them how to look at a shape and decide whether it is a triangle.*

**Step 2** *is to do the tasks myself and decide if I need to teach kids STEPS in this process, or whether I will show them how to do it without steps.*

*I look at a few shapes and pick out the ones that are triangles. In paying attention, I notice that I use a few simple questions to determine whether it's a triangle. I do these three steps:*

- *Step 1 — Look: Is it a closed shape?*
- *Step 2 — Look: Does it have 3 straight sides?*
- *Step 3 — Look: Does it have 3 corners?*

*So those can be my steps that I teach students. Even though students may not use them after a while, they are useful for first learning how to identify triangles. I'm also going to check that the steps are short, describe specific actions, and seem easy to use. Short—yes. Describe specific actions—yes, each one is looking and asking a question. Easy to use—yes!*

**Step 3** *is for me to demonstrate these steps in class. Let's say there is a class in front of me here. I draw a few different shapes on the board (e.g., a circle, square, triangle, and rectangle) to use in my demonstration.*

*I say to the class, "Today we are going to learn how to identify a triangle." I point to a triangle that you have drawn. Then I say, "First, I look to make sure that the shape is closed. That means that all of the lines in my shape meet at corners. This shape is closed! Next, I look for three straight sides. One, two, three! Yes, my shape has three straight sides. Finally, I check to make sure the shape has three corners. This shape does! Since this shape is closed, has three straight sides and three corners, it must be a triangle!"*

*Next, I would ask questions to see if students understood my demonstration.*

*Teacher: Let's look at another shape. We need to decide if this is a triangle. Is this shape closed or open, student 1?*

*Student 1: Closed.*

*Teacher: Why is it closed, student 2?*

*Student 2: Because all the sides meet at the corners.*

*Teacher: Good, raise your hand if you know what we look for next. Student 3.*

*Student 3: We look for three straight sides and three corners, but this shape has four straight sides and four corners!*

*Teacher: That's right! Triangles are closed shapes with three straight sides and three corners. So, is this a triangle, student 4?*

*Student 4: No.*

*We have done a demonstration and whole class practice. Next is independent practice. In this case, my students answered most questions correctly during whole group practice, so I would go to independent practice. I would pass out a paper to each student that is filled with various shapes and then tell students to work with a partner to identify the triangles and explain their reasoning. As students are working, I would circulate and listen to the conversations. If students were doing well, I would let them work until the end. If they were making lots of mistakes, I might choose to go back to whole class practice.*

*So that is how to Demonstrate and Practice a new skill with students!*

## Day 1 / Check for Understanding

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### Video: Check for Understanding Teaching Skill Video 1



**Purpose:** The purpose of this video is to demonstrate a teacher working through all the steps of the Check for Understanding FTS after participants have read it.

### Key Points:

- This video can be made with just a teacher alone, or it can be made with a class present for Step 4.
- In Step 1, the teacher thinks aloud about when in the lesson to check for understanding.
- In Step 2, the teacher writes the questions.
- In Step 3, the teacher chooses a strategy for how students should respond.
- In Step 4, the teacher asks students a question and gives wait time. In this step, the teacher should pretend to be calling on a student, or there can be one student present in the video.

### Script:

*Hello. I'm going to model the four steps of Check for Understanding. When we Check for Understanding frequently and well, our students learn more!*

**Step 1** is to decide when in the lesson to Check for Understanding. To do this, I ask myself, "Where in this lesson do I introduce new content, such as new words, facts, or ideas; review previously learned content; model a new skill; or read a story or text with students? There are many parts of the lesson where I do these things, so I will start at the beginning of the lesson to find the first one."

*Ok, I see that in this lesson, I am going to introduce the four main parts of a story. This is a new idea for students, so this is a place where I should stop and Check for Understanding. Then, I read a story together with students, so I need to Check for Understanding as we read that. Afterwards, I want students to apply our new content of the four main parts of a story, so I should check for understanding there as well.*

*Now I'm going to focus on my first place where I'll Check for Understanding—when I introduce the four parts of a story.*

**Step 2** is to write questions. I'm teaching students that the four main parts of a story are: setting, characters, problem, and solution and give definitions. I ask myself: "What parts are most important for students to remember? What parts are students likely to be confused about?" This part is easy—I want them to remember the four parts of a story and be able to explain what each part is.

*I need to write questions. The first question is simple: What are the four parts of a story?*

*For the next question, I'm not really sure how to start it. Let me look at the sentence starters. Ok here, I'll use this: "Explain each of the four parts of a story."*

**Step 3** is to choose a strategy for how students will respond. Now I need to choose how students can respond to these two questions. My first question is easier and can be answered quickly, so I could use Thumbs Up/Down or Call on Students. It's not a yes or no question, so Thumbs Up/Down doesn't make sense. I will use Choose Any Student.

*My second question is harder and takes longer to answer, so I could use a Turn and Talk or Quick Write. Writing takes my students a long time, so I will choose Turn and Talk.*

**Step 4** is to ask the question and give students time to think. When I get to class, I'll remember to ask the question and give students at least 3 seconds before they answer. Here's what it looks like: What are the four parts of a story? (You give 3 seconds to think.) Felipe.

*Those are the four steps of Check for Understanding.*

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## Video: Check for Understanding Teaching Skill Video 2



**Purpose:** The purpose of this video is to demonstrate each of the five strategies for having students respond to questions in the Check for Understanding FTS so you can see exactly how to do each one.

### Key Points:

- This video requires a teacher and at least two students.
- Teacher demonstrates Thumbs Up/Down.

- Teacher demonstrates Choose Any Student.
- Teacher demonstrates Quick Write.
- Teacher demonstrates Quick Quiz.
- Teacher demonstrates Turn and Talk.

### **Script:**

*Hello. I'm going to demonstrate the five strategies you can use to Check for Understanding.*

**The first strategy is Thumbs Up/Down.** *For this strategy, you ask a question that is clearly yes or no, ask for thumbs up or down, wait 3 seconds, and then look around the room to see what most students are answering. Here's what it looks like: "Thumbs up or down—the parts of a story are characters, setting, and information..."*

**The second strategy is Choose Any Student.** *For this strategy, you ask a question, wait 3 seconds, and then call on any student in your class, whether they have a hand raised or not. This helps all students have a voice and participate in your class, instead of just a few. It should be used regularly to make it feel normal, and it should not be used to call out students who are not paying attention.*

*Here's what Choose Any Student looks like. Let's say my class is out there. "What are the four parts of a story? Felipe."*

**The third strategy is Quick Write.** *For this strategy, you ask the question, ask all students to write down their answers, give a time limit, and then circulate around the room and look at their answers. Here's what it looks like: "Class, I would like everyone to write down the four parts of a story. You have 20 seconds, please begin." (Teacher circulates to look at papers.)*

**The fourth strategy is Quick Quiz.** *This is similar to Quick Write, but with Quick Quiz I'm giving more than one question to answer. For this, I write the questions on the board or on a handout. I give some directions and expectations for answering them, including a time limit. Then I circulate around and read their answers as they're working. Here's what it looks like: "Class, we are going to answer a few questions about parts of a story. There are four questions on the board. Please copy the questions into your notebook and then answer each one in one sentence. Work quietly by yourself. You have 5 minutes. Please begin." (Teacher circulates to look at papers.)*

**The fifth strategy is Turn and Talk.** *For this strategy, I ask the question, tell students to turn to a partner and discuss the answer, remind both students to talk, give a time limit, and circulate and listen to their discussions. Here's what it looks like: "Class, I want you to turn and talk to a partner. Your job is to name and explain each of the four parts of a story. Make sure that both partners are talking. So if one person has given two of the parts, switch partners for the next two. You have 1 minute. Please begin." (Teacher circulates to listen to conversations.)*

*Those are five strategies to Check for Understanding!*

## Day 2 / Establish Routines and Norms

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### Video: Establish Routines and Norms Teaching Skill



**Purpose:** The purpose of this video is to demonstrate a teacher working through all the steps of the Establish Routines and Norms FTS after participants have read the FTS.

### Key points:

- This video can be made with the teacher entirely alone, but ideally there would be a class or small group of students for Steps 3 and 4.
- In Step 1, the teacher (alone) thinks aloud to choose a new routine to work on using the question given.
- In Step 2, the teacher (alone) writes out the steps of a routine by actually going through the routine herself and asking herself questions.
- In Step 3, the teacher (with a class or pretending to be with a class) explains the new routine, shows the new routine, asks a few students to practice—and gives feedback, and then asks the whole class to practice—and gives feedback.
- In Step 4, the teacher (with a class or pretending to be with a class) reminds students of the previously taught routine and then calls out positive examples of students following the routine.

### Script:

*Hello. I'm going to model the four steps of establishing a routine or norm. Having smooth routines and norms can make our classrooms happier and more productive places for learning!*

**Step 1** is to choose a routine or norm to work on.

*To choose, I ask myself, "When does the class lose the most learning time?" This could be during a specific time in the day or because of a student behavior that I need to change.*

*Hmm...I know that the time I am most stressed is during transitions from one activity to the next one. Students seem confused and some students will still be doing the old activity while others have moved on. There's also a lot of chatting and misbehavior during this time, so I think I will focus on this routine.*

**Step 2** is to break the routine or norm into steps so I can teach it to students.



*To figure out the steps, I will do them myself. I'm sitting at a student desk with a student notebook and pencil and thinking about a recent lesson I taught. I ask myself, "How do I want a student to change from one activity to another?" Ok, let's write down each step.*

*First, I will let students know when there are 5 minutes left in the activity, or one minute if it's a shorter activity. This will help students to pace their work and be ready for the transition.*

*When the time is up, I need to let them know. I'll use my hand raise. I like this signal because it's calm and quiet.*

*When students see my hand raise, I want them to also raise their hands so other students can see them. I want them to also put pencils down, close their books, end their conversations, and put their eyes on me.*

*Then I'll be able to give directions for what I want them to do next. It will be clear that we are moving on together.*

**Step 3** is to teach the new routine or norm to students.

*This one is tricky because it has its own steps! I will plan out how I'm going to teach the routine first. Right now, I'm going to think through each of these steps and how I want to do them in front of students. (Show prep time happening.)*

*Now I'm ready to teach it to students. Here's my class in front of me. Here's how I teach them the new routine.*

**Explain.** You say, "Class, today we are going to learn a new routine for transitioning from one activity to another. Right now, our transitions take a long time. We are going to learn a new way that will save our time for learning interesting topics."

**Show.** You say, "I'm going to show you exactly what I want you to do. Watch and listen. When you are doing an activity, I will let you know when there are a few minutes left, so you can get ready for the transition. When your time is up, I'm going to raise my hand like this. What I expect you to do at that point is to raise your hand too, then close your books, put your pencils down, end your conversations, and look at me. Then, I'm going to give you directions for what to do on our next activity."

**Practice with a few students.** You ask two students, Sara and Ben, to try out the routine. You say, "Sara and Ben, pretend to be writing. Then I will lead you through a transition. Class, watch and see how they do!" Sara and Ben pretend to write. You say, "Class, 1 minute left in your writing time. Let's pretend 1 minute passes." You put up your hand. Sara and Ben put their pencils down and eyes on you. You say, "Thank you. Our writing time is over. Next, we are going to read each other's writing. Please pick up your paper and exchange it with a partner. Then look back at me for more directions." Then you say, "Good job, Sara and Ben. Class, did you see how as soon as they saw my hand up, they put their pencils down and looked at me? Then I was able to tell them what to do next!"

**Practice full class.** You say to the class, "Sara and Ben did a very nice job with our new routine. Let's all try it and see how well we can do it! Please pretend you are writing." You go through the new routine with the class. Then you give them feedback on how well they did. "Class, we did a nice job putting our pencils down right away when I raised my hand. Next time,

*make sure you keep your eyes on me as I give the directions for the next activity so you don't miss anything!"*

**Step 4** is to continue to remind students about the new routine or norm and reinforce their positive behavior.

*Change takes time and students will need a lot of reminders before the routine or norm becomes automatic. They also need positive recognition when they are doing the routine or norm well. Here's what this would sound like the next day.*

*"You have 1 minute left in this activity. Remember that when I raise my hand, you should put your pencils down, close your books, end your conversations, and look at me." (Show 1 minute passing. Raise hand.) "Fatimah closed her book right away. Abdou has his pencil down. I see lots of eyes on me."*

*I know this routine will take a few days or weeks for all students to get right every time. I just need to keep putting in the time and effort and it will pay off.*

*So those are the four steps of Establishing Routines and Norms!*

## Day 2 / Build Relationships

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### Video: Build Relationships Teaching Skill



**Purpose:** The purpose of this video is to demonstrate a teacher working through all the steps of the Build Relationships FTS after participants have read it and to demonstrate all the strategies for building relationships.

### Key Points:

- In Step 1, the teacher starts building relationships by learning all student names.
- In Step 2, the teacher chooses one or more additional strategies to build relationships and thinks through how she will do them.
- In Step 3, the teacher thinks through which students to focus more attention on.
- The last portion of the video models the last two relationship-building strategies.

## Script:

*Hello! I'm going to demonstrate the steps of the Build Relationships Foundational Teaching Skill.*

*In **Step 1**, I learn names because then the students feel more known and recognized. I have a class with 45 students. I have used my class lists to make seating charts for each of my classes and I tell students where to sit using their names. Then, I use the seating charts to call on students during class. Over a few weeks, I think I will be able to remember more names without using the seating chart.*

*In **Step 2**, I choose other strategies to use. I have decided to try greeting all my students. To do this, I stand at my classroom door as students come in. I greet as many students as I can as they enter. I need to give them all my attention and be welcoming, like this: "Hi Trevor! Hi Rosa! Hi Michael!"*

*I have also decided to use the strategy **Learn More**. At break time each day, I try to stand close to students and engage them in conversation, like this:*

*Teacher: Hi, Michael. It's good to see you. What's new with you?*

*Michael shrugs. Teacher waits.*

*Michael: My uncle and cousins are coming to visit.*

*Teacher: Ooh—tell me about it!*

*Michael: Well, they usually come in the summer, but this time they're coming in fall because my uncle and my dad are going to work on a roof project together. They even said I could help!*

*Teacher: You're excited about that.*

*Michael: Yeah! And my cousins might help, too. But they're littler so I'm going to be the main helper.*

*Teacher: Your dad and uncle are lucky to have you.*

*Michael: Yeah.*

*Teacher: Well, you'll have to tell me all about it!*

*When I have these kinds of conversations, I notice that students start to engage more in class and respond better to my directions. I also feel calmer teaching them, even when they misbehave. I'm going to keep trying to do this.*

*In **Step 3**, I decide whether there are students who need more relationship-building time from me because they are struggling. In my classes, there are 3 students who have been missing class more often than usual. So, I have decided to use the strategy **Show You Care** by sitting down and asking them if they are ok and how I can support them.*

*Here's what it might look like in one conversation:*

*(Student is sitting at a desk, looking upset)*

Teacher (bends down to student level): *Hi, STUDENT, it's good to see you! I noticed that you have been missing school lately. Is something wrong?*

Student shakes head.

Teacher waits.

Teacher: *Hm, seems like you don't want to talk about it. That's ok. I'm here, and I want to help if you want to talk later, okay?*

Student nods.

Teacher smiles and walks away.

*Even though the student didn't want to talk about whatever was going on, I made it clear that I cared and was there for the student. This will help the student feel supported and connected to me.*

*I don't want to try too many strategies at once, or it can become overwhelming. So, in my plan, I only tried learning names, greeting, learning more, and showing care. But there is one more strategy for building relationships that I want to show you: Praise.*

*To praise well, be specific about what the child did well. Praise the thing they did—not who the child is. And avoid over-praising. Here are some examples of effective praise:*

- *Good job putting all your materials away neatly.*
- *You did a nice job trying all the math problems on the board today.*
- *You wrote very thorough answers to the questions in social studies.*

*Praising students frequently shows that you notice when they do something well. It will help them see their own successes, improve their mindset towards school and learning, and make them feel more connected to you as their teacher.*

Access Coach Tools  
and Resources

