

FOUNDATIONAL TEACHING SKILLS TRAINING PARTICIPANT WORKBOOK

Coach

Draft for Consultation



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Day 1

Training Introduction

Why are we here?

What are your hopes and dreams for your students?

Training structure

- 1. Recall**
- 2. Learn**
 - Connect
 - Read
 - Watch
- 3. Plan, practice, and get feedback**
- 4. Assess**
- 5. Set goals**
 - Write goal
 - Reflect

How to get the most out of training

Growth mindset

Notes

Practice and feedback

Notes

Training Norms

- 1) Complete activities within given time.
- 2) Try the practice.
- 3) Give feedback in a supportive way.
- 4) Always give 1 Keep and 1 Try.
- 5) Try implementing the feedback.
- 6) Ask questions to better understand

Routines

- 1) Call to Attention
- 2) Turn and Talk
- 3) Choose and Student
- 4) 'I'm done' signal



Reflecting on stereotypes and biases

Notes

Demonstrate and Practice

2. Learn

Connect

Scenario

Let's say you want to teach your nephew how to hammer a nail into a board so he can help you build something. Would you:

- a) Describe how to use the hammer, then give the hammer and nails to your nephew, ask him to hammer in 10 nails, and walk away.
- b) As you explain, you show him how you hammer one nail into the board using the hammer, then hand the hammer and a new nail to your nephew and watch him try it.

Turn and Talk to your partner about which option you would choose and why.

Notes

Read

Read the Demonstrate and Practice Foundational Teaching Skill in the Annex on page 44.

Check for Understanding:

1) How can using Demonstrate and Practice help students in your classroom?

2) What happens in the “Demonstrate” or “I do” step?

3) What happens in the “Whole class practice” or “We do” step?

4) What happens in the “Independent practice” or “You do” step?

Watch

1) What skill did the teacher demonstrate in this example?

2) In the “I Do” part, what were the steps the teacher used?

3) In the “We Do” part, when students answered questions during whole class practice, they mostly got them correct. If they had been struggling, what could the teacher have done instead of moving to independent practice?

4) During the “You Do” part, what was the teacher doing and why?

3. Plan, practice, and get feedback

Prepare and practice example

Prepare directions: Your job is to try demonstrating and practicing the skill of identifying triangles just like the teacher did in the video. To prepare for your practice, use the table. Take notes on the right about what you want to say in that step.

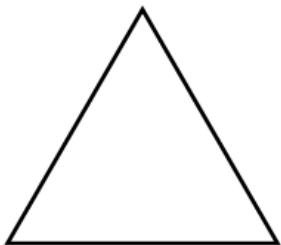
<p>I Do – Do an example yourself and describe each step as you show how to do it.</p>	
---	--

We Do – Ask the class questions about how to do a different example.	
You Do – Give directions for independent practice.	

Steps for identifying a triangle

- 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?

Demonstrate



Is this a triangle? How do you know?

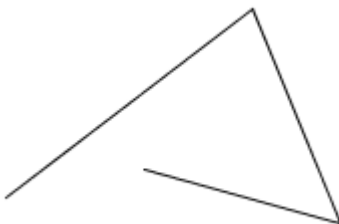
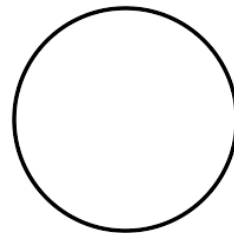
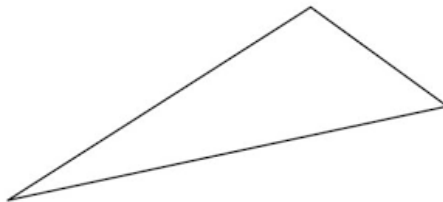
Whole class practice



Is this a triangle? How do you know?

Independent practice

Which of these are triangles? Explain your thinking.



Practice directions: One partner stands up and pretend they are in front of a class. They teach using Demonstrate and Practice. The other partner should play the student and try to answer all the teacher's questions correctly. At the end, the student should give 1 Keep and 1 Try based on the Feedback Table. Then, the teacher should try practicing AGAIN and implement the feedback. Then the partners switch.

Mark down your feedback from your partner in the Feedback Table below.

Keep/Try:	Keep	Try
Demonstrating how to do new tasks by showing and describing what to do.		
Asking the class to try the task together by asking questions and giving feedback.		
Asking all students to try a similar task on their own or in groups.		

Plan new example

Directions: For this exercise, use a lesson that you have taught in the past. Follow the steps of Demonstrate and Practice to plan how you will demonstrate a skill from the lesson to students. If you do not have a lesson to use, you can use the example skill provided below.

Example Skill: *Use this only if you do not have a lesson or skill from your class.*

Demonstrate for students how to write the uppercase letter A. Show and explain that you start from the top of the paper and draw a line down and to the left, then start back at the top and draw a line down and to the right, then a line through the middle.

1) What skill or task are you going to demonstrate for students?

2) Are steps helpful for demonstrating this skill or task? If yes, list them below and use them when demonstrating.

3) Write notes for what you will say in each part of your Demonstrate and Practice.

<p>I Do – Do an example yourself and describe each step as you show how to do it.</p>	
<p>We Do – Ask the class questions about how to do a different example.</p>	
<p>You Do – Give directions for independent practice.</p>	

Feedback Table

Keep/Try:	Keep	Try
<p>Demonstrating how to do new tasks by showing and describing what to do.</p>		
<p>Asking the class to try the task together by asking questions and giving feedback.</p>		
<p>Asking all students to try a similar task on their own or in groups.</p>		

Practice new example

Directions: Now you will practice with a partner. The teacher will:

- Stand up and pretend he is in front of a class.
- Demonstrate (I Do), do a whole group practice (We Do), and then give directions for independent practice (You Do).

The other partner should:

- Play the student and answer all the teacher's questions.
- At the end, give 1 Keep and 1 Try based on the Feedback Table.

The teacher should try practicing again and implementing the partner's feedback.

Mark down your feedback from your partner in the Feedback Table below.

Keep/Try:	Keep	Try
Demonstrating how to do new tasks by showing and describing what to do.		
Asking the class to try the task together by asking questions and giving feedback.		
Asking all students to try a similar task on their own or in groups.		

4. Assess

Directions for quiz: Take this quiz independently to boost your learning!

1) How can Demonstrate and Practice help your students?

2) Describe what happens in each step of Demonstrate and Practice:

3) **Ms. M wants to Demonstrate and Practice a new skill with students. What should she do first?** (select one)

- a) Have students practice the skill on their own to see how well they know it.
- b) Ask questions to the whole class to practice the skill all together.
- c) Demonstrate for students how to do the skill.

4) **Fill in the steps for Demonstrate and Practice:**

- a) Decide what task you will _____.
- b) Do the tasks yourself and decide if you need _____.
- c) _____.
- d) _____ class practice.
- e) _____ practice.

5. Set goals

How to write SMART goals

Specific — What are you going to do? With whom? Where? Why?

Measurable — How much? How many? How will you know if you have met your goal?

Achievable — Is this goal challenging but possible for me?

Relevant — Will this goal help me create positive change in my classroom?

Time-bound — In what time period will I try to achieve this goal?

Goal: I will chat with at least 3 students in the cafeteria every lunch period for 2 minutes each to learn more about their lives outside of school and build a stronger relationship with them. I will switch students every day until I have chatted with every one of my 25 students. I will accomplish this within the first 3 weeks of school.

Write goal

Directions: Write a goal for Demonstrate and Practice in your own classroom. Make sure your goal is SMART.

SMART goal:

Reflect

Directions: Reflect on the challenges you might face in pursuing your goal by answering the questions below.

- 1) Imagine yourself in your classroom a few months from now. An observer comes in and sees you are not meeting your SMART goal. What is the most likely challenge that got in the way of you implementing your goal?

- 2) What can you do to change this future? How can you overcome the challenge?

Congratulations!

You have completed the training for the Demonstrate and Practice Foundational Teaching Skill!

Check for Understanding

2. Learn

Connect

Notes

Read

Read the Check for Understanding Foundational Teaching Skill in the Annex on page 46.

**Check for Understanding:**

1) When are good times to Check for Understanding?

2) What are five strategies to Check for Understanding?

3) Step 4 is wait at least 3 seconds after asking a question. Why is this important?

Watch**Video 1**

1) Why did the teacher decide to check for understanding on parts of a story?

2) When writing questions, what resource did the teacher use to help her?

3) Which two strategies did the teacher choose for her questions and why those two?

Video 2

For the strategy...	What did the teacher do?
Choose Any Student	
Thumbs Up/Thumbs Down	
Turn and Talk	
Quick Write	
Quick Quiz	

3. Plan, practice, and get feedback

Practice Check-for-Understanding strategies

1. Thumbs Up/Thumbs Down

How to do it:

- Ask a clear yes/no question.
- Ask for thumbs up/down.
- Pause for at least 3 seconds.
- Look around the room to see what most students are answering.

Directions for practice: Ask the question to your partner and ask for thumbs up/down. Partner gives 1 Keep and 1 Try. Then, practice AGAIN and implement feedback. Then switch.

Question: *The parts of a story are characters, setting, and information.* Thumbs up for yes or down for no.

Mark down your feedback from your partner in the Feedback Table below.

Keep/Try:	Keep	Try
Asking a clear yes/no question.		
Asking for thumbs up/down.		
Pausing for at least 3 seconds.		
Looking around the room to see what most students are answering.		

2. Choose Any Student

How to do it:

- Ask the question.
- Pause for at least 3 seconds.
- Choose a student to with or without hand up to answer.

Directions for practice: The teacher asks the first question. Partners do NOT raise their hands. Teacher should use Choose Any Student. After receiving an answer, teacher moves to next question. Once the teacher has asked all the questions, partner gives 1 Keep and 1 Try. Practice AGAIN and implement feedback. Then switch.

Questions:

- 1) *What are the four parts of a story?* (Characters, setting, problem, solution)
- 2) *What are characters?* (Person, animal, or being in a story that can act or speak)
- 3) *What is the setting?* (Where and when the story takes place)
- 4) *What is a problem?* (A challenge the characters are facing)
- 5) *What is a solution?* (How the problem is resolved)

Mark down your feedback from your partner in the Feedback Table below.

Keep/Try:	Keep	Try
Asking the question.		
Pausing for at least 3 seconds.		
Choosing student with or without hand up.		

3. Quick Write

How to do it:

- Ask the question.
- Ask all students to write down their answer.
- Give a time limit.
- Circulate around the room and read student answers.

Directions for practice: Ask the question below and give directions for a Quick Write. Partner should write down an answer and teacher should circulate to look at it. Partner gives 1 Keep and 1 Try. Then practice AGAIN and implement feedback. Then switch.

Try 1: Question: Write down the four parts of a story.

Try 2: Question: Write down the four parts of a story.

Mark down your feedback from your partner in the Feedback Table below.

Keep/Try:	Keep	Try
Asking the question.		
Asking all students to write down their answer.		
Giving a time limit.		
Circulating around the room and reading student answers.		

4. Quick Quiz

How to do it:

- Give students 1–4 questions to answer in writing.
- Give clear directions and expectations for answering.
- Give a time limit.
- Circulate around the room and reading student answers.

Directions for practice: The Quick Quiz questions are below. Teacher gives directions and expectations for answering these questions and a time limit and then circulates. The “student” should start writing answers and teacher circulates to read answers. Give 1 Keep and 1 Try. Try practicing AGAIN and implement feedback. Then switch.

Questions:

What are characters? (Person, animal, or being in a story that can act or speak)

What is the setting? (Where and when the story takes place)

What is a problem? (A challenge the characters are facing)

What is a solution? (How the problem is resolved)

Mark down your feedback from your partner in the Feedback Table below.

Keep/Try:	Keep	Try
Giving students 1–4 questions to answer in writing.		
Giving clear directions and expectations for answering.		
Giving a time limit.		
Circulating around the room and reading student answers.		

5. Turn and Talk

How to do it:

- Ask the question.
- Tell students to turn to a partner and discuss the answer.
- Remind both partners to talk.
- Give a time limit between 30 seconds and 2 minutes.
- Circulate and listen to students talk to each other.

Directions for practice: Ask the question below, then direct your students to Turn and Talk. Listen to their conversation and let them get all the way through, then call them back together. Get 1 Keep and 1 Try. Then, try practicing AGAIN and implement feedback. Switch to a new teacher and a new person to give feedback.

Question: *Name and explain each of the four parts of a story.*

Mark down your feedback from your partner in the Feedback Table below.

Keep/Try:	Keep	Try
Asking the question.		
Telling students to turn to a partner and discuss the answer.		
Reminding both partners to talk.		
Giving a time limit between 30 seconds and 2 minutes.		
Circulating and listening to students talk to each other.		

Write questions

Directions for practice: Think about a lesson you taught in your classroom that you feel comfortable with. Follow the steps for Check for Understanding below to write 1 or 2 questions for this lesson and assign a CFU strategy for the question(s).

<p>Step 1: Decide when to Check for Understanding.</p> <p>Ask yourself: <i>Where in this lesson do I: Introduce new content, such as new words, facts, or ideas? Review previously learned content? Model a new skill? Read a story or text with students?</i></p>	
<p>Step 2: Write 1–2 questions.</p> <p>Ask yourself: <i>What parts are most important for students to remember? What are students most likely to be confused about?</i></p> <p>Try using the question starters (below) to craft questions.</p>	
<p>Step 3: Choose a strategy for how students will respond.</p>	

Question Starters

<p>What does _____ mean?</p> <p>Who is _____?</p> <p>What is _____?</p> <p>How does _____?</p> <p>Why does _____?</p> <p>Where is _____?</p> <p>Yes or no: _____?</p>	<p>True or false: _____?</p> <p>List the steps of _____.</p> <p>Give an example of _____.</p> <p>On your paper, show how to _____.</p> <p>Explain _____.</p> <p>Describe _____.</p>
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Directions for peer feedback: Exchange Participant Workbooks with your partner. Read your partner's question and strategy and choose 1 Keep and 1 Try. Then explain your feedback to your partner.

Feedback Table

Keep/Try:	Keep	Try
Writing a question for new content, reviewing previous content, demonstrating, or reading with students.		
Asking questions that ask students to remember or explain what they learned.		
Using Choose Any Student or Thumbs Up/Down for shorter or easier questions or when you need less information about whether all students understand.		
Using Turn and Talks, Quick Writes, or Quick Quizzes when questions are longer or harder or when you need more information about whether all students understand.		

4. Assess

Directions for quiz: Take this quiz independently to boost your learning!

1) Why is it important to Check for Understanding?

2) When could you use a Check-for-Understanding question?

3) Fill in the steps for Check for Understanding:

- 1) Decide _____ to check for understanding.
- 2) Write _____.
- 3) Choose a strategy for how students will _____.
- 4) Ask a question and give students _____.

4) Ms. K wrote this Check-for-Understanding question in her lesson: “What are the four types of volcanoes?” She wants all students to have to answer the question without help from others. What is the best Check-for-Understanding strategy to use? (select one)

- a) Thumbs Up/Thumbs Down
- b) Choose Any Student
- c) Turn and Talk
- d) Quick Write

5) Mr. M wrote this Check-for-Understanding question in his lesson: “How do you think Abdul is feeling at this part of the story?” He wants all students to hear the answer and wants it to take only a short amount of time. What is the best-Check-for-Understanding strategy to use? (select one)

- a) Thumbs Up/Thumbs Down
- b) Choose Any Student
- c) Turn and Talk
- d) Quick Write

6) After asking a question, how long should you wait before calling on a student? (select one)

- a) 1 second
- b) 2 seconds
- c) 3 seconds
- d) 4 seconds

5. Set goals

Write goal

Directions: Write a goal for Check for Understanding in your own classroom. Make sure your goal is SMART:

Specific — What are you going to do? With whom? Where? Why?

Measurable — How much? How many? How will you know if you have met your goal?

Achievable — Is this goal challenging but possible for me?

Relevant — Will this goal help me create positive change in my classroom?

Time-bound — In what time period will I try to achieve this goal?

SMART goal:

Reflect

Directions: Reflect on the challenges you might face in pursuing your goal by answering the questions below.

- 1) Imagine yourself in your classroom a few months from now. An observer comes in and sees you are not meeting your SMART goal. What is the most likely challenge that got in the way of you implementing your goal?

- 2) What can you do to change this future? How can you overcome the challenge?

Congratulations!

You have completed the training for the Check for Understanding Foundational Teaching Skill!

Day 2

Establish Routines and Norms

1. Recall

Directions: Do your best to answer as many of the questions below as you can. Trying to recall this information will help you remember it over time!

Demonstrate and Practice Recall Quiz

- 1) How can using Demonstrate and Practice help students in your classroom?

- 2) What are the steps for Demonstrate and Practice?

Reflect

What mistakes did you make on the quiz and what will you remember from them?

2. Learn

Connect

Notes

Read

Read the Establish Routines and Norms Foundational Teaching Skill in the Annex on page 48.

Check for Understanding:

- 1) What are the four steps to establishing a new routine or norm?

- 2) What should you do if the routine or norm does not go smoothly right away?

Watch

1) How did the teacher create the new routine or norm?

2) What did the teacher do to teach the new routine or norm to students?

3. Plan, practice, and get feedback**Write steps****Step 1: Choose a routine or norm to work on.**

Call to Attention – Any signal, gesture, or words you use to get students to stop what they are doing and pay attention to you.

Step 2: Break the routine or norm into steps.

- Steps create a routine or norm that's easy to follow.
- Steps take the student all the way through the routine or norm.
- Steps are concrete actions.
- Steps tell students what to do and how to do it.

Break the routine (Call to Attention) into steps below:

Share your steps with your partner. Partner gives you 1 Keep and 1 Try. Mark down your feedback.

Feedback Table

Keep/Try:	Keep	Try
Writing steps that are specific actions.		
Writing steps that are easy to follow.		

Teach the routine or norm

Directions:

- Plan how you will explain, show, practice with a few students, and practice with the whole class.
- Stand up and teach your routine to your partner as if they are a group of students.
- Partner gives you 1 Keep and 1 Try. Mark down your feedback.

Plan

Explain	
Show	
Practice with a few students	
Practice with full class	

Feedback Table

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

Reflect**Remind and reinforce****Feedback Table**

Keep/Try:	Keep	Try
Giving brief reminders of the key parts of the routine or norm.		
Calling out students by name.		
Identifying what they are doing well.		

4. Assess

Directions for quiz: Take this quiz independently to boost your learning!

- 1) How does establishing routines and norms help the students and the teacher?

2) Fill in the steps for Establishing Routines:

- a) _____ a routine or norm to work on.
- b) Break the routine or norm into _____.
- c) _____ the new routine or norm to students.
- d) _____
- e) _____
- f) Practice with _____.
- g) Practice with _____.
- h) Remind and reinforce _____ behavior for several days.

3) How can you figure out what new routine or norm your classroom might need?

(select one)

- a) Ask yourself: *During which activities in this lesson are students most likely to get confused?*
- b) Ask yourself: *During which classroom activities does the class lose the most learning time?*
- c) Ask yourself: *Where in this lesson do I introduce new content?*
- d) Ask yourself: *What are the mistakes students are most likely to make on this question?*

4) How do you teach a new routine or norm to students? (select one)

- a) Show an example, have a few students practice, check for understanding, and return to the lesson.
- b) Ask the students to help you plan, model it, and then ask a few students to practice it.
- c) Give students feedback on the routine, show an example, practice with a few students, and then explain.
- d) Explain it, show them what it looks like, practice with a few students, and practice with the group.

5. Set goals

Write goal

Directions: Write a goal for Check for Understanding in your own classroom. Make sure your goal is SMART:

Specific — What are you going to do? With whom? Where? Why?

Measurable — How much? How many? How will you know if you have met your goal?

Achievable — Is this goal challenging but possible for me?

Relevant — Will this goal help me create positive change in my classroom?

Time-bound — In what time period will I try to achieve this goal?

SMART goal:

Reflect

Directions: Reflect on the challenges you might face in pursuing your goal by answering the questions below.

- 1) Imagine yourself in your classroom a few months from now. An observer comes in and sees you are not meeting your SMART goal. What is the most likely challenge that got in the way of you implementing your goal?

- 2) What can you do to change this future? How can you overcome the challenge?

Congratulations!

You have completed the training for the Establish Routines and Norms Foundational Teaching Skill!

Build Relationships

1. Recall

Directions: Do your best to answer as many of the questions below as you can. Trying to recall this information will help you remember it over time!

Check for Understanding Recall Quiz

- 1) When are good times to Check for Understanding?

- 2) What are the steps for Check for Understanding?

- 3) Which two Check-for-Understanding strategies are better for easier or quicker questions?

- 4) Which three Check-for-Understanding strategies are better for more difficult or longer questions?

- 5) After asking a question, how long should you wait before calling on a student?

Reflect

What mistakes did you make on the quiz and what will you remember from them?

2. Learn

Connect

Notes

Read

Read the Build Relationships Foundational Teaching Skill in the Annex on page 50.

Check for Understanding:

1) Why is it important to learn all your students' names?

2) What other strategies can you use to build relationships?

3) When you need to focus your relationship-building on fewer students, who can you choose?

Watch

For the strategy...	What did the teacher say or do?
Learn Names	
Greet	
Learn More	
Praise	
Show You Care	

3. Plan, practice, and get feedback

Greet

How to do it:

- Use a welcoming tone and body language.
- Use names.

Notes

Learn More

How to do it:

- Ask general questions
- Show interest by looking at the student, nodding, or smiling.
- Ask an open-ended follow-up question, like “Tell me more about...”

Directions for practice:

- 1) Choose a general question from the list to ask your partner:
 - What did you do this weekend?
 - What do you like to do when you’re not in school?
 - What are you enjoying about school this year?
 - What’s hard about school this year?
- 2) Ask the question, listen to the answer, and ask follow-up questions.
- 3) Partner gives you 1 Keep and 1 Try. Mark down your feedback.

Feedback Table

Keep/Try	Keep	Try
Asking a general question.		
Showing interest by looking at the student, nodding, or smiling.		
Asking an open-ended follow-up question, like “Tell me more about...”		

Notes

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Praise

How to do it:

- Be very specific about what the student did well.
- Praise the deed and not the doer.
- Avoid over-praising.

Directions for praising partner:

- Write praise for your partner about something they did well today.
- It could be something your partner did on their work, or to participate in class, or to interact with others in class.

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- If you have time, write more than 1 piece of praise!

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Feedback Table

Keep/Try	Keep	Try
Being very specific about what the student did well.		
Praising the deed and not the doer.		
Avoiding over-praising.		

Directions for praising students:

- Read the student scenarios below.
- Write some praise you could give each student.

Situation	Praise for the student
Henry is shy and doesn't usually participate in class, but today he raised his hand and spoke in front of the class.	
Kristen has trouble staying in her seat and often wanders around the classroom. Today she stayed in her seat and completed her work.	
Erica made several mistakes on her math work today, but asked you questions and kept trying the problems until she got correct answers.	

Notes

Show You Care

How to do it:

- Getting down on a student's level.
- Saying what you notice and asking a question.
- Actively listening.
- Asking more questions, showing support, or choosing a time to talk later.

Directions for practice:

You and your partner will switch off being an upset student.

As the student: You are sitting at your desk, looking angry. You are angry at another student because he called you a name at the break time and wouldn't let you play with the group. You answer the teacher's questions honestly.

As the teacher: You go to Show You Care with the student.

Feedback Table

Keep/Try	Keep	Try
Getting down on a student's level.		
Saying what you notice and asking a question.		
Actively listening.		
Asking more questions, showing support, or choosing a time to talk later.		

Notes**4. Assess**

Directions for quiz: Take this quiz independently to boost your learning!

1) What benefits have researchers found from strong student-teacher relationships?

2) Which students should you focus on to Build Relationships and why?

3) What five strategies can you use to Build Relationships?

5. Set goals

Write goal

Directions: Write a goal for Check for Understanding in your own classroom. Make sure your goal is SMART:

- Specific — What are you going to do? With whom? Where? Why?
- Measurable — How much? How many? How will you know if you have met your goal?
- Achievable — Is this goal challenging but possible for me?
- Relevant — Will this goal help me create positive change in my classroom?
- Time-bound — In what time period will I try to achieve this goal?

SMART goal:

Keep/Try	Keep	Try
S - Being specific about who/what/where/which/why.		
M - Writing the goal in a way that is measurable—how many, how much—so you will know when you meet your goal.		
A - Writing goals that are challenging but possible.		
R – Writing a goal that is relevant to building relationships.		
T – Writing a goal that includes when you will try to achieve this.		

Reflect

Directions: Reflect on the challenges you might face in pursuing your goal by answering the questions below.

- 1) An observer comes to the classroom. She sees you meeting the SMART goal, but only with some students. The observer sees you applying the goal in a biased way. Which one of the following biases do you think the observer most likely found? Be honest—we all have biases. (select one)
 - a) You spent more time building relationships with girls OR you spent more time building relationships with boys.
 - b) You spent more time building relationships with students who do not have disabilities.
 - c) You spent more time building relationships with students of a particular race/ethnicity/religious group.
 - d) You spent more time building relationships with the most talented students.

- 2) What effect could this bias have on the other students—the ones you are not as focused on?

- 3) What can you do to change this future? How can you Build Relationships in a fair way with all students?

Congratulations!

You have completed the training for the Build Relationships Foundational Teaching Skill!

Training Conclusion

1) What part of your teaching did you improve the most in this training?

2) How will the skills you learned here help your students learn and grow?

3) What is one important thing you learned from your partner?

Congratulations!

You have completed your Foundational Teaching Skills 2-day training!

Annex

The following pages describe the Foundational Teaching Skills examined in this training. These pages are extracted from the *Foundational Teaching Skills Guide* in the Coach Tools and Resources.

DEMONSTRATE AND PRACTICE

DEFINITION: Demonstrating and practicing occurs when the teacher shows students how to perform a new task and then the students practice the same task.

OVERVIEW: To demonstrate, the teacher shows students how to do a task and describes what they are doing. Students practice the same task as a class, with the teacher helping. Then students practice the skill or task independently or in small groups. This sequence sometimes is called “I do, we do, you do.” Demonstrate and Practice is effective because students see the process of completing the task instead of only hearing the process explained. Students also get multiple opportunities to practice with the teacher before trying on their own. Demonstrations can last from a few seconds to few minutes depending on the task. In this Foundational Teaching Skill, you will learn how to break down a complex skill into steps, how to demonstrate, and how students should practice after a demonstration.

Establish Routines and Norms

Reinforce Routines and Norms

Give Clear Directions

Challenge Stereotypes and Biases

Build Relationships

Demonstrate and Practice

Check for Understanding



Give Feedback



Adjust Instruction



Promote Deeper Thinking

Capture Interest

Socioemotional Connections

- Self-efficacy

HOW-TO: Steps

1 Decide what task you will demonstrate.

Look at the work students need to do in the lesson. Ask yourself: *What tasks could I show students how to do?*

2 Do the task yourself and decide whether you need steps.

Do a few of the tasks you are going to demonstrate. Pay attention to how you are completing the task so that you can describe it to students later.

Some tasks, such as solving new kinds of mathematics problems, are taught more easily when broken into steps. Other tasks, such as finding the main idea of a text, can be demonstrated but usually are not done in steps. Simple skills, such as sounding out a new letter, do not require steps.

To determine whether steps would be helpful, ask yourself: *Is this task complex, and can I complete the task in the same way every time?* If yes, then try creating some steps for your demonstration using the following criteria:

1. **Short** — The steps for your demonstration should be short and to the point. In general, you should try to keep the number of steps to five or fewer. Students may have difficulty remembering more than five steps.
2. **Specific action** — Each step that you identify describes a specific action that students will follow.
3. **Easy to use** — Students should be able to follow your exact steps each time to produce the desired result.

3 Demonstrate.

During the demonstration (or “I do”), you show and describe to students how to complete the task. For tasks with steps, describe each step as you demonstrate it. Students should watch you during the demonstration. Older students also could take notes.

4 Whole class practice.

In this step (the “we do”), the teacher leads the whole class through a similar task by asking questions (☆ [Check for Understanding](#)). As you listen to students’ thinking, give feedback on the answers (☆ [Give Feedback](#)). You also should look for signs that you need to adjust instruction. If students are very confused, demonstrate again. If students are answering all your questions easily, let them begin practicing independently (☆ [Adjust Instruction](#)).

5

Independent practice.

In this step (the “you do”), students practice similar tasks on their own, in pairs, or in small groups. You circulate to look at student work, listen to conversations, and give feedback. Try to engage with as many students as possible and avoid focusing on the same students each time (☆ [Give Feedback](#)). As you circulate, look for signs that you need to adjust instruction. If multiple students are confused, return to whole class practice (☆ [Adjust Instruction](#)).

EXAMPLE: *Going through all the steps of demonstrating and practicing.*

STEP 1
Decide what task you will demonstrate.

In this lesson, you are teaching students how to identify different triangles. You look at the work they will have to do later: identifying whether different shapes are triangles or not. Ask yourself: *What tasks could I show students how to do?* You decide that you could show them how to look at a shape and think through whether it is a triangle.

STEP 2
Do the tasks yourself and decide if you need steps.

You look at a few shapes and pick out the triangles. You pay attention to how you knew. Ask yourself: *Is this task complex, and can I complete the task in the same way every time?* You see that, each time, you could use these 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?

You check to make sure the steps are short, describe specific actions, and seem easy to use.

STEP 3
Demonstrate.

You draw a few different shapes on the board (such as a circle, square, triangle, and rectangle). You say, “Today we are going to learn how to identify a triangle.” You point to a triangle that you have drawn. You 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 3 straight sides: 1, 2, 3! Yes, my shape has 3 straight sides. Finally, I check to make sure that the shape has 3 corners. This shape does! Since this shape is closed, has 3 straight sides, and 3 corners, it must be a triangle!”

STEP 4
Whole class practice.

Now it is time to ask questions to see whether students understood your demonstration.

Teacher: Let’s look at another shape. We need to decide whether this is a triangle. Joseph, is this shape closed or open?
Joseph: Closed.
Teacher: Why is it closed?
Joseph: Because all the sides meet at the corners.
Teacher: Good, raise your hand if you know what we look for next. Vanessa.
Vanessa: We look for 3 straight sides and 3 corners, but this shape has 4 straight sides and 4 corners!
Teacher: That’s right! Triangles are closed shapes with 3 straight sides and 3 corners. So, this is not a triangle.

STEP 5
Independent practice.

Because students answered most questions correctly during whole group practice, you decide that they are ready for independent practice. You pass out a paper filled with various shapes to each student. You tell students to work with a partner to identify the triangles and explain their reasoning. As students work, you circulate and listen to the conversations. You notice that most students are describing triangles as shapes with 3 straight sides and 3 corners, but very few groups are describing the triangles as closed figures. Because of this, you pause the students from working independently and return to whole class practice.

CHECK FOR UNDERSTANDING

DEFINITION: Checking for understanding occurs when the teacher pauses and asks a basic question to see whether students understand the lesson so far.

OVERVIEW: Checking for understanding means asking brief questions about the content of your lesson to see whether students are understanding it. These questions usually take between 5 seconds and 2 minutes to answer. Checking for understanding enables you to give feedback to students and to adjust your instruction when you see that students do not understand ([☆ Give Feedback and Adjust Instruction](#)). Checking for understanding does *not* mean asking students “Do you understand?”; asking them to repeat after you; or giving examinations. In this Foundational Teaching Skill, you will learn when to use Check for Understanding, and how to plan questions and decide how students will answer.

Establish Routines and Norms ☆

Reinforce Routines and Norms

Give Clear Directions

Challenge Stereotypes and Biases

Build Relationships

Demonstrate and Practice

Check for Understanding

Give Feedback ☆

Adjust Instruction ☆

Promote Deeper Thinking

Capture Interest

Socioemotional Connections

- Self-efficacy
- Sociability
- Cooperation
- Assertiveness

HOW-TO: Steps

1 Decide when to Check for Understanding.

To decide when to Check for Understanding, ask yourself: *Where in this lesson do I:*

- Introduce new content, such as new words, facts, or ideas?
- Review previously learned content?
- Demonstrate a new skill?
- Read a story or text with students?

Plan to Check for Understanding about every 2–3 minutes during each activity and at the end of each activity.

2 Write questions.

Check-for-Understanding questions ask students to **remember** or **explain** what was just taught to them. There is usually only one correct answer.

To write Check-for-Understanding questions, review the content or skill you are teaching or read the text. Then ask yourself: *What parts are most important for students to remember? What are students most likely to be confused about?* Focus your Check-for-Understanding questions on these parts.

Then try using the question starters below to craft questions.

What does _____ mean?	Where is _____ ?	Give an example of _____.
Who is _____ ?	Yes or no: _____ ?	On your paper, show how to _____.
What is _____ ?	True or false: _____ ?	Explain _____.
How does _____ ?	List the steps of _____.	Describe _____.
Why does _____ ?		

3 Choose a strategy for how students will respond.

Each of the five strategies outlined below gives you information about what students understand so far in the lesson. Importantly, strategies differ in how much information they provide about student understanding. Depending on the question asked, the type of answer you expect, and whether you want to assess all students’ or some students’ understanding, you might choose a different strategy:

If the question is easier, can be answered quickly, or you need less information on student understanding → Choose one of the quick strategies below.

Choose Any Student means calling on any student in the class to answer your question, even if s/he does not have a hand raised. Not relying on students to raise hands ensures that all students get equal chances to participate. It also gives you a better idea of how many students understand the lesson. To choose any student, ask the question, pause, then say a student’s name. “What is the first letter of the alphabet? ... Isaiah.”

Thumbs Up/Down means asking the whole class to put a thumb up (for “yes” or “true”) or a thumb down (for “no” or “false”) in response to a question. Then you look around the room to see which answer most students are giving.

If the question is more difficult, requires a longer answer, or you need more information on what all students understand → Choose one of the quick strategies below.

Quick Write means asking a question, telling all students to write their answers, and giving a time limit. Then you circulate around the room (by a different route each time) and read as many students' answers as you have time for.

Turn and Talk means asking a question, telling all students to turn to a partner and share an answer, giving a time limit (usually 30 seconds to 2 minutes), and reminding them that both partners should talk. Circulate around the room and listen to as many answers as you can. About halfway through, remind students to switch partners.

If you want to assess what students learned in the whole lesson → Use a Quick Quiz.

Quick Quiz means giving students 1–4 questions to answer in writing from that day's lesson.

You also may combine these strategies. For example, you could use a **Turn and Talk** and then use **Choose Any Student** to share what was talked about with the class. If you are using one of the above strategies for the first time, you should teach the strategy to students as a new routine (☆ **Establish Routines and Norms**). One strategy you should *avoid* is asking the whole class to answer together. If some students answer correctly, you could conclude that the entire class understands even if most students are confused.

4 Ask the question and give students time to think.

When you ask your Check-for-Understanding question, ask it one time clearly. Then pause and be silent for *at least three seconds*. Students need this time to think. Then use the strategy you selected in Step 4 to have students answer.

EXAMPLE: *Going through all the steps of checking for understanding.*

STEP 1 Decide when to Check for Understanding.

Your lesson teaches students about the parts of a story and how to identify them when you read. Ask yourself: *Where in this lesson do I:*

- Introduce new content, such as new words, facts, or ideas?
- Review previously learned content?
- Model a new skill?
- Read a story or text with students?

In this lesson, you see that you are going to introduce the four main parts of a story. This idea is new for students so this is a place where you should stop and Check for Understanding.

STEP 2 Write questions.

You are going to teach students that the four main parts of a story are setting, characters, problem, and solution; and give definitions. Ask yourself: *What parts are most important for students to remember? What parts are students likely to be confused about?* You decide that you want them to remember the parts of a story and what each part is.

Next, you look at the question starters. You use them to write these two questions:

- *What are the four parts of a story?*
- *Explain each of the four parts of a story.*

STEP 3 Choose a strategy for how students will respond.

You think about how you want students to respond to each question:

Question: What are the four parts of a story? You think: *This question is easier and can be answered quickly so I could do **Thumbs Up/Down** or **Choose Any Student**. It is not a yes or no question so **Thumbs Up/Down** does not make sense. I will use **Choose Any Student**.*

Explain each of the four parts of a story. → You think: *This 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 Ask the question and give students time to think.

Teacher: What are the four parts of a story? (You give three seconds to think.) Felipe?

Felipe: Setting, characters, problem, and solution.

Teacher: Yes, those are the parts of a story. Now I want you all to Turn and Talk to a partner. Explain what each of the four parts of a story is. The first partner should explain setting and characters, and the second partner should explain problem and solution. You have 30 seconds. Please begin. (You circulate around the room and listen to several pairs talking.)

Teacher: It has been 15 seconds. Please switch partners. (You continue circulating. Fifteen more seconds pass.) Your time is up. Please end your conversation and put your eyes back on me. Good job, class! You explained the parts of a story correctly.

Note: Students may answer Check-for-Understanding questions incorrectly. In this case, you can give feedback to help them (☆ **Give Feedback**).

Note: The 'four parts of a story' activity is an adaptation of activities included in the *Tusome English Teacher's Guide Grade 3*, developed under the USAID Kenya Tusome project, which has been adapted and reproduced with permission from RTI International.

ESTABLISH ROUTINES AND NORMS

DEFINITION: Routines are series of actions that the teacher asks students to follow each day in the classroom. Norms are standards for student behavior in class. Both routines and norms help to create a safe, efficient, and positive classroom environment for students that supports their learning and success.

Establish Routines and Norms

Reinforce Routines and Norms



Give Clear Directions

Challenge Stereotypes and Biases

Build Relationships

Demonstrate and Practice

Check for Understanding

Give Feedback

Adjust Instruction

Promote Deeper Thinking

Capture Interest

Socioemotional Connections

- Self-control
- Responsibility
- Cooperation

OVERVIEW: Routines teach students what they should be doing at different parts of the school day. Norms teach students about the expected behaviors they should show at all times in the classroom, and how they should behave toward one another, toward the teacher, and in relation to the classroom space and materials. Routines and norms create a safe environment for learning, preserve learning time, and teach positive habits. Routines and norms are most effective when established at the beginning of the year, but they can be taught anytime. Once you establish a routine or norm, it is important that you remind students to follow it and consistently reinforce it, because it usually takes time for students to adapt to new routines and norms (☆ [Reinforce Routines and Norms](#)). In this Foundational Teaching Skill, you will learn how to choose a routine or norm, break it into steps, and teach it to students.

HOW-TO: Steps

1 Choose a routine or norm to work on.

To decide which routine or norm to work on, ask yourself: *When does the class lose the most learning time?* It might be:

- During a specific period in class: Students entering and exiting the classroom.
- The class transitioning from one activity to another.
- You or a student distributing materials in class.

Or it may be a student behavior that you would like to change:

- Students talking over the teacher.
- Students getting out of their seats and walking around the classroom during class time.

Changing multiple routines or norms at the same can be difficult so it is best to choose one routine or norm to start.

2 Break the routine or norm into steps.

Try to make the steps simple and concrete so that students easily can remember and follow them. To simplify, complete the routine or norm yourself and record each step.

3 Teach the new routine to students.

Try setting aside time in your lesson to teach the new routine to students right before you want them to use it. Here is a description of how to teach the routine.

1. **Explain** — Explain to students what routine or norm you are changing and why it is important. When explaining a routine or norm for the first time, use short, simple sentences; and speak slowly and clearly.
2. **Show** — Act out step by step what you want students to do in the new routine or norm. Explain each step so that students can see exactly what to do.
3. **Practice with a few students** — Ask 1 or 2 students to practice the routine or norm in front of the class. After they try it out, provide feedback on what they did well and what they could do to improve.
4. **Practice with the whole class** — Ask the whole class to try the new routine or norm by giving a clear direction. Provide feedback on what they did well and what they could do to improve. It often is helpful to practice several times with the whole group because at first students may find the new routine or norm challenging!

4

Remind and reinforce positive behavior for several days.

Remind students of how to do the routine or norm right before they do it. While students are performing the routine or norm, recognize those who are doing it correctly (☆ [Reinforce Routines and Norms](#)). Repeat this step over time until students consistently perform the routine or norm correctly (a few days to a few weeks).

EXAMPLE: *Going through all the steps of establish a routines or norm.*

STEP 1
Choose a routine or norm to work on.

Ask yourself: *When does the class lose the most learning time?* You decide it is during transitions. In many transitions, some students continue working on the last activity while others begin the new activity or start chatting.

STEP 2
Break the routine or norm into steps.

You break the routine into steps by trying it yourself. You sit at a student desk with a student notebook and pencil and think about a recent lesson. Ask yourself: *How do I want a student to change from one activity to another?* You write down these steps:

1. Teacher lets students know when five minutes remain in the activity. (If the activity is shorter, teacher will give the time check at one minute remaining.)
2. When the time is up, teacher holds up her/his hand.
3. When students see the teacher's hand up, they put down their pencils, close their books, end their conversations, and look at the teacher.
4. Teacher gives directions for what students should do to move to the next activity.

STEP 3
Teach the new routine or norm to students.

1. **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 and studying.”
2. **Show** — You say, “I’m going to show you exactly what I would like you to do. Please watch and listen. While you are doing an activity, I will let you know when a few minutes remain so that you can get ready to transition. When time is up, I will raise my hand like this. Then, please close your books, put your pencils down, end your conversations, and look at me. Then, I will give directions for what to do next.”
3. **Practice with a few students** — You ask two students, Sara and Ben, to try out the routine. You say, “Class, watch and see how they do!” Sara and Ben pretend to write. You say, “Class, one minute left in your writing time. Let’s pretend that one minute passes.” You put up your hand. Sara and Ben put their pencils down and their eyes on you. You say, “Thank you. Our writing time is over. Please put away your paper.” You stop and say, “Good job, Sara and Ben. Class, did you see how they put down their pencils and looked at me when they saw my hand?”
4. **Practice with the whole class** — You say to the class, “Now, let’s all try it! Please pretend you are writing.” You go through the new routine with the class. Then you Give Feedback: “Class, we did a nice job putting our pencils down right away. Next time, please make sure that you keep your eyes on me as I give the directions for the next activity.”

STEP 4
Remind and reinforce positive behavior for several days.

The next day, when the students’ first activity is ending, you remind them: “You have one minute left. Remember that when I raise my hand, you should put your pencils down, close your books, end your conversations, and look at me.” When you raise your hand, you reinforce the positive behaviors you see by naming them: “Fatimah closed her book right away. Abdou has his pencil down. I see lots of eyes on me.” Some students are still working so you say their names to get their attention and then restate your directions. Most students give you their attention, but one student is still working so you decide to talk to him later in class.

After two weeks, most students seem to know and consistently follow the routine. There are still a few students who have difficulty. However, you remind yourself that change (for the teacher and for the students) takes time; that you are establishing a routine that will increase learning time for students; and that you commit to continue to work on this routine.

BUILD RELATIONSHIPS

DEFINITION: A teacher builds relationships with students by getting to know them better as individuals.

OVERVIEW: Relationships between the teacher and students are the foundation of a safe, positive, and productive classroom. Students who trust their teacher are more likely to follow their teacher's instructions and lessons. A strong relationship between a teacher and a student can have a significant positive impact on the student's behavior and academic skills. These positive impacts also improve the classroom culture for all students. Relationships take time and effort and require patience; and they do not solve every problem. Nevertheless, over time, they can have very positive effects for you and students. This Foundational Teaching Skill will show you how to begin building strong relationships with your students.

Establish Routines and Norms

Reinforce Routines and Norms

Give Clear Directions

Challenge Stereotypes and Biases

Build Relationships

Demonstrate and Practice

Check for Understanding

Give Feedback

Adjust Instruction

Promote Deeper Thinking

Capture Interest

Socioemotional Connections

- Empathy
- Cooperation
- Trust
- Optimism

HOW-TO: Steps

1 Learn names.

Start by learning as many students' names as you can. Students feel valued when you know their names.

To learn students' names, write them down on a list or a seating chart. Have the list or chart with you when you teach. Use it to call on students by name. After using it for a few days, see how many students you can call on by name without looking at the list.

2 Choose a way to continue building relationships.

Below are four ways to continue building relationships. Choose 1 or 2 to try first.

Greet	Learn More	Praise	Show You Care
Once you know students' names, greet them as they arrive at school or your class or when you see them outside of school: "Hello, Steven. Hello, Mary. Good morning, Paul!" Your behavior shows students that you know them and are glad that they have come to your class.	Once you know students' names, you can try learning more about them. What are their likes and dislikes? What is their favorite part about school and what is the hardest? What are their families like? When you ask students about their lives outside of school, they will see that you care about them as people, and it will increase their trust in you.	You also may use your time outside or during class to praise individual students. To praise effectively, you should think of a specific action that the student did well recently. Praising students shows that you notice when they do good things, and doing so will increase how much effort students put toward trying to do well in your class.	If you see a student who seems upset or is behaving differently than normal, try to find time to ask, "Are you okay? Is there something wrong?" Just asking will show that student that you care about her/him as a person. In addition, if something is wrong, you may be able to help.

3

If necessary, select a subset of students with whom to prioritize building relationships.

Ideally teachers will try to Build Relationships with all their students through the strategies identified above. Building a relationship with every student is the ideal because all children benefit from a relationship with a teacher, and all children deserve to have a teacher with whom they have a strong positive relationship.

In some cases, teachers may have too many students or not enough time to focus on building a relationship with every student, especially at the start of the academic year. In this case, it is important that the teacher still seek to build positive relationships with as many students as possible, using the strategies identified above.

However, the teacher may choose to prioritize students who are struggling for more intensive relationship-building. This choice does not mean ignoring the other students, but it may mean that struggling students get more time and energy from the teacher than other students do.

You may know that a student is struggling if s/he:

- Often misses school
- Misbehaves in class
- Has trouble doing his or her work
- Does not seem to have friends
- Fails examinations.

It may seem that you are rewarding a struggling student if you give her or him more time and attention. However, students do not choose to do poorly in school. There usually are underlying reasons why they are struggling: for example, extreme emotions, family difficulties, poor nutrition, or lack of academic skills. Having a strong relationship with the teacher can improve the student's ability to handle difficult circumstances; and the teacher may become a resource to help the student address the issues s/he is facing.

It is important to note that although teachers may prioritize some students for focused time and attention, teachers always should seek to build positive relationships with as many students as possible. The strategies identified in Steps 2 and 3 are helpful in this regard because they offer high-leverage ways of doing so, even in large classrooms with many students.

EXAMPLE: *Going through all the steps of building relationships in your classroom.*

STEP 1
Learn names.

You have a class with a total of 45 students. To learn students' names, you make a seating chart with all your students' names. You keep it next to your lesson plan. You glance at it before calling on students by name. Although, at first you sometimes forget to use the seating chart, after two weeks, you remember almost all the students' names.

STEP 2
Choose a way to continue building relationships.

You **Greet** all your students as they come into class and sit down. You say, "Hi, Trevor! Hi Michael. Good morning, Rosa!" After lunch, as students come back to class, you try to say hi to many of them again.

You also try to **Learn More** about your students. At break time each day, as other students are talking and eating, you try to stand near a different student and ask him or her questions. At first, the students may not respond very much to your questions; but as you keep trying, they will start to answer more. You learn about their brothers and sisters, their walks to school, and their favorite toys. You make it a point to try to speak to at least five different students each day, to eventually cover all students in your class.

STEP 3
If necessary, select a subset of students with whom to prioritize building relationships.

While you continue to employ the strategy above to **Learn More** about all your students, you also decide to prioritize 2–3 students for more focused support. You select 2–3 students that have been missing classes more often than regular, and you **Show You Care** by finding time to sit down with each student individually and asking if anything is wrong, and if there is anything you can do to better support them in class.

Access Coach Tools
and Resources



Contact us at coach@worldbank.org and
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