

## Real Time Coaching Move

## What it Looks / Sounds Like

## When to Use It

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### Whisper

While students are working or talking to one another, leader pulls the teacher aside to give feedback about the lesson. Whisper-ins can range from “You need to strategically cold call on more struggling scholars” to “The scholars aren’t recognizing the importance of imagery to the poem’s tone, I would direct them to stanza 2.”

This is the tactic I use most commonly with teachers; it works for teachers at all levels and can be used to address any instructional gaps. I usually wait for teachers to reach a natural stopping point in the lesson (such as a scholar turn and talk, or the beginning of independent work).

### Converse

Begin a conversation with the teacher in front of scholars regarding the lesson. Teachers should understand that you are initializing the conversation to move the lesson in a different direction: “Mr. Smith, I’d love to hear Jennifer’s thoughts on that question” or “Can we take a look at the devices present in stanza 2?”

I use this tactic when I believe something about the lesson – usually the presentation of content – must change immediately. The conversational tone seems natural and puts scholars and teachers at ease, but can also effectively modify practice before the lesson ends.

### Stop

The leader directs the teacher to stop and re-do a part of the lesson, sometimes interceding to model. For example: “Mr. Smith, I’m not sure every scholar is actively listening. Can you reset expectations?” or “Mr. Smith, that question wasn’t clear – can you rephrase it?”

I generally use this tactic with beginning teachers who are working on classroom management. Often times, new teachers underestimate the power of “not moving on” – they try to teach even when scholars are not following directions or are not engaged. By stopping lessons and correcting practice in the moment, I help teachers understand my expectations for scholar management and engagement.