Real-Time Coaching Guide

Strong Voice, plus Square Up/Stand Still	When giving instructions, stop moving and strike a formal pose. Use formal register, including tone and word choice	Use a "stand tall" or "stand still" sign	• "Stronger voice" • "Fix your feet and stand tall" • "More formal register" • Pause and scan for all eyes."	• Model the skill: "Eyes on me." Restate the directions by using *Square Up* (stop moving and strike a formal pose). Model *Formal Register*, using formal tone and word choice.	
What to Do Directions	Using economy of language, give crisp instructions with as few words as possible (e.g. 3-word directions). Check for understanding.	Pinch finger to give EOL sign. Use "scan the room" sign.	• "Use Economy of Language- fewer words" • "Punch to key ideas/words" • "CFU on the last direction"	• Ask a question to the class: "Who can restate the directions for this task?" • Model *Economy of Language* by restating directions crisply and with as few words as possible	
Positive Narration	Provide specific praise to students who are complying with expectations	Index fingers crossed to make the +	• "Use positive narration" • "Be specific when you praise	• Jump in to model +N as needed…"_____ is_____	
Teacher Radar and Do It Again	Deliberately scan the room for on-task behavior. "Be Seen Looking" by craning your neck and appearing to be seeing all corners of the room. Circulate the room with purpose.	Use "scan the room" sign, demonstrate LII "dance moves,"	• "Scan for _____." • "Scan the back row." • "Be Seen Looking." • "Circulate" or "perch"	• Model *Radar* demonstrating "Being Seen Looking," and model going to the hotspots	
Whole Class Reset	Implement a planned or "in the moment" whole class reset to re-establish student behavioral expectations when a class routine has weakened over time or in the moment.	Use "do it again" sign and gesture to the whole class	• "Stop teaching, square up, reset with clear WTD" • "Reset the class right" • "Give 3 demerits on the reset."	• "Pause, this is not meeting our expectation… Can someone tell me what the expectation is right now?"… "So, when your teacher does __, you do __" • "So, Mr/s. ____, what do you expect right now?"…"This has to be right this time. I am going to watch you do this perfectly right now. Let's go."	

Individual Student Corrections	Use an escalating sequence of interventions to correct behavior: Non-Verbal, Positive Group Anonymous, Individual Private, Lightning Quick	Point to students who need correction, hold up demerit sign if needed	• "Use a lightning quick to fix ___ right now" • "Whole class posture check." • "Pause. Give a demerit to ___ right now. • "Pause. That's one, voices off, fix it."	• Model *Strong Voice/Formal Register, Least Invasive Interventions, Lightning Quicks, Consequences*.	•