

Goal Teams: Fundamentals of Instruction (Dream Team Rehearsal)			
Purpose	This is a special goal team protocol designed to ensure students are prepared to play a key leadership role at their Dream Team meeting. .		
Goal Coach Prep	<input type="checkbox"/> Ensure all materials are out and ready for students so that they can practice as authentically as possible <input type="checkbox"/> Adjust the length and area of focus for today’s practice based on time available and scholar needs <input type="checkbox"/> Copies of the presentation rubric for every Scholar <ul style="list-style-type: none"> <input type="checkbox"/> K-2 <input type="checkbox"/> 3-6 		
Wins	<input type="checkbox"/> Ss increase their self-awareness by practicing aloud with a partner (e.g. self identifying when a statement they shared wasn’t really clear) and receiving feedback <input type="checkbox"/> Ss see the value in practicing and are motivated to seek out more chances to practice on their own before the Dream Team meeting <input type="checkbox"/> GC and goal team members maximize routines and small moments to strengthen relationships		
Focus	Time	What Happens	Markers of Excellence
Partner Practice	15 mins	<input type="checkbox"/> GC frames the specific portion of the Dream Team agenda to practice (2 min) <input type="checkbox"/> Students turn to their partners and each take a turn practicing (5 min) <ul style="list-style-type: none"> <input type="checkbox"/> Ss turn to face one another <input type="checkbox"/> The first partner to practice stands up and immediately begins to practice the DT segment. The other partner is listening actively, eyes on their partner, responding if needed <input type="checkbox"/> After 2 minutes, the partners switch roles <input type="checkbox"/> During partner practice the GC identifies a student who will rehearse during the fishbowl and gives him or her a quiet heads up so they are ready when the times comes	<input type="checkbox"/> GC models genuine excitement and builds S investment in the power of practice (<i>e.g. “Practice helps us in so many ways- it can get the jitters out if we are feeling nervous. It helps us realize the pieces we aren’t totally clear on and find the right words ahead of time, instead of while we are in front of crowd!”</i>) <u>Partner Practice:</u> <input type="checkbox"/> Ss are not talking about what they <i>will</i> say, they are speaking as if they were talking to their full Dream Team <input type="checkbox"/> Ss stand up and use materials to increase authenticity of practice <input type="checkbox"/> Ss pause and “do over” any section as they self identify major areas for growth and want to practice better <input type="checkbox"/> Ss are excited to share with their partners and bring joy and energy to practice, but also take it seriously (they aren’t over-acting or wasting precious practice time) <input type="checkbox"/> Ss offer their full attention when their partner is sharing (e.g. tracking the speaker, letting the partner lead). They are not giving feedback at the moment as it will derail the amount of total practice time and can shake the confidence of their partner. <input type="checkbox"/> GC kneels down or pulls up a chair to work side by side with a few pairs and strategically uses a limited number of strong prompts to help students maximize practice time, without disrupting their flow: <ul style="list-style-type: none"> ● “Can you hold up the artifacts so we can see?” ● “Stand up so you can practice just the way you’ll be doing this next week” ● “Let’s hear the voice you’ll be using with your Dream Team-- we want to hear you loud and proud” <input type="checkbox"/> GC builds excitement and instills confidence in the S they select to practice whole group (<i>e.g. “____ you have all your materials prepared and have been so focused during partner practice-- I’d love our whole goal team to</i>

			<i>learn from you so for today's fishbowl I'll call on you to rehearse")</i>
Fishbowl Rehearsal	10 min	<ul style="list-style-type: none"> ❑ GC facilitates a fishbowl rehearsal <ul style="list-style-type: none"> ❑ GC reminds the team of the norms for a fish bowl rehearsal ❑ GC communicates the tactical directions for students not rehearsing (e.g. how to operate, what to look for) ❑ S stands up, facing their fellow goal teammates and executes the segment of practice for today ❑ The Ss who are not rehearsing act as the Dream Team, actively engaging as requested and writing down the glows and grows they observe ❑ The group debriefs by sharing concrete glows and grows aligned to the presentation rubric ❑ GC helps to synthesize any key trends and learning to ensure the entire group is taking away lessons for their own work ❑ GC cues students to transition to the closing or next Goal Team segment 	<ul style="list-style-type: none"> ❑ GC sets the tone for a supportive rehearsal experience for the S practicing and offers clear directions for all parties (<i>e.g. "Our teammate is making themselves vulnerable by sharing their learning with us today. We will honor them by offering our full attention and acting as their DT members. As they rehearse you'll be taking note of specific glows and grows you observe that you can share during our debrief. Remember our glows and grows should focus on presentation skills in our rubric handout"</i>) ❑ The S rehearsing feels safe to be vulnerable with their team, even if they trip on words or forget what they planned to say. They stand up and go through the full motions of enacting the selected segment of the DT agenda. ❑ The rest of the GT is focused throughout the entire rehearsal. They offer encouragement at the start and end of the rehearsal (snaps, head nodding, concrete "glows")- but otherwise take quiet notes, offer shine, and follow the lead of the teammate rehearsing. ❑ During the debrief both the Goal Coach and teammates offer glows and grows that are <ul style="list-style-type: none"> ❑ Aligned to the specific areas of focus in the presentation rubric ❑ Rooted in evidence ("When you said ____ that made it really easy for me to understand where we were going next") ❑ Respectful to the student