

Tracking Not Watching + Pivot

Action Step

| | | |
|------------------------------|---|---|
| Why? | <p>Why would you take work home to correct when you can address misconceptions along the day? Why wait for tomorrow to make adjustments when you can make them in the moment? There is a difference between monitoring students for completion and monitoring students for how they are demonstrating and defending their knowledge. The former results in a pile of work that can eat into your prep time. The Tracking not Watching technique provides a clear process for teachers and clarity for students around what is expected during work time. The data collected and feedback given during the process leads to in-the-moment decisions about next steps (a Pivot) which ultimately improves student outcomes and lead to Academic Scholarship, Continual Improvement and Problem Solving.</p> | |
| Action Step | <p>What: Teachers will use Tracking Not Watching + the Pivot to be responsive to the exact needs of ALL students.</p> | |
| Break It Down | <p>How to Track Not Watch</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a coding system <input type="checkbox"/> Create a Tracking Sheet <input type="checkbox"/> Have an Exemplar in Hand <input type="checkbox"/> Name the Lap <input type="checkbox"/> Circulate & Give Feedback <input type="checkbox"/> Take Data (CFU) <input type="checkbox"/> Use it! -----> "The Pivot" | <p>How to Pivot</p> <ol style="list-style-type: none"> 1. Stamp answer & move on 2. Stop and reteach the point of error 3. Quick individual interventions 4. Show call 5. Guided discourse 6. Future action |
| Teacher Stems | <p>I will be coming around to look for [state purpose]. If you are on the right track I will mark your paper with a green dot. If I highlight anything on your paper you will need to review the part I highlighted. Remember if you are struggling with ___ you can reference the anchor chart ... Nice job on your... and now I will be coming around to look for...</p> <p>Pivot "Pause. I have identified a misconception that half of you are having. I will put up two samples, one is correct and one has the misconception. Let's defend one or the other." "You all seem to get this so I am going to stamp the answer and move on, no need to correct!" "Stop. Most of you are unproductively struggling so we are going to revisit some key learning before I ask you to continue working." "I see a really great strategy from ____ I am going to show call her model."</p> | |
| Learning Resources | <p>Doug Lemov's Field Notes on CFU (Videos Included) Tracking Not Watching PD Part 1 Tracking Not Watching PD Part 2 The Pivot Tracking Not Watching Practice PD</p> | |
| Questions to Consider | <p>How can Tracking Not Watching save you class time? How can TNW save you prep time? Why could you argue that Tracking Not Watching might be the single most powerful technique for improving student outcomes?</p> | |
| Videos | <p>Uncommon Schools 5th Grade Uncommon Schools Kinder Navigator 6th Grade (Planning the TNW Lap with partner teacher) Navigator Schools Tracking Medley</p> | |