

# Build a Strong Foundation with Try–Discuss–Connect

During classroom visits, you may encounter opportunities to further support teacher practice. Use this tool to help identify common factors that may impact the Try–Discuss–Connect framework, along with suggested action steps to support teachers in strengthening their practice.

| During Classroom Visits, If You Notice . . .   | Suggested Action Steps to Strengthen Teacher Practice   |   |
|--|---|---|
|  | Planning  | Instruction   |
| <p><b>Try It</b></p> <ul style="list-style-type: none"> <li>• Over scaffolding (e.g., teachers interpreting the problem for students)</li> <li>• Teachers modeling or solving the problem for students, limiting their opportunity to think and try independently</li> <li>• Too little or too much think time provided</li> <li>• Teachers providing hints or showing students how to solve the problem</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Use the Lesson Pacing Guide and add timestamps within session plans to focus pacing and limit teacher talk.</li> <li>• Note the suggested language routine in the Teacher’s Guide to preplan questions to help students make sense of the task and identify the important information.</li> <li>• Plan for what students will say/do when describing the context of the problem, along with questions/prompts to bring the context forward.</li> </ul> | <ul style="list-style-type: none"> <li>• Leverage the use of a timer to stay accountable for hitting timestamps.</li> <li>• Use teacher moves (such as Turn and Talk or the Four Rs) to boost student discussions.</li> <li>• Keep session plans in hand to reference preplanned questions/prompts to help students bring the context forward.</li> </ul>   |
| <p><b>Discuss It</b></p> <ul style="list-style-type: none"> <li>• Unclear discussion expectations (e.g., students are unsure who should speak first)</li> <li>• One student partner taking over during conversations</li> <li>• Only correct strategies being selected and shared, instead of discussing misconceptions to reinforce learning and the value of mistakes</li> <li>• Lack of student engagement during discussion of strategies</li> </ul> | <ul style="list-style-type: none"> <li>• Become familiar with the task students are being asked to complete and anticipate student solutions (using the Teacher’s Guide and Picture It/Model It slides).</li> <li>• Preplan questions to ask when students need additional support in making connections using the Ask/Listen For questions (e.g., “Why do you think [Student B] drew five boxes with four circles?”).</li> </ul>   | <ul style="list-style-type: none"> <li>• Reset classroom norms, expectations, and routines for Share Your Thinking with a Partner (e.g., establish A/B partners, expectations for eyes, bodies, sounds when engaging in a Turn and Talk).</li> <li>• Listen in on student discussions and incorporate misconceptions when selecting and sequencing.</li> <li>• Facilitate discussion on selected strategies that drive at Session Purpose.</li> <li>• Prompt students to make sense of, compare, and connect strategies discussed.</li> <li>• Use facilitation moves (e.g., Individual Think Time, Turn and Talks, Four Rs) to prompt student engagement and accountability during discussion.</li> </ul> |

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| During Classroom Visits,<br>If You Notice . . .  | Suggested Action Steps to Strengthen Teacher Practice   |   |
|--|---|---|
|  | Planning  | Instruction   |
| <p><b>Connect It</b></p> <ul style="list-style-type: none"> <li>• Teachers providing immediate help on Apply It questions instead of allowing students to engage in productive struggle</li> <li>• Students do not have time to complete the Apply It questions</li> </ul> | <ul style="list-style-type: none"> <li>• Revisit the session purpose and anticipate how you will know if students accomplished the goals of the session.</li> <li>• Use the Connect It questions flexibly based on student conversations during Discuss It.</li> <li>• Consider having students answer the Connect It questions verbally or on whiteboards.</li> <li>• Use the Lesson Pacing Guide for suggested timestamps.</li> </ul> | <ul style="list-style-type: none"> <li>• Use student data from Discuss It to strategically assign specific Connect It questions that will deepen and confirm students' understanding of the session objective(s).</li> <li>• Use the Hands-On Activity—found in the Teacher's Guide under the Connect It questions—to support small group instruction while the remainder of the class completes the Apply It questions independently or with a partner.</li> </ul> |

Notes: