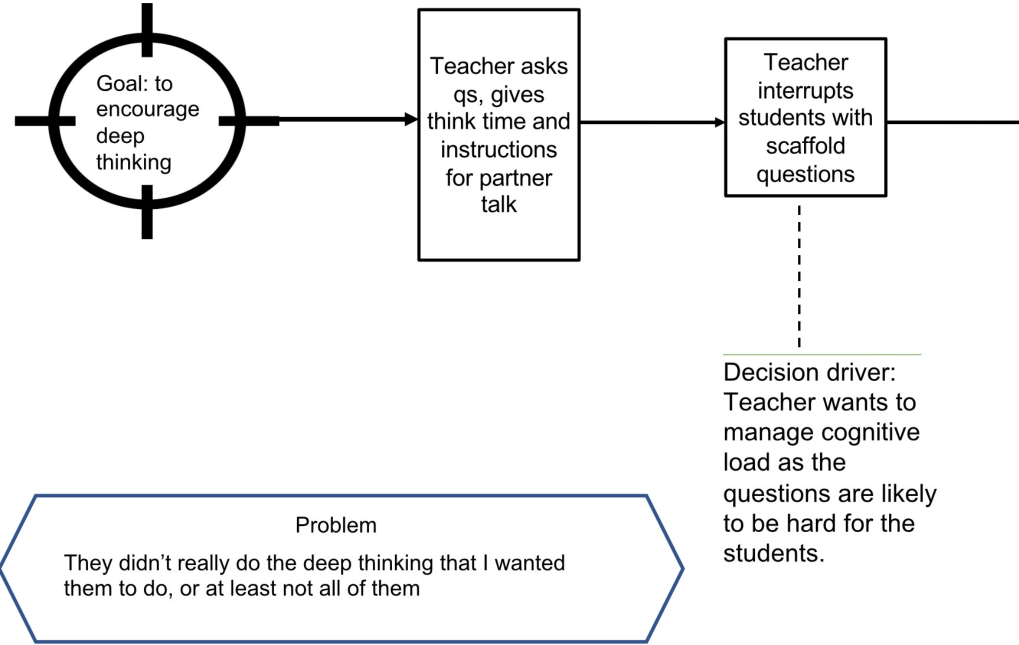
Teacher’s situation model



Goal: to encourage deep thinking

Teacher asks qs, gives think time and instructions for partner talk

Teacher interrupts students with scaffold questions

Decision driver: Teacher wants to manage cognitive load as the questions are likely to be hard for the students.

Problem

They didn’t really do the deep thinking that I wanted them to do, or at least not all of them

Students seem to be writing the same stuff as each other and it’s unclear if they are thinking hard

This is a powerful goal

Goal: to encourage deep thinking

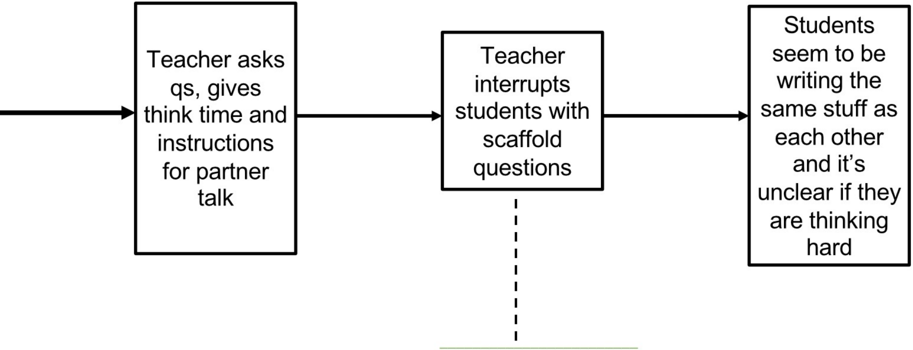
Thinking couldn’t be dee
load that was placed on st
interruption of

They didn’t really do th
them to do, or at least

Coach's notes

This task set up isn’t likely to drive deep thinking so is misaligned with the teacher’s goal

A better task set up could avoid this effect



Teacher asks qs, gives think time and instructions for partner talk

Teacher interrupts students with scaffold questions

Students seem to be writing the same stuff as each other and it’s unclear if they are thinking hard

Decision driver:
Teacher wants to manage cognitive load as the questions are likely to be hard for the students.

This is a useful decision driver but the action (to interrupt using scaffolding questions)
is likely to place more load on students not less.

Problem
p because of the additional cognitive
udents because of the task set up and
the scaffolding questions

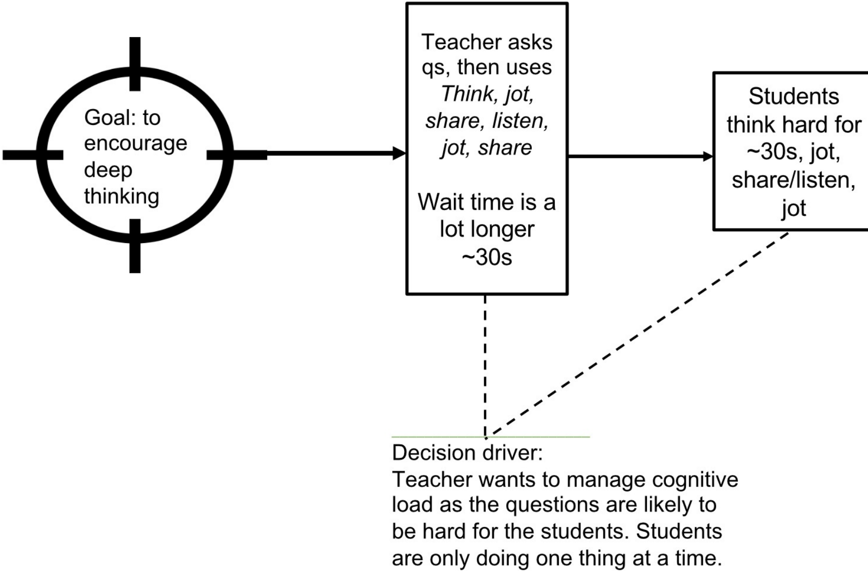
Problem

e deep thinking that I wanted
not all of them

COGNITIVE COACHING

Coaching Unpacked

Solution model



Goal: to encourage deep thinking

Teacher asks qs, then uses *Think, jot, share, listen, jot, share*

Wait time is a lot longer ~30s

Students think hard for ~30s, jot, share/listen, jot

Decision driver:
Teacher wants to manage cognitive load as the questions are likely to be hard for the students. Students are only doing one thing at a time.

EduPulse

Students are thinking deeply and producing their best answers