

# Classroom Habits Rollout Guidance

Use the template below to help you plan a rollout for new class practices.

<b>Roll Out the Habit</b>	<b>Hook</b>
	<p>This is the short, powerful introduction for the habit you are about to rollout.</p> <ul style="list-style-type: none"> <li>• <b>What/Why:</b> Explain what the habit is and why it is important.</li> <li>• <b>How:</b> Explain how the habit works.</li> </ul>
	<b>Frame and Model</b>
	<ul style="list-style-type: none"> <li>• <b>Frame:</b> Tell students what you want them to notice about the habit. Make it specific.</li> <li>• <b>Model:</b> Show students what the exemplar version of this habit looks like. This can be modeled in-person, shown on video, or read about in a case study.</li> <li>• <b>Debrief (if needed):</b> Ask students to share what they noticed about the habit through the modeling.</li> </ul>
<b>Monitor the Habit</b>	<b>Practice</b>
	<ul style="list-style-type: none"> <li>• <b>Give students an immediate at-bat:</b> Move to a short, focused practice of the habit</li> <li>• <b>Ask students to stamp in learning:</b> After students to share what they’ve learned about the habit by practicing it.</li> </ul>
<b>Monitor the Habit</b>	<b>Monitor the Habit</b>
	<ul style="list-style-type: none"> <li>• A habit develops from consistent, precise practice. Once you’ve introduced it, you need to monitor it over time to make sure that the habit still meets your bar for excellence. Use the what-to-do-cycle every time students practice; it provides clarity to both teachers and students.</li> <li>• <b>Use the What-To-Do Cycle:</b> <ul style="list-style-type: none"> <li>○ <b>Give directions:</b> Tell students what you expect to see them say and do.</li> <li>○ <b>Look for engagement:</b> Stand in one spot to look for observable actions that indicate that students are meeting your expectations.</li> <li>○ <b>Narrate the positive:</b> Highlight 1–2 students who are using the habit.</li> <li>○ <b>Prompt students:</b> Gently prompt students who aren’t using the habit. If more than 10% of students aren’t using the habit, pause and restate your expectations, then cue students to restart.</li> <li>○ Repeat the cycle.</li> </ul> </li> </ul>