

# Protocol Toolkit: Attention to Meaning

Attention to meaning: toolkit protocols (or instructional routines) support novice teachers in meeting the criteria for this teacher action and in building fluency with a small but flexible set of instructional routines that they will be able to apply. The strategies below allow novice teachers to focus all students' attention on the meaning of the to-be-remembered content.

## Zoom Out



### Standards over time

Ask novices to look at standards across multiple years to better understand what needs to be taught, what will be coming up next for their students, and what an earlier developmental stage of that standard looks like.

### Long-term learning goals

Within a year, it can be helpful for novices to understand the long term learning goals of a unit, to help contextualize a learning goal for a given lesson.

### Teacher knowledge

Ask novices to do “their homework” by reading a few books on the content topic and, most importantly, the text they or their students will be reading in the lesson.

## Zoom In



### Do the assignment

Ask novices to complete student work for themselves as a key tool in understanding what kids will know or be able to do by the end of the lesson.

### Power of protocols

Keep it simple! One easy way to keep student attention focused on meaning is to use instructional routines, or protocols, that keep engagement high -- without having to plan or explain elaborate new activities each class.

### Time stamps

Realistic time stamps (with a little transition time and a little buffer!) are the final key tool in ensuring that lesson time aligns with the to-be-remembered content and keeps student attention on the most important learning.

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## Key Takeaway

Drawing upon a **set of instructional routines consistently** allows both the novice teacher and students to spend more of their attention on the content itself.

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