

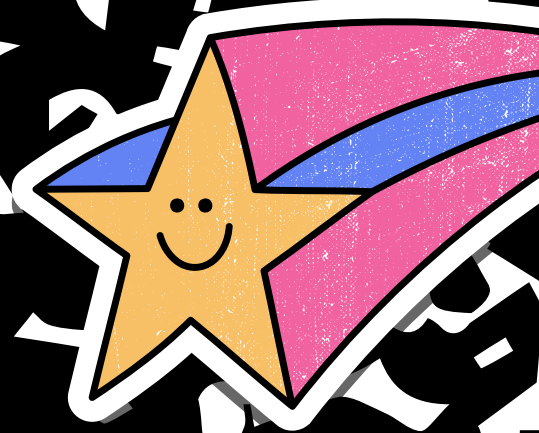
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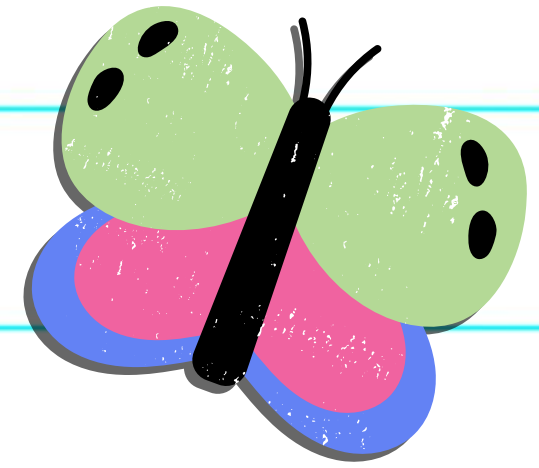
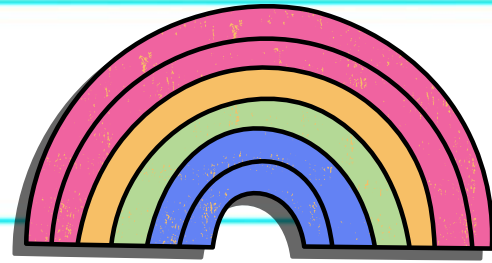
COLD CALL

Teach Like a Champion

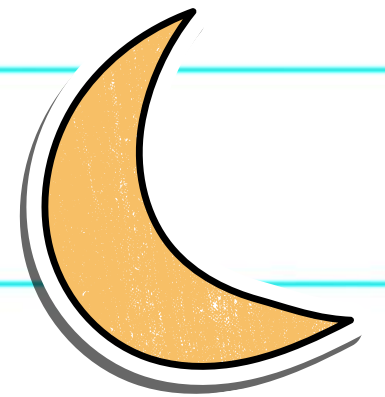
Faith Family Academy



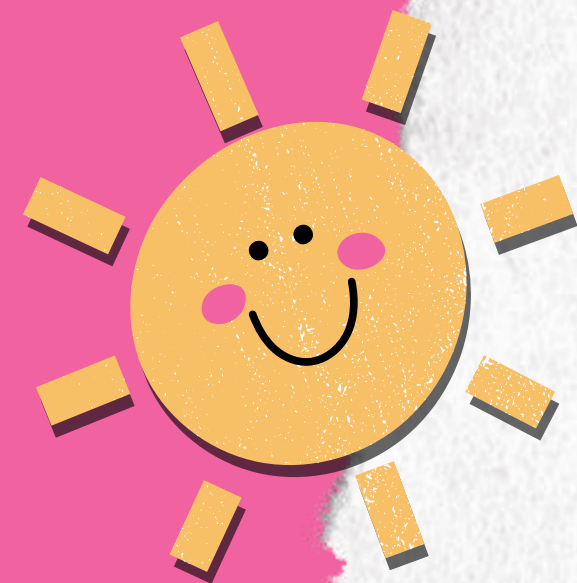
Dream



**WHAT DO YOU THINK THE
AVERAGE LIFETIME
EARNINGS DIFFERENCE IS
BETWEEN AN HS GRADUATE
AND A COLLEGE GRADUATE?**



LIFETIME EARNINGS



*Return on Investment:
Lifetime Earnings by
Level of Education*

HIGH SCHOOL DIPLOMA \$1,600,000

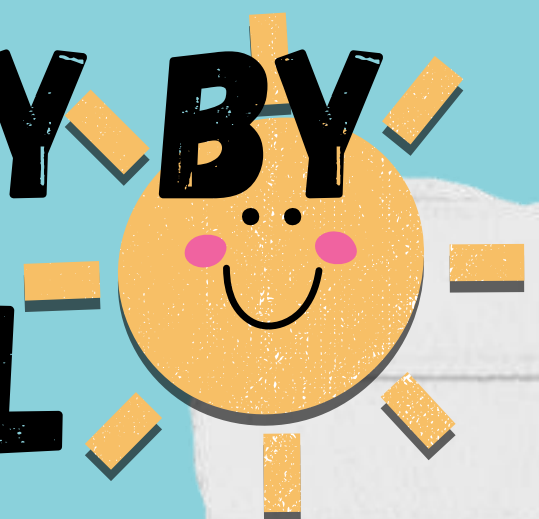
SOME COLLEGE \$1,900,000

ASSOCIATE'S DEGREE \$2,000,000

BACHELOR'S DEGREE \$2,800,000

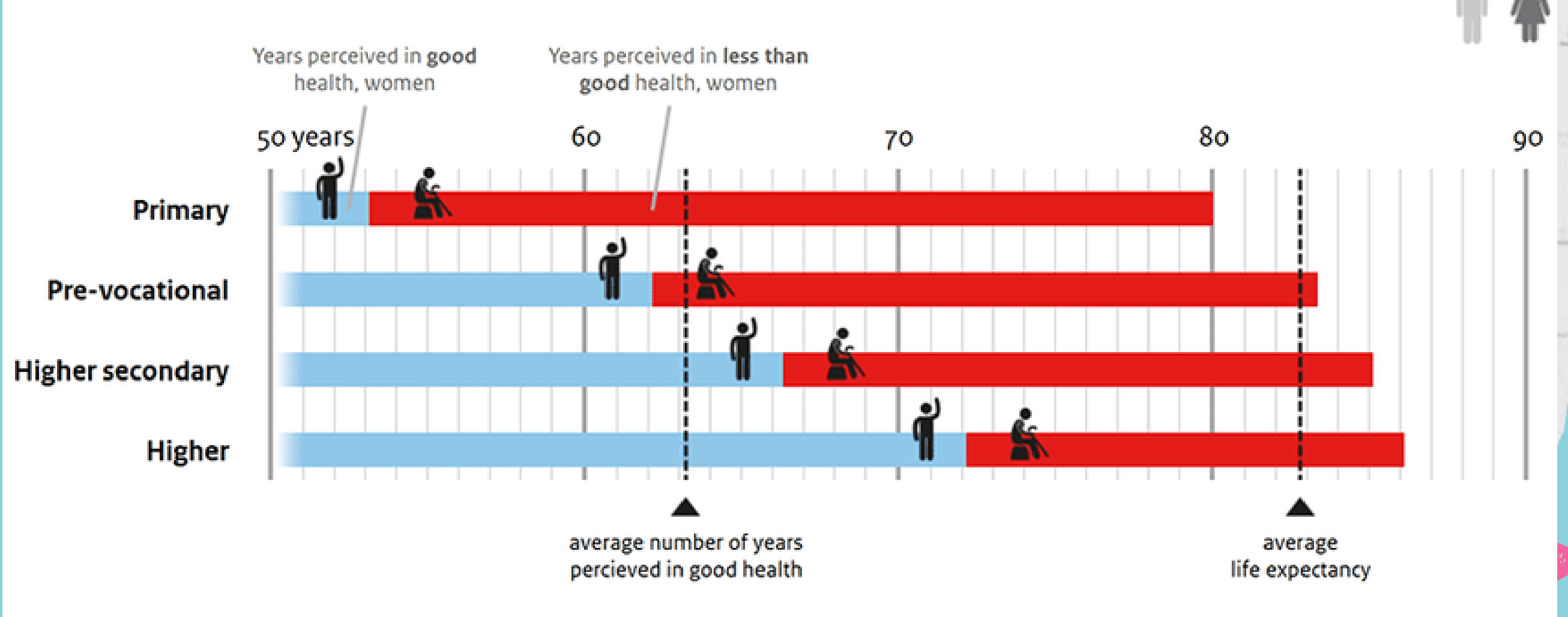
Source: The College Payoff, Georgetown University Center on Education and the Workforce, 2021.

LIFE EXPECTANCY BY EDUCATION LEVEL



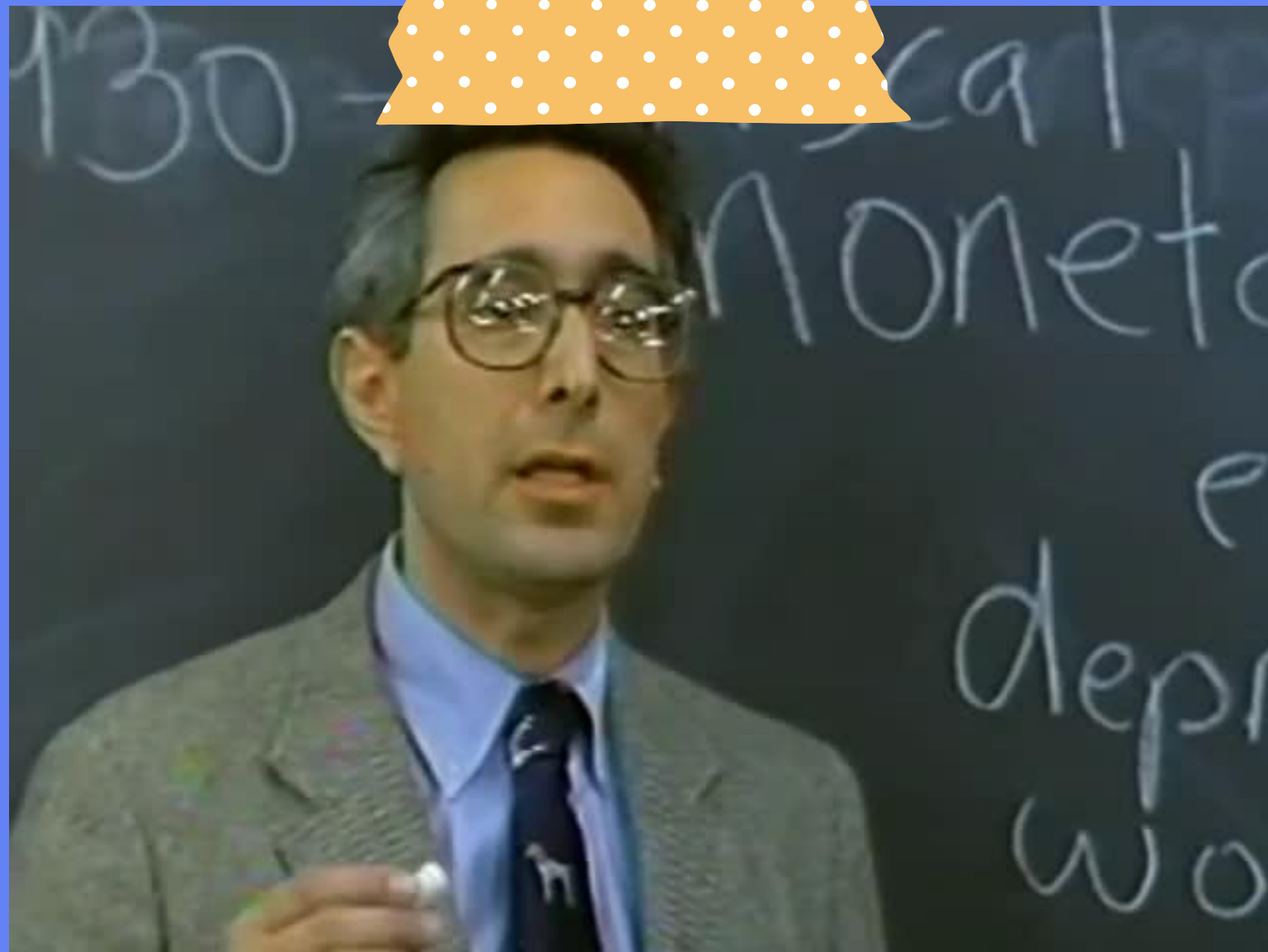
SUPER

Relation between level of education and (healthy) life expectancy





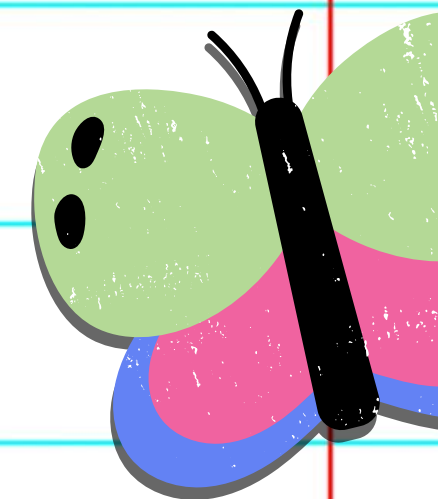
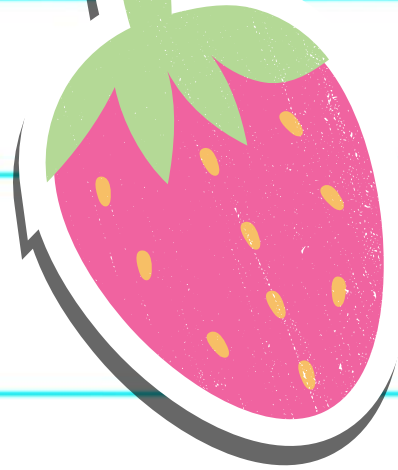
ANYONE, ANYONE



**WHAT
CONNECTIONS
CAN YOU
MAKE TO THIS
VIDEO AND
YOUR OWN
TEACHING
EXPERIENCE?**

S U P E R





CONSIDER



**HOW DO WE KNOW THAT ALL STUDENTS ARE
LEARNING WHAT WE
ARE TEACHING?**



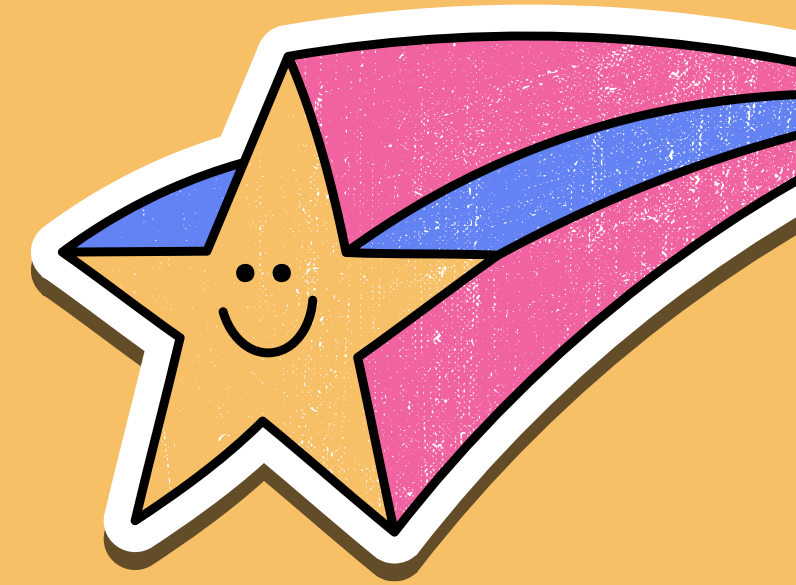
**WHAT WOULD HAPPEN IF WE KNEW
DURING THE LESSON THAT ALL
STUDENTS
ARE NOT GRASPING THE CONCEPTS?**




**HOW DO YOU CURRENTLY CHECK FOR UNDERSTANDING
WITH ALL STUDENTS?**



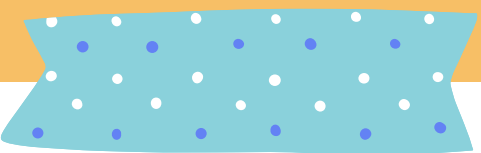
OBJECTIVES



**PARTICIPANTS WILL BE ABLE TO COLD CALL
ALL STUDENTS DURING THE LESSON
BY.....**



**GAIN A BASIC UNDERSTANDING OF THE
COLD CALL TECHNIQUE**



**IDENTIFYING EFFECTIVE COLD CALL
PROCEDURES**



SCRIPTING A ROLL-OUT PLAN



PRACTICE SCRIPTING COLD CALL QUESTIONS

AGENDA

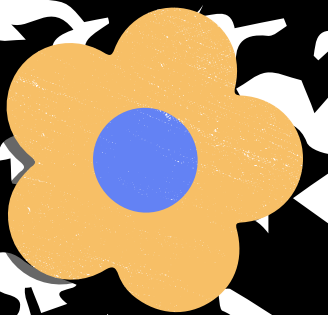
1. PURPOSE OF COLD CALLING
2. INTRODUCING YOUR COLD CALL
3. POSITIVE COLD CALL CULTURE
4. COLD CALL VARIATIONS

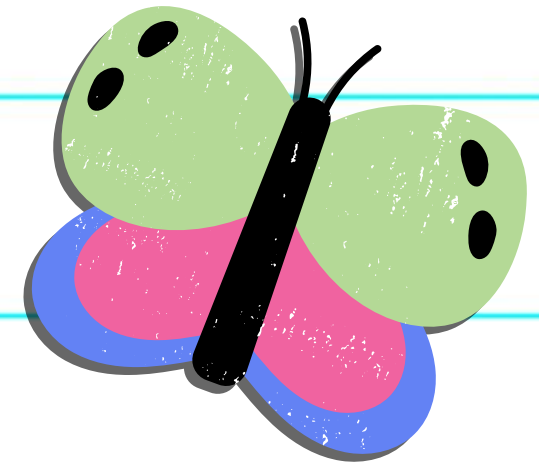
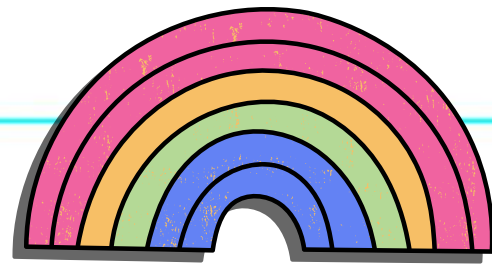
C O O L



1

THE PURPOSE OF COLD CALL





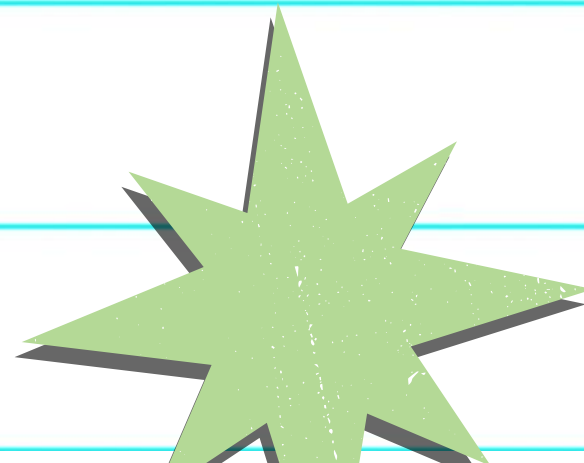
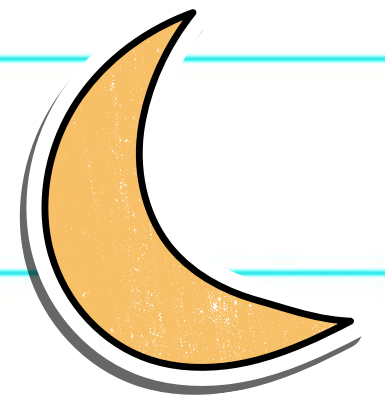
Dream

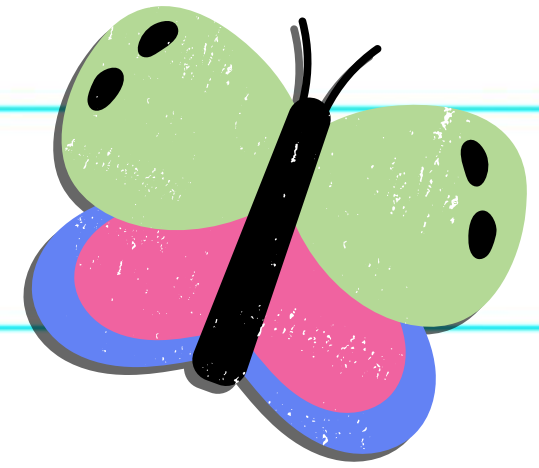
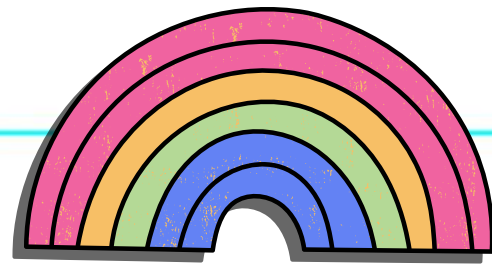
WHAT IS COLD CALL?

COLD CALLING:

THE PRACTICE OF CALLING ON STUDENTS TO CHECK FOR UNDERSTANDING REGARDLESS IF THEY RAISED THEIR HANDS.

WHEN DONE EFFECTIVELY, IT CAN IMPROVE THE RIGOR, RATIO AND LEVEL OF EXPECTATION IN THE CLASSROOM.

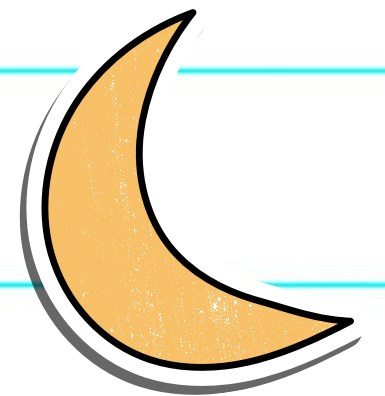




Dream

EFFECTS OF COLD CALL

- **CHECKING FOR UNDERSTANDING**
- **CREATING A CULTURE OF ENGAGED ACCOUNTABILITY**
- **PACING**
- **BACKSTOPPING YOUR RATIO**



SEE IT: IN ACTION

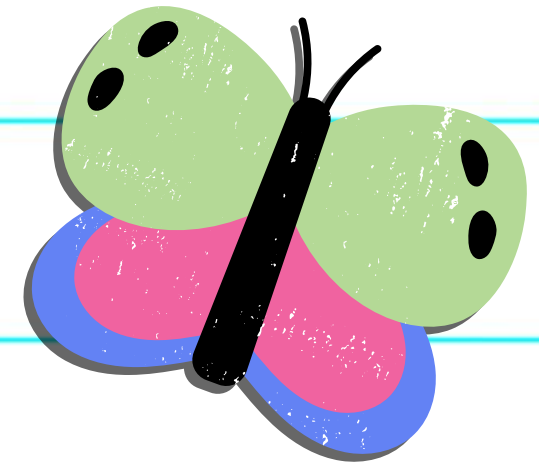
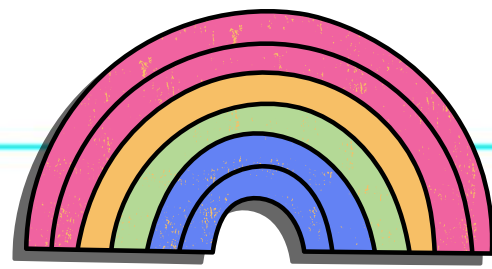


What specific language and teacher moves make this practice of cold calling effective?

How does this impact student learning?

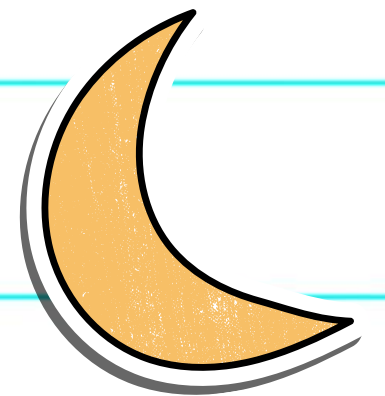
BreOnna's class is reading *Narrative of the Life of Frederick Douglass*.

She begins class with a Do Now, asking students to consider whether the idea of "blind justice" has a positive or a negative connotation.



Dream

**WHAT SPECIFIC LANGUAGE AND
TEACHER MOVES MAKE
THIS PRACTICE OF COLD CALLING
EFFECTIVE?
HOW DOES THIS IMPACT STUDENT
LEARNING?**





NAME IT: KEY

IDEAS

KEEP COLD CALL

PREDICTABLE

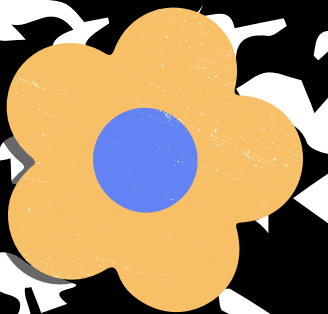
KEEP COLD CALL SYSTEMATIC

KEEP COLD CALL POSITIVE

UNBUNDLE YOUR COLD CALL

2

**INTRODUCING
YOUR COLD CALL**



SEE IT: INTRODUCING YOUR COLD CALL (ELEM.)



How does Colleen's delivery convey warmth and enthusiasm in a way that is authentic to her and is developmentally appropriate for her fifth-graders?

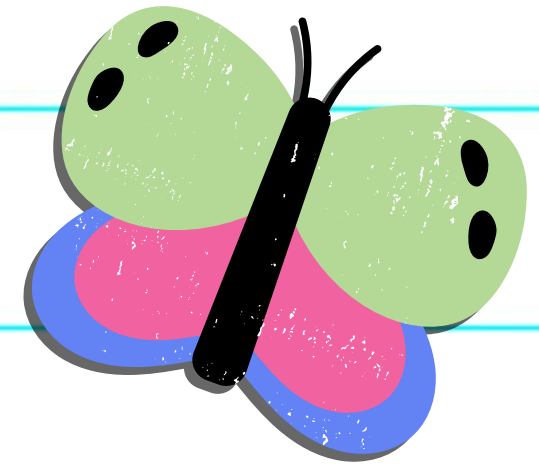
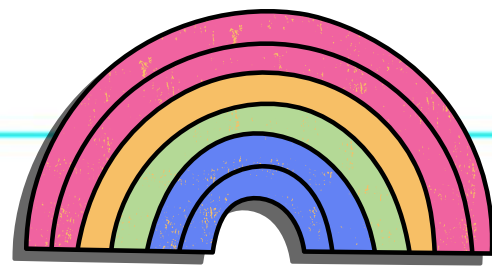


SEE IT: INTRODUCING YOUR COLD CALL (SEC.)



*How is Doug's delivery
different for high-
school seniors?*

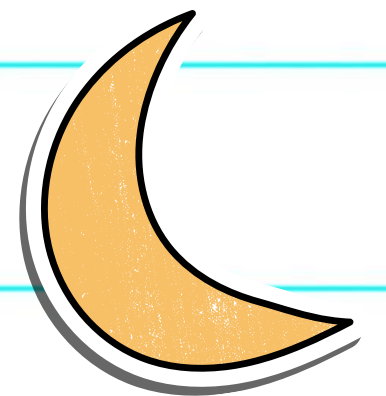
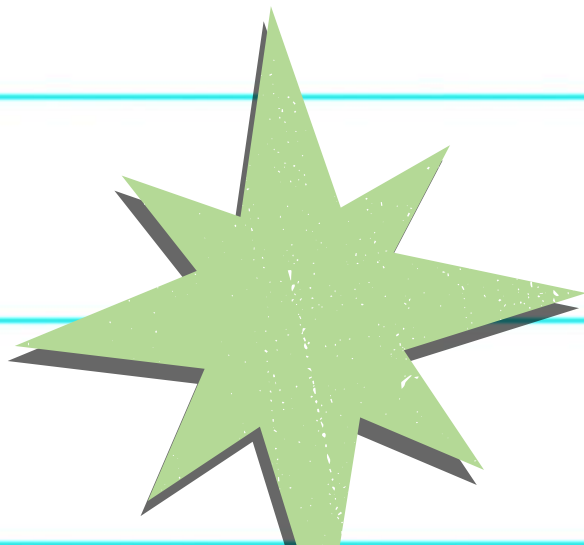




Dream

WHAT SPECIFIC ATTRIBUTES DOES EACH OF THE COLD CALL INTRODUCTIONS SHARE?

IS THERE ANYTHING THAT YOU WOULD ADD ?





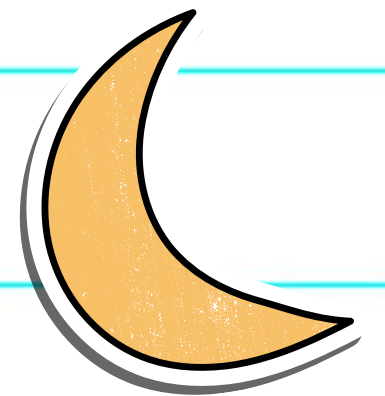
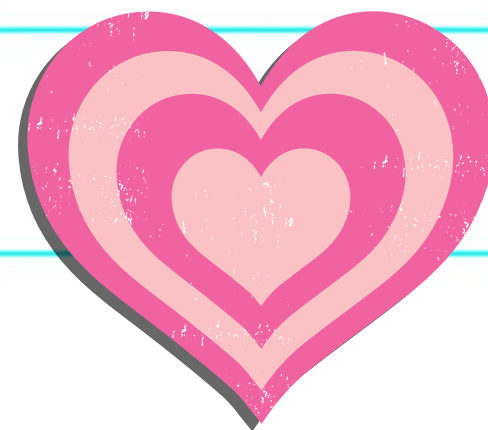
NAME IT: KEY IDEAS

CLEARLY COMMUNICATE WHAT TO EXPECT:

- **EXPLAIN COLD CALL**
- **WHY DO YOU USE IT**
- **HOW STUDENTS SHOULD RESPOND TO BEING AND NOT BEING COLD-CALLED**

FRAME COLD CALL POSITIVELY

BE BRIEF



DO IT: PRACTICE



SCENARIO: YOU'RE EXCITED TO TRY COLD CALLING WITH YOUR STUDENTS! BUT FIRST, YOU NEED TO INTRODUCE COLD CALL. PLAN YOUR CLEAR, CONCISE, POSITIVELY FRAMED SPEECH, AND PRACTICE DELIVERING IT WARMLY AND ENTHUSIASTICALLY. (30-45 SECONDS)

- *Clearly communicate what to expect (i.e., the what, why, and when of Cold Call)*
- *Frame Cold Call positively*
- *Keep speeches brief*
- *Convey warmth and enthusiasm in authentic and developmentally appropriate ways*

DO IT: PRACTICE



DRAFT YOUR ROLL-OUT SCRIPT

SCRIPT YOUR COLD CALL ROLL OUT SPEECH IN THE PARTICIPANT HANDOUT.

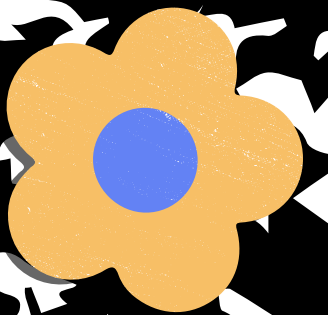
PARTNER A STANDS AND PRACTICES DELIVERING THE SCRIPT. (1 MIN.)

- **PARTNER B GIVES FEEDBACK. (1 MIN.)**
- **PARTNER A RE-PRACTICES. (30 SEC.)**

REPEAT FOR PARTNER B AND PARTNER C

3

**POSITIVE COLD
CALL CULTURE**



SEE IT: POSITIVE COLD CALL



*How does Najee ensure
the culture of Cold Call
in
his classroom is
positive?*



Uncommon Impact

SEE IT: POSITIVE COLD CALL



*How does Jon ensure
the
culture of Cold Call in
his
classroom is positive?*





NAME IT: KEY IDEAS

WARM & WELCOMING TONE- USE A WARM TONE, AND SMILE. MAKE EYE CONTACT AND EXPRESS YOUR SINCERE INTEREST IN HOW STUDENTS WILL ANSWER YOUR QUESTIONS.

COLD CALL REGULARLY-SHOULD BE A REGULAR PART OF YOUR DAILY PRACTICE THE MORE ACCUSTOMED STUDENTS ARE TO BEING COLD CALLED, THE MORE THEY WILL ANTICIPATE IT AND ENGAGE COMFORTABLY.

MAKE IT UNIVERSAL-BE SURE TO INCLUDE ALL STUDENTS AND NOT JUST CERTAIN ONES.

DO IT: PRACTICE



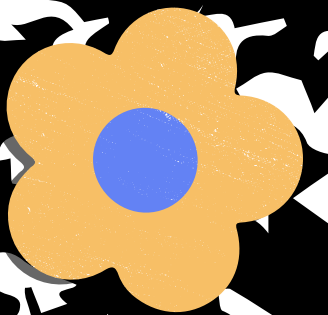
DRAFT YOUR COLD CALL QUESTIONS:

- **SCRIPT THREE TO FIVE COLD CALL QUESTIONS BASED ON THE CONTENT OF THE PARTICIPANT HANDOUT.**
- **PARTNER A STANDS AND PRACTICES DELIVERING QUESTIONS. (1 MIN.)**
- PARTNER B GIVES FEEDBACK. (1 MIN.)**
- PARTNER A RE-PRACTICES. (30 SEC.)**

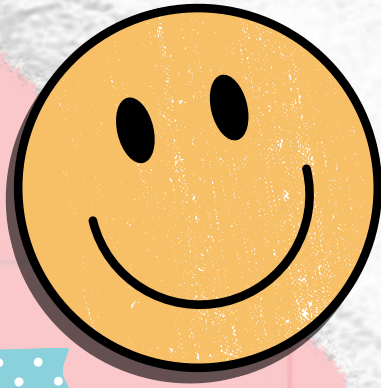
REPEAT FOR PARTNER B

4

COLD CALL VARIATIONS

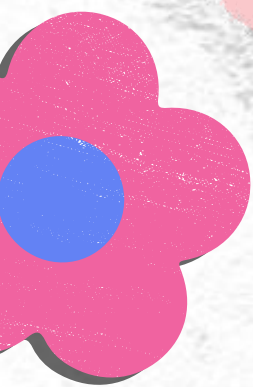


VARIATIONS OF COLD CALL



Things to help you learn lessons better

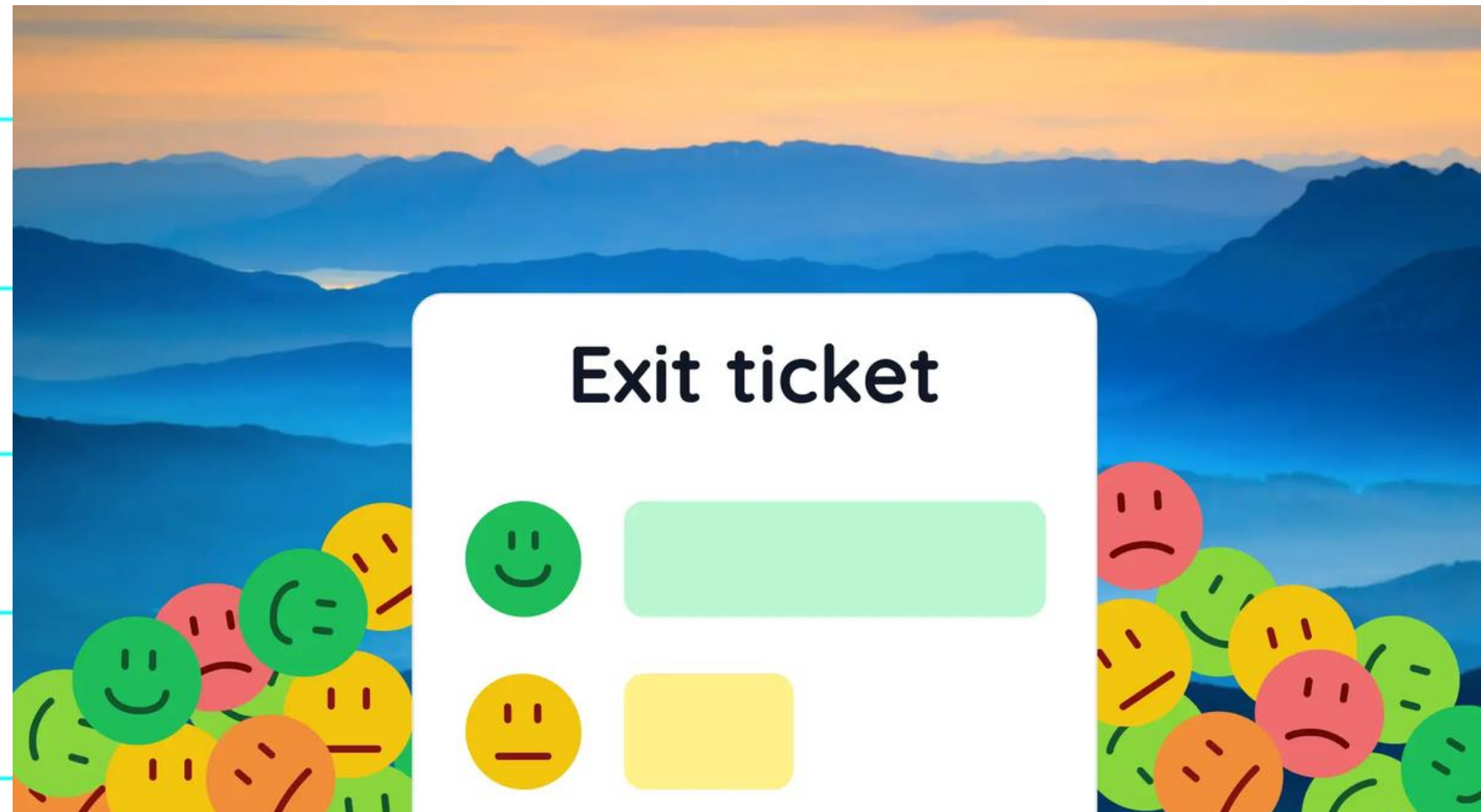
HANDS UP	HANDS DOWN	FOLLOW ON/UP
<p>STUDENTS RAISE THEIR HANDS AND THE TEACHER DECIDES ON WHETHER THEY CALL ON THOSE OR OTHERS, INCLUDING THOSE WITH HANDS DOWN.</p>	<p>NO ONE RAISES A HAND AND THE TEACHER CALLS UPON EVERYONE.</p>	<p>STUDENTS FOLLOW ON OR FOLLOW UP ON THE PREVIOUS STUDENTS' ANSWER.</p>
TIMING THE NAME	SLOW CALL	DATA-DRIVEN COLD CALL
<p>ASK THE QUESTION, PAUSE AND THEN STUDENT NAME</p>	<p>THIS IS VERY USEFUL FOR QUESTIONS THAT REQUIRE MORE THOUGHT. ASK QUESTION, LONGER PAUSE AND THEN STUDENT NAME.</p>	<p>USING COLD CALL TO FOCUS ON A PARTICULAR SKILL OR TO DETERMINE SKILLS THAT NEED TO BECOME CLASSWIDE FOCUS.</p>



EXIT TICKET



WHEN & HOW WILL YOU IMPLEMENT THIS STRATEGY IN YOUR CLASSROOM?



THANK YOU!

Do you have any questions
for me before we go?

Dream

