

**Table 7.4. Working Theory to Inform Short-term and Long-term Goals**

Theory	Short-term Goals	Long-term Goals
<p>A strong classroom culture is very important to Brenda. She really wants students to feel safe enough to take risks. She probably also needs to feel safe and supported with positive feedback herself. She might be fearful of pushing students if she is worried they won't succeed. She also does not always see the link between her own instructional actions and student learning. She underestimates herself!</p>	<p>Increase student specificity during partner talk, small-group talk, and whole-group talk</p> <p>Brenda will increase the scaffolding during talk opportunities.</p> <p>Brenda will give increasingly specific feedback to students (this might require some writing content study—possible new theory about Brenda's content knowledge?).</p>	<p>Help Brenda connect her instructional actions with student learning</p> <p>Help Brenda develop an assessment lens and understanding of the range of possible student learning</p>