Let's look at four considerations based on our math teacher:

1. *The teacher is unsure* how to use the Do Nows to inform instruction.
2. *The teacher thinks he or she is effective,* as she is using the recommended strategy.
3. *The teacher does not recognize the value or purpose* of a Do Now; she is just doing it because she was told to stop reviewing homework for 15 minutes at the beginning of the lesson.
4. *The teacher does not want to implement these practices or is afraid* to try because she wants to follow her lesson plan and she likes to teach whole group with everyone working on the same tasks at the same time.
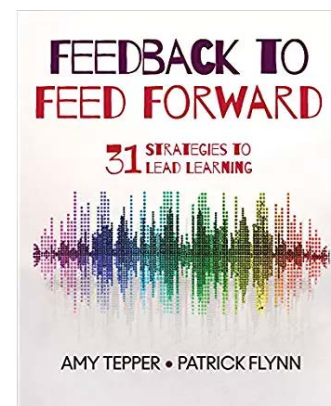
Supporting Teachers Within Their ZPD

Not only is it important to determine a teacher's mindset and skill set, but you must also determine how a teacher best learns and what support would be most effective for the teacher to meet a new challenge. Think about a new skill or hobby you learned and how you improved. Did you watch a video? Read a book? Did a coach or instructor model the skill? Or did you try it on your own with someone watching and giving suggestions? Though you are the instructional leader in the building, remember that you have a wide variety of resources available to you. Though you want to monitor the teacher's growth, what else can you provide, suggest, or utilize as support? For example,

- Is a math coach available to model for the teacher?
- Could the teacher benefit from visiting another classroom?
- Is there a video, site, article, book, or professional learning online that would help?
- Is this teacher open to recording herself to review with you?
- Can the leader collaboratively plan with the teacher over the next few days/weeks? Can the coach, another teacher, or department chair do this?
- Is this teacher's area of challenge consistent with a trend in your building? Can you design professional learning experiences to address it?

Think outside the box! For our math teacher, could the instructional leader or math coach review Do Nows from the week with her? They could practice together how to analyze work to recognize student errors and conceptual understanding. They could determine what the evidence is revealing and think about what actions the teacher could have taken in the moment and/or for the next lesson. What if the whole math team engaged in this work because everyone needs help with data-driven instruction?