**NCII Mathematics Course Module 1 Coaching Materials**

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***Sample Email to Set up Module 1 Coaching Activity (all teachers)***

Dear Teachers,

I hope all is well! I look forward to supporting you with the NCII Math Intensive Intervention course. For our Module 1 coaching interaction, you will identify and map foundational mathematics skills that you may include within intensive intervention for a target student.

Attached, please find a coaching packet for Module 1. I also want to remind you that our conversations are completely confidential and non-evaluative. If you have any questions, please feel free to contact me.

It is a pleasure working with you!

Best,

**COACH NAME**

**General tips:**

* Include personal greeting
* Share “big picture focus” of Module 1 coaching activities
* Establish timeframe for communication and next steps
* Remind teachers about confidentiality and non-evaluative nature of the coaching model
* Attach Coach and Teacher Module Implementation Packet
* Indicate openness and availability for questions

***Sample Email* *to Follow-up on Coaching Activity (to individual teachers)***

Dear Teacher A,

It was great to talk with you about your foundational skills map! I really appreciate your thoughtful reflection on XXXXX. As we discussed, some next steps based on our conversation might be XXX.

The next time we will need to schedule a coaching session will be in DATE. In the meanwhile, please feel free to reach out if you have any questions.

Best,

**COACH NAME**

**General tips:**

* Thank teachers for their time
* Include a personal comment re: classroom, student, context
* If requested, include notes from discussion
* Include a praise point in line with module expectations
* Reference next step based on discussion
* Close with expectations about future contact

|  |  |  |
| --- | --- | --- |
| **Coach and Teacher Master Checklist: Module 1** | | |
|  | | |
|  | **Coach** | **Team Members** |
| **Pre-discussion** | Email the teacher to share expectations and resources for discussion and to request schedule.  Schedule discussions.  Remind the teachers that what is discussed is completely confidential and non-evaluative.  Provide classroom teacher with a copy of the **Coaching Discussion Guide: Mapping Foundational Mathematics Skills for Intensive Intervention** prior to your scheduled observation time. | Email coach with schedule and determine if check in will be in person or virtual.  Complete the skills progression table in Appendix A.  Direct any questions about the discussion content to coach. |
| **During discussion** | Using the **Coaching Discussion Guide: Mapping Foundational Mathematics Skills for Intensive Intervention**, support a discussion to reflect on the student receiving intensive intervention and implications for instruction. | Using the **Coaching Discussion Guide: Mapping Foundational Mathematics Skills for Intensive Intervention**, share your reflections with your coach about your student and the skills progression. |
| **Post-observation** | Send a follow-up email to recap the discussion.  Share a copy of the completed: **Coaching Discussion Guide: Mapping Foundational Mathematics Skills for Intensive Intervention**, with the teacher to recap notes and next steps (if requested). Remind teacher of any follow up procedures. | Implement any implications based on the conversation and your review/evaluation of the instructional intervention or practice.  Reach out to your coach with any questions. |

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| **Mapping Foundational Mathematics Skills for Intensive Intervention**  **Coaching Discussion Guide** | | |
| Teacher: | Date: | Duration of conversation: |

***Note to coaches:*** Below, please find an overview of activities and questions to consider. The focus of the conversation will be based on the needs of the teacher and may vary.

|  |  |  |
| --- | --- | --- |
| **Activity** | **Discussed? (Mark with x)** | **Notes** |
| **Describe the student you chose to focus on from your intensive intervention group.**  *Questions/prompts to consider:*  *What are the student’s present level skills?*  *What grade level skill(s) did you target in the table (see Appendix A)?* |  |  |
| **Discuss implications for intensive intervention instruction.**  *Questions/prompts to consider:*  *Describe the progression of skills. What did you notice looking back several grade levels?*  *How will what you learned inform your instruction?*  *What is the implication for how you will sequence instruction for this student?* |  |  |

**Coaching Discussion Fidelity Form: Module 1 Classroom Application**

***Note:*** *This form is not evaluative of teacher performance. This protocol is used to measure the instructional coach’s fidelity to the procedures for debriefing the observation and track the components of the debrief sessions conducted. Recommended times are based on a 10-20 minute coaching debrief.*

|  |  |
| --- | --- |
| Discussion date: | Duration of discussion: |
| Instructional coach: | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Discuss student from math intensive intervention.** | **Yes** | **No** | **Notes/Reflections** |
| Discussed student present level skills. | 1 | 0 |  |
| Discussed student grade-level skills. | 1 | 0 |  |
| **Discuss implications for intensive intervention instruction.** | **Yes** | **No** | **Notes/Reflections** |
| Discussed the progression of skills. | 1 | 0 |  |
| Discussed implication(s) for sequencing instruction. | 1 | 0 |  |

Appendix A: Classroom Application



* **Select a student from your math intensive intervention group. Identify and map the foundational mathematics skills that you may include within intensive intervention. Consider the following:**
* the grade level(s) you teach
* core standards from up to three previous grade levels (see <https://achievethecore.org/category/774/mathematics-focus-by-grade-level>)
* your student’s present skill levels
* appropriate sequencing of skills
* **Complete the table below with the prerequisite and desired skills to identify skills you will target within intensive intervention for the student.**
* You may choose to make multiple copies of the form for additional students or to complete the progress across several grade level skill areas.

|  |  |  |  |
| --- | --- | --- | --- |
| **Three grade levels below** | **Two grade levels below** | **Previous grade level** | **Current grade level** |
|  |  |  |  |

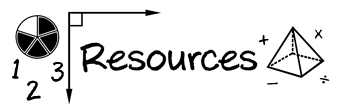
Appendix B: Classroom Application (with completed progress table exemplar)



* **Select a student from your math intensive intervention group. Identify and map the foundational mathematics skills that you may include within intensive intervention. Consider the following:**
* the grade level(s) you teach
* core standards from up to three previous grade levels (see <https://achievethecore.org/category/774/mathematics-focus-by-grade-level>)
* your student’s present skill levels
* appropriate sequencing of skills
* **Complete the table below with the prerequisite and desired skills to identify skills you will target within intensive intervention for the student.**
* You may choose to make multiple copies of the form for additional students or to complete the progress across several grade level skill areas.

|  |  |  |  |
| --- | --- | --- | --- |
| **Three grade levels below** | **Two grade levels below** | **Previous grade level** | **Current grade level** |
| Work with equal groups of objects to gain foundations for multiplication | Represent and solve problems involving multiplication and division.  Understand properties of multiplication and the relationship between multiplication and division. | Use the four operations with the whole numbers to solve problems. | Apply and extend previous understandings of multiplication and division to multiply and divide fractions. |

Appendix C



**Achieve the Core Focus by Grade Level:** https://achievethecore.org/category/774/mathematics-focus-by-grade-level

**(Optional) Turn On Common Core Math**: <https://turnonccmath.net>