**NCII Intensive Intervention in Mathematics Module 4 Coaching Materials**

|  |  |  |
| --- | --- | --- |
|  | **Page** | **Customizable** |
| **Coach Communication Tools** |
| *Sample* Email to Set up Coaching Activity | **2** | **x** |
| *Sample* Email to Follow-up after Coaching Activity  | **3** | **x** |
| **Coach and Teacher Module Implementation Packet (send to teachers as PDF)** |
| Coach and Teacher Master Checklist | **4** |  |
| Modeling Component of Explicit Instruction: Coaching Discussion Guide | **5** |  |
| Discussion Fidelity Checklists (*Optional*) | **7** | **x** |
| Appendix A: Classroom Application: Explicit Instruction Graphic Organizer (*complete while viewing* *your own video*) | **8** |  |
| Appendix B: Classroom Application: Explicit Instruction Graphic Organizer\* (*complete while viewing a colleague’s video*) | **9** |  |



***Sample Email to set up Module 4 Coaching Activities* (*all teachers*)**

Dear Teachers,

I hope all is well! I am delighted to continue supporting you during the NCII Mathematics Intensive Intervention Course. Our next coaching interaction for this course will be on explicit instruction in mathematics with a focus on the modeling or “I do” component.

For the Module 4 coaching activity, you will:

* Teach an intensive intervention mathematics lesson and video tape it.
* Upload the video for your coach to view.
* View your own video and complete the classroom application explicit instruction checklist (see Appendix B).
* Coordinate with a colleague to view their video and complete the classroom application explicit instruction checklist while viewing their taped lesson.
* Debrief virtually with your coach about ***your own video*** and ***what you learned from watching your colleague***. Prior to your virtual interaction, your coach will view your video and complete the explicit instruction checklist.

The virtual coaching sessions for Module 4 will take place during the weeks of **DATES**. Your coach will reach out to you to schedule the virtual conversation. **Please post your video by DATE.**

Please also note that your coach will participate in the discussion board conversations for this module. Keep a look out as the coaching team joins in the conversation on the modeling/“I do” component of explicit instruction.

Attached, please find a coaching packet for Module 4. 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 4 coaching activity and the steps to complete
* 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* *Post-Coaching Interaction Discussion (individual teachers)***

Dear Teacher,

It was great to talk with you about the modeling/“I do” component of explicit instruction from your math lesson! I really appreciate your thoughtful reflection on XXXXX. As we discussed, you might consider integrating more XXXXXX. I am excited to hear how it goes.

The next time we will need to schedule a coaching session will be in DATE. We will continue to talk about explicit instruction with a focus on fact fluency and problem solving, and how to build these strategies to help students solve word problems. 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 an implication for practice identified during the debrief
* Close with expectations about the next coaching activity

|  |
| --- |
| **Coach and Teacher Master Checklist: Module 4** |
|  | **Coach** | **Teacher** |
| **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 materials. | Enact an intensive intervention mathematics lesson and video tape. Upload video for your coach.View your own video and complete the classroom application explicit instruction checklist.View a colleague’s video and complete the classroom application explicit instruction checklist. Direct any questions about the discussion content to coach. |
| **During discussion** | Using, **Modeling Component of Explicit Instruction: Coaching Discussion Guide**, support the teacher to set up a system for progress monitoring students using the chosen measure and tracking progress monitoring data. | Using, **Modeling Component of Explicit Instruction: Coaching Discussion Guide**, **s**hare your thoughts and ideas with your coach about your own lesson and your colleague’s lesson.  |
| **Post-observation** | Send a follow-up email to recap the discussion.Share a copy of the completed: **Modeling Component of Explicit Instruction: Coaching Discussion Guide**, if requested, with the teacher to recap notes and next steps. Keep de-identified copies of all documents and share with the teachers if requested. Submit de-identified materials, including debrief fidelity checklist, for data entry. | Integrate key takeaways from lesson observation of your own lesson and your colleague’s lesson. Reach out to your coach with any questions. |

|  |
| --- |
| **Modeling Component of Explicit Instruction: 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** |
| **Review the classroom application explicit instruction graphic organizer completed based on the teacher’s lesson.***Questions to consider:**Did I provide clear expectations?**Did I state the goal and importance of the learning?**Did I use precise and concise language?**Did I model the steps?**Did I enact planned examples and non-examples?* |  |  |
| **Discuss the supporting practices enacted in the lesson.***Prompts/questions to consider:**Describe the extent to which you:** *Asked the right questions*
* *Elicited frequent student responses*
* *Provided immediate, specific feedback*

*Were concrete materials integrated into the lesson? Discuss.**Were virtual or pictorial representations integrated into the lesson? Discuss.* |  |  |
| **Teacher shares out key takeaways and learnings from the classroom application explicit instruction graphic organizer completed for a colleague’s lesson.***Questions to consider:**Did my colleague provide clear expectations?**Did my colleague state the goal and importance of the learning?**Did my colleague use precise and concise language?**Did my colleague model the steps?**Did my colleague enact planned examples and non-examples?* |  |  |
| **Identify implications for practice: Identify learnings from completing the graphic organizers to enact in future lessons.** *Questions to consider:**What is an implication for my own practice that I gained from completing the graphic organizer for my lesson?**What did I observe from my colleague’s instruction that I might apply to my own teaching?* |  |  |

**Coaching Discussion Fidelity Form: Module 4 Classroom Application *(Optional form)***

***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.*

|  |
| --- |
| Teacher: |
| Discussion date: | Duration of discussion: |

|  |  |  |  |
| --- | --- | --- | --- |
| **Explicit Instruction Graphic Organizer (Teacher’s Lesson)** | **Yes** | **No** | **Notes/Reflections** |
| Teacher completed explicit instruction graphic organizer for their own video. | 1 | 0 |  |
| Teacher shared reflection on learnings from the graphic organizer. | 1 | 0 |  |
| Coach shared reflection on learnings from the graphic organizer (may connect with or diverge from teaching reflection). | 1 | 0 |  |
| **Supporting Practices** | **Yes** | **No** |  |
| Teacher reflected on supporting practices enacted in lesson (or lack thereof). | 1 | 0 |  |
| Coach reflected on supporting practices enacted in lesson (or lack thereof). | 1 | 0 |  |
| The use of concrete materials and/or virtual or pictorial materials was discussed. | 1 | 0 | **Circle all that apply:** concrete materials, pictorial materials, virtual materials |
| **Explicit Instruction Graphic Organizer (Colleague’s Lesson): Key Takeaways and Learnings** | **Yes** | **No** |  |
| Teacher completed explicit instruction graphic organizer for a colleague’s video or live lesson. | 1 | 0 |  |
| Teacher shared reflection on learnings from observing and completing the graphic organizer for a colleague’s lesson. | 1 | 0 |  |
| **Identify Implications for Practice**  | **Yes** | **No** |  |
| Actionable implication(s) for practice were identified. | 1 | 0 | **Example of implication for practice:**  |

Appendix A: Explicit Instruction Graphic Organizers



Module 4

**Fill in the explicit instruction graphic organizer for an upcoming lesson. Complete while viewing your own lesson.**

|  |  |
| --- | --- |
| Modeling | Practice |
| **I Do** |  |  | **We Do** |
|  |  |
|  |  |
|  |  | **You Do** |
|  |  |
|  |  |
| Supporting Practices |
|  |
|  |
|  |

Appendix B: Explicit Instruction Graphic Organizers



Module 4

**Fill in the explicit instruction graphic organizer for an upcoming lesson. Complete while viewing a colleague’s lesson video.**

|  |  |
| --- | --- |
| Modeling | Practice |
| **I Do** |  |  | **We Do** |
|  |  |
|  |  |
|  |  | **You Do** |
|  |  |
|  |  |
| Supporting Practices |
|  |
|  |
|  |