**NCII Intensive Intervention in Mathematics Module 7 Coaching Materials**

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| **Coach and Teacher Module Implementation Packet (send to teachers as PDF)** |
| Coach and Teacher Master Checklist | **4** |  |
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***Sample Email to set up Module 7 Coaching Activities* (*all teachers*)**

Dear Teachers,

Our next coaching interaction for the course will be on increasing your modeling of rational-number concepts or procedures in mathematics.

The coaching observation and debrief for Module 7 will take place during the weeks of **DATES**. The observation should be a lesson when you are increasing your modeling of rational-number concepts or rational-number procedures. To prepare for the observation and debrief, please complete the classroom application. After you’ve completed the classroom application, please identify a lesson for me to focus my observation on the increased modeling of:

* Rational-number concepts
* Rational-number procedures

Attached, please find a coaching packet for Module 7. 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.

I’m looking forward to seeing you for the Module 7 coaching activity!

Best,

**COACH NAME**

**General tips:**

* Include personal greeting
* Share “big picture focus” of Module 7 coaching activity and the steps to complete
* Establish timeframe for communication and next steps
* Remind teachers about confidentiality and non-evaluative nature of pilot
* Attach Coach and Teacher Module Implementation Packet
* Guide teachers to Appendix B for more information about increasing rational-number modeling and procedures
* Indicate openness and availability for questions

***Sample* Post-Coaching Interaction Discussion (*individual teachers*)**

Dear Teacher A,

It was great to talk with you about your recent lesson with increasing your modeling of rational-number concepts AND/OR increasing your modeling of rational-number procedures. I really appreciate how you XXXXX. As we discussed, you might consider integrating more XXXXXX.

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

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| **Coach and Teacher Master Checklist: Module 7** |
|  | **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.Review/familiarize yourself with the appendices. | Enact an intensive intervention mathematics lesson for word problem solving for your coach to observe.Review/familiarize yourself with the appendices.Direct any questions about the discussion content to coach. |
| **During discussion** | Use the **Increasing Modeling: Coaching Discussion Guide** to facilitate a discussion about the word problem lesson. | During the debrief, use the **Increasing Modeling: Coaching Discussion Guide,** to share your thoughts and ideas with your coach.  |
| **Post-observation** | Send a follow-up email to recap the discussion.Share a copy of the completed: **Increasing Modeling: Coaching Discussion Guide**, if requested, with the teacher to recap notes and next steps.  | Integrate key takeaways from lesson observation and debrief discussion.Reach out to your coach with any questions. |

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| **Increasing Modeling: 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.

***Observation focus:***

* Increase modeling of rational-number concepts (i.e., fractions, decimals, and percentages)
* Increase modeling of rational-number procedures

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| --- | --- | --- |
| **Activity** | **Discussed? (Mark with x)** | **Notes** |
| * **Discuss increased modeling of rational-number concepts.**
* **NA**

*Questions/prompts to consider:**Describe the rational-number concept you selected for modeling (e.g., length model of fractions, area model of fractions, set model of fractions, decimal and percentage concepts) in this lesson and why.**Describe what you think went well about how you emphasized modeling of rational-number concepts within the context of problem solving.* |  |  |
| * **Discuss increased modeling of rational-number procedures (i.e., algorithms) for multi-digit numbers.**
* **NA**

*Questions/prompts to consider:**Describe why you selected the rational-number model for this lesson (e.g., showing and drawing computation with fractions, reviewing place value concepts of decimals, using appropriate language for describing rational numbers and operations).**If applicable, discuss the role of decimal place value concept understanding for your students in this lesson. How can you support place value development?* |  |  |
| **Identify implications for practice for increasing modeling of rational-number concepts and/or procedures.***Questions to consider:**Based on your practice with the process of focusing on increasing modeling, what is an implication for your instruction in intensive intervention?**What adjustment(s) might you make in future lessons?*  |  |  |

**Coaching Discussion Fidelity Form: Module 7 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.*

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Discuss increased modeling of rational-number concepts.** | **Yes** | **No** | **Notes/Reflections** |
| Discussed the rational-number concept selected and why. | 1 | 0 |  |
| Described what went well about modeling of rational-number concepts within the context of problem solving.  | 1 | 0 |  |
| **Discuss increased modeling of rational-number procedures.** | **Yes** | **No** |  |
| Discussed the rational-number procedure selected and why. | 1 | 0 |  |
| Discussed the role of decimal place value concept understanding. | 1 | 0 |  |
| **Identify Implications for Practice**  | **Yes** | **No** |  |
| Identified actionable implication(s) for practice. | 1 | 0 | **Example of implication for practice:**  |
| Identified adjustment(s) for future lessons. | 1 | 0 | **Example of adjustment(s) for future lessons:** |

Appendix A



Module 7

**1) List two ways to increase your modeling of rational-number concepts (and do it!)**

**Model Concepts 1:**

**Model Concepts 2:**

Evidence:

Evidence:

**(2) List two ways to increase your modeling of rational-number procedures (and do it!)**

**Model Procedures 1:**

**Model Procedures 2:**

Evidence:

Evidence:

Appendix B

Rational-Number Concepts and Procedures to Emphasize in Intensive Intervention

**Rational-Number Concepts (Module 7, Part 1)**

* Teach the *length* model of fractions
* Teach the *area* model of fractions
* Teach the *set* model of fractions
* Teach decimal and percentage concepts

**Rational-Number Procedures (Module 7, Part 2)**

* Understand different models for showing and drawing computation with fractions
* Review place value concepts of decimals
* Use appropriate language for describing rational numbers and the operations