**Introduction to Intensive Intervention**

**Module 5 Coaching Materials:**

**Modeling and Practicing to Help Students Reach Academic Goals**

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|  | **Page** | **Customizable** |
| **Coach Communication Tools** | | |
| *Sample* Pre-Observation Email | **2** | **x** |
| *Sample* Post-Observation Email | **3** | **x** |
| **Coach and Teacher Module Implementation Packet (send to teachers as PDF)** | | |
| Coach and Teacher Master Checklist Overview | **4** | **X** |
| Coaching Discussion Guide: Prepare a good model & provide modeling and practice | **6** | **X** |
| Discussion Fidelity Form (*optional*) | **9** | **x** |
| Appendix A: Classroom Application | **10** |  |





***Sample* Pre-Observation Email (to all teachers)**

**Instructions:** Customize and use for both classroom application coaching activities OR customize to focus on one application per communication (i.e. delete the parts that are not relevant to the upcoming coaching activity and leave the other aspects of the email intact; to facilitate, each part is highlighted in yellow below).

Dear Teachers,

I’m looking forward to our coaching activity about implementing modeling and practice to help students reach academic goals in Module 5! In each application activity, I will observe your planned lesson. **I plan on being at SCHOOL NAME on DATE (S)/TIME (s).** Please sign up for an observation online at LINK.

For the Module 8 coaching activities, we will debrief on modeling and practice of this module. The classroom application and corresponding coaching activity will address the following:

* **Part 2: What are the characteristics of highly effective models?** 
  + Using your journal entry (Activity 5.25), create a brief lesson with a specific learning outcome, a clear explanation, and methods for modeling. Review your lesson and then implement the lesson (Activity 5.26). With your coach, discuss your use of clear explanation and teacher-led model.
* **Closing: When and how should students practice in explicit instruction lessons?**
  + Using your journal entry (Module 5 Classroom Application), review an upcoming lesson and create a plan for how you will create an objective and provide modeling and practice. Implement your lesson and then write a reflect comparing your lesson to the checklist. Discuss your reflection with your coach.

In advance of the observation, please email me with your lesson plan featuring a clear explanation, teacher-led model with multiple planned examples and/or plan for practice. In preparation, you might find it helpful to refer back to the:

* Activity 5.25 (Journal Entry)
* Activity 5.26 (Classroom Application)
* Module 5 Classroom Application Prep 5.25
* Classroom Application 5.26 in your activity workbook.

I look forward to seeing you again soon! Please reach out if you have any questions!

Best,

**COACH NAME**

**General tips:**

* Include personal greeting
* Coordinate school-based scheduling and related logistics
* Share focus of the observation
* Establish timeframe for communication and next steps
* Attach Coach and Teacher Module Implementation Packet
* Refer to course resources (e.g., activity workbook)
* Indicate openness and availability for questions

***Sample* Post-Observation Emails (to all teachers)**

Dear Teacher A,

Thank you for welcoming me into your classroom once again! I appreciated seeing the consistent modeling and feedback you provided to students to keep them on track. As we discussed, I look forward to hearing about how it goes as you incorporate more explicit modeling and communication of expectations.

Best,

**COACH NAME**

**General tips:**

* Thank teachers for their time
* Include a personal comment re: classroom, student, context
* Include a praise point in line with module expectations
* Reference the implication for practice determined collaboratively during debrief

Dear Teacher B,

Thank you for welcoming me into your classroom once again! I appreciated seeing your clear explanation and the use of modeling and practice to meeting that objective. As we discussed, I look forward to hearing about how it goes as you incorporate more explicit modeling and communication of expectations.

Best,

**COACH NAME**

**General tips:**

* Thank teachers for their time
* Include a personal comment re: classroom, student, context
* Include a praise point in line with module expectations
* Reference the implication for practice determined collaboratively during debrief

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| **Coach and Teacher Master Checklist: Module 5**  **Part 2 and Closing**  ***See email and discussion guides for special notes*** | | |
|  | **Coach** | **Teacher** |
| **Pre-observation** | Email the teacher to determine the date and time for the observation as well as the activities required prior to the meeting:  **Part Two:**  In preparation for the coaching discussion, the teacher needs to complete the following activities:   * Activity 5.25 * Activity 5.26   **Closing:**  In preparation for the coaching discussion, teachers must complete the following activities:   * Module 5 Classroom Prep. (Journal Entry) * Module 5 Classroom Application   Remind the teachers that observations are completely confidential and non-evaluative.  Provide classroom teacher with a copy of the **Discussion Guide** prior to your scheduled observation time.  Discuss any questions the teacher has and explain to them how the debriefing will be a collaborative review of the lesson. | Review the email and discussion guide outlining the requirements for each part of the observations. Determine a timeline to complete the activities leading up to the coach debrief session.  Direct any questions about the observation to coach.  Email coach with your lesson plan featuring a clear explanation, a teacher-led model with multiple planned examples, and/or method for practice.  Let coach know if there are any changes to the schedule or lesson. |
| **During observation** | Observe the teacher using the **Module 5 Modeling and Practicing to Help Students Reach Academic Goals Discussion Guide** | Enact a lesson plan featuring a clear explanation, an explanation of the teacher-led model with multiple planned examples, and/or practice. As needed, refer to the online module and activity workbook, with specific attention to Activity 5.25, Activity 5.26, Module 5 Classroom Application Prep and Classroom Application in your activity workbook. |
| **Post-observation** | Conduct a collaborative review feedback session with the teacher **Module 5 Modeling and Practicing to Help Students Reach Academic Goals Discussion Guide.** Use your notes to provide positive targeted and constructive feedback.  Follow up on the debrief with written feedback, either by sharing a copy or by documenting in a follow-up email. | Debrief observation with coach. In collaboration with coach, select implications for your practice based on the collaborative review of your lesson. |

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| **Modeling and Practicing to Help Students Reach Academic Goals Discussion Guide**  **Module 5** | | |
| 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 foci:***

* Clear explanation
* Methods for modeling multiple planned examples
* Decide what type of practice is appropriate
* Design outcome-aligned practice likely to produce high accuracy
* Provide guided practice
* Provide independent practice

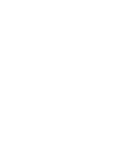
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| **Activity** | **Notes** |
| * **Discuss the extent to which a clear explanation was implemented during the lesson. (Refer to the clear explanation checklist in Appendix A to guide the conversation; criteria are listed below).**   *Questions/prompts to consider:*  *Discuss the extent to which the explanation:*   * *matched the learning outcome* * *was correct* * *was clear* * *was concise* * *used the explanation consistently* |  |
| * **Discuss the extent to which the effective methods for modeling multiple planned examples were implemented during the lesson. (Refer to the clear explanation checklist in Appendix A to guide the conversation; criteria are listed below).**   *Questions/prompts to consider:*  *Discuss the extent to which the multiple planned examples*   * *Showed all the steps or provided unique examples* * *Verbalized your thinking* * *Were observable by all students* |  |
| * **Discuss the extent to which the type of practice used was appropriate (Refer to the Practice Checklist in Appendix A to guide the conversation; criteria are listed below)**   *Questions/prompt to consider:*  *Reflect upon the type of practice implemented.*   * *What was the complexity of the skill? High? Low?* |  |
| * **Discuss the extent in which the outcome-aligned practice was designed to produce high accuracy**   *Questions/prompts to consider:*  *Reflect upon the practice and the extent to which it:*   * *Was outcome-aligned* * *Led to high-accuracy* |  |
| * **Reflect upon the use of guided practice**   *Questions/prompts to consider*  *Reflect upon the use of guided practice to:*   * *Lead students in steps toward the learning outcome* * *Provide appropriate prompts* * *Observe and provide immediate feedback* |  |
| * **Reflect upon use of independent practice**   *Questions/prompts to consider*  *Reflect upon the use of independent practice to:*   * *Review expectations and resources for meeting the learning outcome* * *Allow students to work without support* * *Observe and provide immediate and delayed feedback* |  |
| **Identify implications for modeling and practice**  *Questions to consider:*  *What is an implication for your instruction based on your implementation of clear explanations in this lesson?*  *What adjustment(s) might you make in future lessons to more effectively provide clear explanations?*  *What adjustment(s) or addition(s) might you make to effectively model multiple planned examples?*  *What is an implication for your instruction based on the type of practice in this lesson?*  *What adjustment(s) might you make in future lessons to more effectively implement practice?* |  |

**Coaching Discussion Fidelity Form: Module 5 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.*

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

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| --- | --- | --- | --- | --- |
| **Discussed clear explanation implementation.** | **Yes** | **No** | | **Notes/Reflections** |
| Discussed extent to which the explanation aligned with the clear explanation checklist. | 1 | 0 | |  |
| **Discussed methods for modeling (including multiple planned examples) discussion.** | **Yes** | **No** | |  |
| Discussed the extent to which the effective methods for modeling multiple planned examples were implemented in the lesson. | 1 | 0 | |  |
| **Discussed methods for guided practice discussion.** | **Yes** | **No** | |  |
| Discuss the extent to which the effective methods for guided practice were implemented in the lesson. | 1 | 0 | |  |
| **Discussed methods for independent practice discussion.** | **Yes** | **No** | |  |
| Discuss the extent to which the effective methods for independent practice were implemented in the lesson. | 1 | 0 | |  |
| **Identification of Implications for Practice** | **Yes** | **No** | **N/A** |  |
| Actionable implication(s) for practice were identified regarding the delivery of clear explanations. | 1 | 0 | -- | **Example of implication for practice:** |
| Actionable implication(s) for practice were identified regarding the implementation of multiple planned examples. | 1 | 0 | -- | **Example of adjustment(s) for future lessons:** |
| Actionable implication(s) for practice were identified regarding the implementation of guided practice. | 1 | 0 | N/A | **Example of adjustment(s) for future lessons:** |
| Actionable implication(s) for practice were identified regarding implementation of independent practice. | 1 | 0 | N/A | **Example of adjustment(s) for future lessons:** |

**Appendix A: Classroom Application**

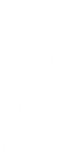
Activity 5.25 – Journal Entry

*Module 5 Part 2 Application*

Online

Prepare a Good Model

* Create a brief lesson with:
  + A clear objective with a specific learning outcome
  + A clear explanation of the procedure or information
  + A description of the models used
* After teaching the lesson, write a reflection comparing your lesson to the checklist



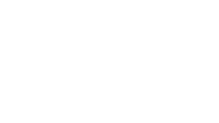
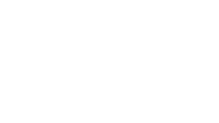
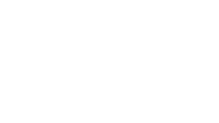
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| Activity 5.26 – Classroom Application  *Module 5 Part 2*  Classroom/Coach |

Plan to do your lesson

* Review your clear explanation and write it out to review as you teach
* Adjust your plan so it is less than 10 minutes

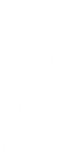
Do the lesson

* Work from your written plan
* Focus on the explanation and the teacher-led model
* Stop after 10 minutes



**Checklist: Modeling**

* **Give clear explanations**
  + Match the explanation to the learning outcome
  + Design the explanation so that it is correct, clear, and concise
  + Use the explanation consistently
* **Model multiple planned examples**
  + Show all the steps or provide unique examples
  + Verbalize your thinking
  + Have students observe
* **Use supporting practices**



Classroom Application

*Module 5 Classroom Application*

Classroom/Coach

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| **Journal Entry Assignment** | **Application Activity** |
| * Review an upcoming lesson in your classroom * Create a plan for how you will:  1. Create an objective 2. Provide modeling 3. Provide guided practice 4. Provide independent practice  * After teaching the lesson, write a reflection comparing your lesson to the checklist | * Implement the lesson described in the last part of the Journal Entry Assignment * After implementing, reflect with your coaching about the effectiveness of the methods you used to provide explicit instruction |

**Checklist: Practice**

* **Decide what type of practice is appropriate**
* **Design outcome-aligned practice likely to produce high accuracy**
* **Provide guided practice**
  + Lead student in steps toward the learning outcome
  + Provide appropriate prompts
  + Observe and provide immediate feedback
* **Provide independent practice**
  + Review expectations and resources for meeting the learning outcome
  + Allow student to work without support
  + Observe and provide immediate and delayed feedback
* **Make strategic decisions about next steps**