**Explicit Instruction Course Module 6 Coaching Materials:**

**Using Effective Methods for Eliciting Frequent Responses**

|  |  |  |
| --- | --- | --- |
|  | **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 | **4** |  |
| Coaching Discussion Guide: Eliciting Student Responses | **5** |  |
| Discussion Fidelity Tool (optional) | **6** |  |
| Appendix A: Classroom Application | **7** |  |

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

Dear Teachers,

I’m looking forward to our coaching activity about using effective methods to elicit student responses for Module 6. **I plan on being at SCHOOL NAME on DATE (S)/TIME (s).** Please sign up for an observation online at LINK.

For the Module 6 coaching activity, I will observe a lesson in which you implement two methods to elicit responses according to the Module 6 Checklist. Attached, please find a packet to help you prepare for your observation, which includes directions from the classroom application portion of the module.

In advance of the observation, please email me with the two methods you will use to elicit responses from your journal entry (Module 6 Classroom Application Prep, p.40 of the activity workbook). I am very excited to be in your classrooms! It is a pleasure working with all of you and I look forward to seeing you soon. Please let me know 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 step
* Attach Coach and Teacher Module Implementation Packet
* Indicate openness and availability for questions

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

Dear Teacher A,

Thank you for welcoming me into your classroom! It was wonderful seeing the consistent modeling and feedback you provided to students to keep them on track. Looking ahead, we both agreed that more explicit modeling and communication of expectations for the student coach would be appropriate.

Best,

**COACH NAME**

Dear Teacher B,

Thank you for your warm classroom welcome! I appreciate that you never strayed from the lesson objective and consistently demonstrated ways to ask an adult for assistance that was within the students’ proximal zone. I am interested in hearing how it goes when you XXXX.*.*

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

|  |  |  |
| --- | --- | --- |
|  | **Coach and Teacher Master Checklist: Module 6** |  |
|  | **Coach** | **Teacher** |
| **Pre-observation** | Email the teacher to determine the date and time for the observation as well as the two methods for eliciting responses that they will use during the lesson observation.  Remind the teachers that observations are completely confidential and non-evaluative.  Provide classroom teacher with a copy of the **Module 6 Eliciting Responses 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 **Module 6 Eliciting Responses Discussion Guide**  Direct any questions about the observation to coach.  Email coach with two methods for eliciting responses that you will use during the lesson observation.  Let coach know if there are any changes to the schedule or lesson. |
| **During observation** | Observe the teacher using the **Module 6 Eliciting Response Discussion Guide.** | Conduct lesson with a focus on two methods to elicit responses (refer to your journal entry for Module 6 Classroom Application Prep; p.40 in the activity workbook). |
| **Post-observation** | Conduct a collaborative review feedback session with the teacher **Module 6 Eliciting Responses 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. |

|  |  |  |
| --- | --- | --- |
| **Eliciting Responses Coaching Discussion Guide**  **Module 6** | | |
| 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 (select two methods used to elicit a response from the Journal Entry for Classroom Application Prep, p.40 in activity workbook):***

* Maintain or check accuracy of processing
* Match the learning outcome
* Match student abilities
* Match the desired response format
* Maximize student involvement

|  |  |
| --- | --- |
| **Activity** | **Notes** |
| * **Maintain or check accuracy of processing** * **NA**   *Questions/prompts to consider:*  *Discuss the format used to maintain or check accuracy of processing and reflect on its appropriateness and effectiveness.*  *Discuss instructional adaptations based on informal student feedback.* |  |
| * **Match the learning outcome** * **NA**   *Questions/prompts to consider:*  *Discuss the format used to match the learning outcome and reflect on its appropriateness and effectiveness.*  *Discuss instructional adaptations based on informal student feedback.* |  |
| * **Match student abilities** * **NA**   *Questions/prompts to consider:*  *Discuss the format used to match student abilities and reflect on its appropriateness and effectiveness.*  *Discuss instructional adaptations based on informal student feedback.* |  |
| * **Match the desired response format** * **NA**   *Questions/prompts to consider:*  *Discuss the format used to match the desired response format and reflect on its appropriateness and effectiveness.*  *Discuss instructional adaptations based on informal student feedback.* |  |
| * **Maximize student involvement** * **NA**   *Questions/prompts to consider:*  *Discuss the format used to maximize student involvement and reflect on its appropriateness and effectiveness.*  *Discuss instructional adaptations based on informal student feedback.* |  |
| **Identify implications for practice for increasing modeling of whole-number concepts and/or procedures.**  *Questions to consider:*  *What is an implication for your instruction based on the methods for eliciting response you focused on for this lesson?*  *What adjustment(s) might you make in future lessons to more effectively elicit frequent student responses?*  *What adjustment(s) or addition(s) might you make to gather informal student feedback to adjust your instruction?*  *What additional or alternative format for eliciting a response might you use (e.g., whip around, choral response, hand signal, cued retell, white board, response card, think pair share, stop and jot, individual response)?*  See Eliciting Response Card on p. 33 in the activity workbook for more details |  |

**Coaching Discussion Fidelity Form: Module 6 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: |

|  |  |  |  |
| --- | --- | --- | --- |
| **Eliciting student responses method 1:** | **Yes** | **No** | **Notes/Reflections** |
| Discussed the effectiveness of the format(s) for eliciting student responses used for this method. | 1 | 0 |  |
| Discussed instructional adaptations (or lack thereof) based on informal student feedback and responses. | 1 | 0 |  |
| **Eliciting student responses method 2:** | **Yes** | **No** |  |
| Discussed the effectiveness of the format(s) for eliciting student responses used for this method. | 1 | 0 |  |
| Discussed instructional adaptations (or lack thereof) based on informal student feedback and responses. | 1 | 0 |  |
| **Identify Implications for Practice** | **Yes** | **No** |  |
| Actionable implication(s) for practice were identified related to formats and/or methods for eliciting responses. | 1 | 0 | **Example of implication for practice:** |
| Adjustment(s) of formats and/or methods for eliciting student responses were identified for future lessons. | 1 | 0 | **Example of adjustment(s) for future lessons:** |

Appendix A: Classroom Application

Classroom Applicatin Header indicating where in the Module 6 workbook coaches can find more information about what to check when completing the activity checkilist. 

**Module 6 Activity Checklist**

The methods used to elicit a response should:

* Maintain or check accuracy of processing
* Match the learning outcome
* Match student abilities
* Match the desired response format
* Maximize student involvement