**Introduction to Intensive Intervention**

**Module 7 Coaching Materials:**

**Supporting Practices**

**Providing Immediate Specific Feedback and Maintaining a Brisk Pace**

## **Coach Communication Tools**

|  |  |  |
| --- | --- | --- |
|  | **Page** | **Customizable** |
| *Sample* Pre-Observation Email | **2** | **x** |
| *Sample* Post-Observation Email | **3** | **x** |

# **Coach and Teacher Module Implementation Packet**

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| --- | --- | --- |
| Coach and Teacher Master Checklist Overview | **4** |  |
| Coaching Discussion Guide  Supporting Practices: Providing Immediate Specific Feedback and Maintaining a Brisk Pace | **5** |  |
| Discussion Fidelity Tools (optional) | **7** | **x** |



***Sample* Pre-Observation Email (to all teachers); Customize and use the classroom application coaching activities.**

Dear Teachers,

I’m looking forward to our coaching activity about adapting a lesson to incorporate the supporting practices for Module 7. **I plan on being at SCHOOL NAME on DATE (S)/TIME(s).** Please sign up for an observation online at LINK.

For the Module 7 coaching activities, please reach out with the response to your Module 7 Classroom Application Prep journal entry.

* **Step 1 (complete online/virtually): Email me your Journal Entry for Classroom Application** 
  + Using the three journal entry prompts in the Module 7 journal entry, plan your lesson. Please email me your responses to the three journal prompts (listed below and also located in your Module 7 Activity Workbook):
    - Select one supporting practice that you will focus on for the Classroom Application activity and briefly explain why you selected that practice.
    - Briefly describe an upcoming lesson (including an overview of the lesson plan and identification of the learning outcome).
    - Explain how you will adapt the lesson to make it more explicit by incorporating the selected supporting practice.
* **Step 2: For the Classroom Application, implement the lesson described in your Journal Entry.**
  + Using the lesson described in your journal entry, conduct your lesson at the designated time.
  + In preparation for the coaching discussion, review the coaching discussion guide and begin to reflect on the lesson.

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 (classroom application journal entry)
* Establish timeframe for communication and next steps
* Attach Coach and Teacher Module Implementation Packet
* Indicate openness and availability for questions
* ***Customize the teacher communication and coaching materials to reflect any or all of the coaching interaction options (e.g., virtual or in-person) based on your resources and timelines.***

***Sample* Post-Observation Emails**

Dear Teacher A,

Thank you for welcoming me into your classroom! It was wonderful seeing the immediate specific feedback you provided to students as well as how you maintained a brisk pace during the lesson. Looking ahead, we both agreed that you will aim to provide specific feedback during guided practice.

Best,

**COACH NAME**

Dear Teacher B,

Thank you for your warm classroom welcome! I appreciate that you demonstrated a brisk pace for your students. I am interested in hearing how it goes when you implement more specific feedback during your upcoming lessons*.*

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 7**

|  |  |  |
| --- | --- | --- |
|  | **Coach** | **Teacher** |
| **Pre-debrief** | Familiarize yourself with the companion module activity workbook closing activities.  Email the teacher to determine the date and time for the observation as well as the activities required prior to the meeting:  In preparation for the coaching discussion, the teacher needs to complete and submit (via email) the **Journal Entry for Classroom Application** on p. 27.  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 the coaching activity and observation. Determine a timeline to complete the coaching activities leading up to the coach debrief session.  Direct any questions about the observation to coach.  Let coach know if there are any changes to the schedule or lesson. |
| **During debrief** | Use the **Discussion Guide** to facilitate a reflective conversation in companion with pertinent workbook activity content (e.g., module checklists imbedded in the prompts and questions to consider). | Reference completed activity workbook page 27. |
| **Post-debrief** | Follow up on the debrief with written feedback, either by sharing a copy or by documenting in a follow-up email. | In collaboration with your coach, select implications for your practice based on the collaborative reflection about your lesson. |

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| **Module 7 Coaching Discussion Guide**  Supporting Practices: Providing Immediate Specific Feedback and Maintaining a Brisk Pace | | |
| 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.

In preparation for the coaching discussion, the teacher needs to complete and email the following activity in the Module 7 activity workbook to the coach in advance of the observation:

* Journal Entry for Classroom Application

|  |  |
| --- | --- |
| **Coaching Activity and Conversation Guide** | **Notes** |
| * **Describe your observation: specific moments or examples when you elicited responses**   *Questions/prompts to consider:*  *Did you elicit frequent responses that:*   * *Maintain or check accuracy of processing* * *Match the learning outcome* * *Match student abilities* * *Match the desired response format* * *Maximize student involvement* |  |
| * **Describe your observation: specific sections or lesson components when you provided immediate feedback**   *Questions/prompts to consider:*  *Did you provide immediate feedback? Was it delivered as soon as possible after response?*  *Did you provide specific feedback? Was it tied directly to students’ actions?* |  |
| * **Describe your observation: specific sections or lesson components when you maintained a brisk pace**   *Questions/prompts to consider:*  *Did you maintain a brisk pace by:*   * *Moving on when students were ready?* * *Using the other supporting practices?* |  |
| * **Evaluate your overall lesson implementation and student engagement.**   *Questions/prompts to consider:*  *Did you implement other supporting practices (e.g., effectively eliciting frequent responses)?*  *Were students engaged? Describe the level(s) of student engagement in the lesson.* |  |
| * **Goal setting and implications for future practice for implementing supporting practices.**   *Questions/prompts to consider:*  *Based on our conversation and reflection, how might you adjust future instruction?*  *What is a goal you have for the supporting practices of (1) eliciting frequent responses, (2) providing immediate specific feedback or (3) maintaining a brisk pace? Describe the goal(s) and next steps.* |  |

**Supporting Practices: Providing Immediate Specific Feedback and Maintaining a Brisk Pace**

**Coaching Discussion Fidelity Form** *(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: |

|  |  |  |  |
| --- | --- | --- | --- |
| **Elicit frequent response** | **Yes** | **No** | **Notes/Reflections** |
| Discussed and reflected on specific moments or examples of eliciting responses. | 1 | 0 |  |
| **Immediate specific feedback** | **Yes** | **No** | **Notes/Reflections** |
| Discussed and reflected on specific moments or examples when immediate specific feedback was provided. | 1 | 0 |  |
| **Maintaining a Brisk Pace** | **Yes** | **No** |  |
| Discussed and reflected on specific moments or examples of maintaining a brisk pace. | 1 | 0 |  |
| **Reflection, Goals, and Next Steps** | **Yes** | **No** |  |
| Evaluate your overall lesson implementation and student engagement. | 1 | 0 |  |
| Identified goals and/or implications and next steps for future practice. | 1 | 0 |  |