**NCII Mathematics Course Module 2 Coaching Materials**

|  |  |  |
| --- | --- | --- |
|  | **Page** | **Customizable** |
| **Coach Communication Tools** | | |
| *Sample* Email to Set up Coaching Activity for Part 1 | **2** | **x** |
| *Sample* Email to Follow-up on Part 1 and Set up Part 2 | **3** | **x** |
| *Sample* Email to Follow-up on Part 2 | **4** | **x** |
| **Coach and Teacher Module Implementation Packet (send to teachers as PDF)** | | |
| Coach and Teacher Master Checklist: Parts 1 and 2 | **5** |  |
| Part 1: Coaching Discussion Guide: Setting up Progress Monitoring Systems | **7** |  |
| Part 2: Coaching Discussion Guide: Reviewing Progress Monitoring Data | **8** |  |
| Discussion Fidelity Checklists (Optional) | **9** | **x** |
| Appendix A: Survey Needs Assessment | **11** |  |
| Appendix B: Academic Progress Monitoring Tool Measure Comparison | **12** |  |
| Appendix C: Guidelines for Setting Goals by Goal Type | **13** |  |
| Appendix D: Setting ROI Goals: Curriculum-based Measurement Norms for Student Growth | **14** |  |



***Sample Email to Set up Module 2 Coaching Activities (all teachers)***

Dear Teachers,

I hope all is well! I am delighted to continue supporting you with the NCII Math Intensive Intervention Course. Our first coaching interaction for this course will be focused on supporting progress monitoring. To make this discussion manageable, we will divide it into two parts: For Part 1, I will support you with setting up progress monitoring systems by discussing the measure and goal you’ve chosen as well as implementation in your classroom with your students. For Part 2, we will review progress monitoring data together, discuss your target student's progress monitoring data, and determine next steps for supporting your students in math.

The first coaching interaction will occur via email, and the second will be a virtual conversation to provide you with maximum flexibility to set up your progress monitoring for this student in the coming weeks.

Attached, please find a coaching packet for Module 2 (Parts 1 and 2). 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 am very excited to collaborate with you again!  It is a pleasure working with all of you and we look forward to seeing the wonderful things you are doing with your students.

Best,

**COACH NAME**

**General tips:**

* Include personal greeting
* Share “big picture focus” of Module 2 coaching activities
* Share focus and information needed for Part 1 (email exchange, virtual conversation or in person)
* 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 Email to Follow-up on Part #1*** *and* ***Set up Part #2 (individual teachers)***

Greetings TEACHER NAME,

It was great to connect with you about your progress monitoring system. I am excited for you to begin progress monitoring your student and collect data about their math performance. As I shared previously, our next conversation will focus on analyzing this progress monitoring data and deciding on what course of action you can take next to support your students. In order to make this conversation useful for you, please have at least four of progress monitoring data points your student available for us to review together. Please also scan or email relevant student progress monitoring probes or other data samples that will support our conversation about your student’s progress monitoring data.

I have also attached the Module 2 Coaching packet; please review the documents related to Part 2 to prepare for our conversation. Like our last conversation, this one will be virtual as well. Please schedule your Part 2 conversation with me by INSERT DUE DATE.

INSERT PREFERRED SCHEDULE/CALENDAR LINK

In the meanwhile, please feel free to reach out to me if you experience any challenges during progress monitoring. I know each classroom and student situation is unique, and I am happy to help you figure out a system for progress monitoring that works for you and your students and problem solve challenges as they arise. As always, these conversations are completely confidential and non-evaluative.

See you soon,

**COACH NAME**

**General tips:**

* Include personal greeting
* Recap anything important related to Part 1 of the conversation
* Share focus and information needed for Part 2 conversation, and how this will build on Part 1
* Request relevant student progress monitoring data probes
* Attach Coach and Teacher Module Implementation Packet
* Establish timeframe for communication and next steps
* Remind teachers about confidentiality and non-evaluative nature of pilot
* Indicate openness and availability for questions

***Sample Email* *for Post-Part 2 Discussion (to individual teachers)***

Dear Teacher A,

It was great to talk with you about your progress monitoring data today! I really appreciate your thoughtful reflection on STUDENT XYZ’S progress monitoring data related to XXXXX. As we discussed, the student progress monitoring data indicate XXX.

The next time we will need to schedule a coaching session will be in DATE, when you will have a chance to collaborate with your colleagues about explicit instruction in math. 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 next step based on target student’s progress monitoring data
* Close with expectations about future contact

|  |  |  |
| --- | --- | --- |
| **Coach and Teacher Master Checklist: Module 2** | | |
| **Part 1** | | |
|  | **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 **Setting up Progress Monitoring Systems: Coaching Discussion Guide** prior to your scheduled observation time.  Discuss any questions the teacher has and explain how the discussion will be a chance to be a thought partner on how to best use progress monitoring to support students. | Email coach with schedule and determine if check in will be in person or virtual.  Choose progress monitoring measure for math from list provided in Module 2 or from your school.  Identify a target student to progress monitor in math.  Direct any questions about the discussion content to coach. |
| **During discussion** | Using the **Setting up Progress Monitoring Systems: 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 the **Setting up Progress Monitoring Systems: Coaching Discussion Guide**,share your thoughts and ideas with your coach about the progress monitoring measure you are using, the students you are working with, and how you plan to progress monitor data regularly. |
| **Post-observation** | Send a follow-up email to recap the discussion.  Share a copy of the completed: **Setting up Progress Monitoring Systems: Coaching Discussion Guide**, with the teacher to recap notes and next steps (if requested). Remind teacher of any follow up procedures or schedules to check in on progress monitoring data collected and discuss how to use it for instructional decision-making. | Begin progress monitoring student using the selected measure and tracking toward the specific goal.  Track student progress using the Excel document. Use the timeline you developed with your coach to ensure you have data points to use for the follow-up conversation.  Reach out to your coach with any questions. |

|  |  |  |
| --- | --- | --- |
| **Coach and Teacher Master Checklist: Module 2** | | |
| **Part 2** | | |
|  | **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 **Reviewing Progress Monitoring Data: Coaching Discussion Guide** prior to your scheduled observation time.  Discuss any questions the teacher has and explain how the discussion will be a chance to be a thought partner on how to best use progress monitoring to support students. | Email coach about schedule.  Bring progress monitoring data you have collected.  Direct any questions about the discussion content to coach. |
| **During discussion** | Using the **Reviewing Progress Monitoring Data: Coaching Discussion Guide**, review progress monitoring data with the teacher, discuss trends in student progress, data trends in relation to goals, and decide if an adaptation might be needed. | Using the **Reviewing Progress Monitoring Data: Coaching Discussion Guide**, review progress monitoring data with your coach, discuss trends in student progress, data trends in relation to goals, and decide if an adaptation might be needed. |
| **Post-observation** | Send a follow-up email to recap the discussion.  Share a copy of the completed: **Reviewing Progress Monitoring Data: Coaching Discussion Guide** with the teacher to recap notes and next steps. | Continue to progress monitor students using the system you set up; make and document adaptations as needed.  Reach out to your coach with any questions. |

**NCII Mathematics Course Module 2 Coaching Materials**

|  |  |  |
| --- | --- | --- |
| **Part 1: Setting up Progress Monitoring Systems**  **Coaching Discussion Guide** | | |
| Teacher: | Date: | Progress monitoring measure: |
| Progress Monitoring Goal: | | 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** |
| **Briefly review the student selected for progress monitoring and the progress monitoring measure chosen.**  *Questions/prompts to consider:*  *Discuss why you selected this particular student.*  *Why did you choose this progress monitoring measure?*  Supporting documents: Appendices A & B |  |  |
| **Set up a timeline and routine for data collection.**  *Questions to consider:*  *How often will you progress monitor?*  *How will you fit it in into your schedule (time of day/days of week)?*  *What are some potential challenges to implementing this system, and how can you prepare for them in advance (i.e., absences, school schedule changes)?* |  |  |
| **Using the benchmark, ROI, or intra-individual framework, set a goal for the student and draw the goal line.**  *Questions to consider:*  *What type of goal will you select?*  *Have you determined the goal line?*  *Based on the goal, where should the student be performing by our next discussion?*  *How will you know whether to increase the goal, continue to monitor progress, or make an adaptation?*  Supporting documents: Appendices C and D |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Part 2: Reviewing Progress Monitoring Data**  **Coaching Discussion Guide**  ***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 therefore may vary. | | | |
| Teacher ID: | | | Measure chosen: |
| Progress monitoring goal: | #of data points: | Date: | Duration of conversation: |

|  |  |  |
| --- | --- | --- |
| **Activity** | **Discussed?**  **(Mark x)** | **Notes** |
| **Analyze data on the graph.**  *Question to consider:*  *What is the relationship of the student’s progress on this measure and the goal line?* |  |  |
| **Reflect on the data and progress monitoring fidelity.**  *Questions to consider:*  *Is the student progressing as you expected? Why or why not? What have you observed that may help explain these data?*  *Have you been administering the progress monitoring measure with fidelity?* |  |  |
| **Determine next steps.**  *Questions to consider:*  *What do the progress monitoring data points suggest so far (i.e., should you increase the goal? Make no changes and continue to monitor progress? Change instruction?)?*  *How do you know this?* |  |  |

**Coaching Discussion Fidelity Form: Module 2 Classroom Application Part 1** *(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. Recommended times are based on a 10-20 minute coaching debrief.*

|  |  |
| --- | --- |
| Teacher: | |
| Discussion date: | Duration of discussion: |
| Instructional coach: | |
| Please write what measure will be used to progress monitor:  Please write the goal for this measure: | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Student selection** | **Yes** | **No** | **Notes/Reflections** |
| Student is selected to progress monitor. | 1 | 0 |  |
| Rationale is provided for selecting that student. | 1 | 0 |  |
| **Progress monitoring measure is selected** | **Yes** | **No** |  |
| Progress monitoring measure is selected. | 1 | 0 |  |
| Progress monitoring measure is appropriate for student’s instructional level/math abilities. | 1 | 0 |  |
| Teacher has materials/resources needed to administer this measure. | 1 | 0 |  |
| **Timeline and routine for data collection** | **Yes** | **No** |  |
| The teacher has identified dates for progress monitoring. | 1 | 0 |  |
| Progress monitoring will be collected on consistent day/time/place. | 1 | 0 |  |
| **Goal setting** | **Yes** | **No** |  |
| A goal is set for the student. | 1 | 0 |  |
| The goal is set using the appropriate guidelines. | 1 | 0 |  |
| **Tracking** | **Yes** | **No** |  |
| Teacher has set up and is using Excel template for student. | 1 | 0 |  |

**Coaching Discussion Fidelity Form: Module 2 Classroom Application Part 2** *(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. Recommended times are based on a 10-20 minute coaching debrief.*

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Progress monitoring data analysis** | **Yes** | **No** | **Notes/Reflections** |
| The teacher has progress monitoring data available. | 1 | 0 |  |
| Progress monitoring data is reviewed in relation to the goal line for that student. | 1 | 0 |  |
| Student progress is discussed in relation to the goal set during the previous meeting. | 1 | 0 |  |
| **Fidelity** | **Yes** | **No** |  |
| Progress monitoring measure has been collected with fidelity. | 1 | 0 |  |
| **Next steps** | **Yes** | **No** |  |
| Change in goal is discussed/considered. | 1 | 0 |  |
| An instructional change will be made (if applicable). | 1 | 0 |  |
| A rationale is provided for the chosen next step(s). | 1 | 0 |  |
| Additional comments: |  | | |

Appendix A: Survey Needs Assessment



**Fill in the table about your current formative, diagnostic, and summative assessments.**

**Then, fill in your assessment needs for DBI.**

***Assessments We Have***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment Name** | **Formative** | **Diagnostic** | **Summative** | **Helpful for DBI?** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

***Assessments We Need***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment Name** | **Formative** | **Diagnostic** | **Summative** | **Helpful for DBI?** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Appendix B: Academic Progress Monitoring Tool Measure Comparison



**Visit the Academic Progress Monitoring Tools Chart:** [**https://charts.intensiveintervention.org/chart/progress-monitoring**](https://charts.intensiveintervention.org/chart/progress-monitoring)

1. Fill in the table for the mathematics measures available for the grade level(s) you teach.
2. Consider the **Psychometrics** of the measures.
3. Consider the use for **Progress Monitoring**.
4. Consider the use for **Data-based Individualization**.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Measure** | **Psychometrics** | | **Progress Monitoring** | | **Data-based Individualization** | | |
|  | Reliable | Valid | Alternate Forms | Sensitive to Improvement | Change Instruction | Increase Goals | Teacher Planning |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

Once you’ve selected a measure, consider the following:

* Are the skills to be measured age and grade appropriate?
* What are the cost and training requirements?
* How much time is required for the administration and scoring?
* What are the requirements for data management?

Appendix C: Guidelines for Setting Goals by Goal Type

**Benchmark**

* + Identify appropriate grade-level benchmark
  + Mark benchmark on student graph with an X
  + Draw goal-line from baseline of progress monitoring scores to X

**ROI/slope**

* + Identify slope (i.e., rate of improvement – ROI)
  + Multiply ROI by number of weeks until end of intervention
  + Add to baseline of progress monitoring scores
  + Mark goal on student graph with an X
  + Draw goal-line from baseline of progress monitoring scores to X

**Intra-individual**

* Identify student’s (slope)
  + (3rd median data point – 1st median data point) ÷ (number of data points – 1)
* Multiply slope by 1.5
* Multiply by number of weeks until end of intervention
* Add to baseline of progress monitoring scores
* Mark goal on student graph with an X
* Draw goal-line from baseline of progress monitoring scores to X

Appendix D: Setting ROI Goals

Curriculum-based Measurement Norms for Student Growth (Slope)

|  |  |  |
| --- | --- | --- |
| **Grade** | **Computation CBM – Slope for Digits Correct** | **Concepts and Applications CBM – Slope for Points** |
| **1** | .35 | No data available |
| **2** | .30 | .40 |
| **3** | .30 | .60 |
| **4** | .70 | .70 |
| **5** | .70 | .70 |
| **6** | .40 | .70 |