**NCII Intensive Intervention in Mathematics Module 6 Coaching Materials**

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***Sample Email to set up Module 6 Coaching Activities* (*all teachers*)**

Dear Teachers,

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

The coaching observation and debrief for Module 6 will take place during the weeks of **DATES**. The observation should be a lesson when you are increasing your modeling of whole-number concepts ***or*** whole-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 so I can focus my observation on the increased modeling of:

* Whole-number concepts (see Appendix B)
* Whole-number procedures (i.e., algorithms) for computation of multi-digit numbers (see Appendix B)

Attached, please find a coaching packet for Module 6. 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 6 coaching activity!

Best,

**COACH NAME**

**General tips:**

* Include personal greeting
* Share “big picture focus” of Module 6 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 whole-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 whole-number concepts OR increasing your modeling of whole-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 6** | | |
|  | **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 of increasing modeling of whole-number concepts or procedures 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 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 whole-number concepts
* Increase modeling of whole-number procedures (i.e., algorithms) for computation of multi-digit numbers

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| --- | --- | --- |
| **Activity** | **Discussed? (Mark with x)** | **Notes** |
| * **Discuss increased modeling of whole-number concepts.** * **NA**   *Questions/prompts to consider:*  *Describe the whole-number concept you selected for modeling (e.g., part-part-whole, compare, equal groups, partitive) in this lesson and why.*  *Describe what you think went well about how you emphasized modeling of whole-number concepts within the context of problem solving.*  Supporting document: See Appendix B |  |  |
| * **Discuss increased modeling of whole-number procedures (i.e., algorithms) for multi-digit numbers.** * **NA**   *Questions/prompts to consider:*  *Discuss why you selected the procedure or algorithm for this lesson.*  *Describe the role your students’ understanding of place value played in their success or difficulties with the procedure.*  *How can you support place value development?*  Supporting document: See Appendix B |  |  |
| **Identify implications for practice for increasing modeling of whole-number concepts and/or procedures.**  *Questions to consider:*  *Based on your experience with the process of increasing modeling of whole-number concepts or procedures, what is an implication for your instruction in intensive intervention?*  *What adjustment(s) might you make in future lessons?*  *How can you support parents or guardians with the use of the alternate algorithm (e.g., take picture of steps, post brief video)?* |  |  |

**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.*

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

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| --- | --- | --- | --- |
| **Discuss increased modeling of whole-number concepts.** | **Yes** | **No** | **Notes/Reflections** |
| Discussed the whole-number concept selected and why. | 1 | 0 |  |
| Described what went well about modeling of whole-number concepts within the context of problem solving. | 1 | 0 |  |
| **Discuss increased modeling of whole-number procedures (i.e., algorithms) for multi-digit numbers.** | **Yes** | **No** |  |
| Discussed the selection of the particular procedure or algorithm for this lesson. | 1 | 0 |  |
| Discussed the role of students’ understanding of place value played and student success or difficulty with the procedure. | 1 | 0 |  |
| **Identify Implications for Practice** | **Yes** | **No** |  |
| Actionable implication(s) for practice were identified. | 1 | 0 | **Example of implication for practice:** |
| Adjustment(s) were identified for future lessons. | 1 | 0 | **Example of adjustment(s) for future lessons:** |
| Discussed how to support parents/guardians with the use of the alternate algorithm (e.g., take picture of steps, post brief video)? | 1 | 0 |  |

Appendix A





Module 6

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

**Model Concepts 1:**

**Model Concepts 2:**

Evidence:

Evidence:

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

**Model Procedures 1:**

**Model Procedures 2:**

Evidence:

Evidence:

Appendix B: Whole-Number Concepts and Procedures to Emphasize

**Whole-Number Concepts**

* Teach the *part-part-whole* and *join*concepts of addition​
* Teach the *separate* and *compare* concepts of subtraction​
* Teach the *equal groups* and *comparison*concepts of multiplication​
* Teach the *partitive* and *measurement* concepts of division​

**Whole-Number Procedures**

* Teach place value concepts​
* Teach regrouping concepts and use appropriate language for describing regrouping​
* Understand different algorithms for solving multi-digit computation problems in addition, subtraction, multiplication, and division​