Coaching to Improve College, Career, and Community Readiness Practices in Math and Reading

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Successes & Challenges

• On a scale of 1–5 (1= no knowledge, 5= extensive knowledge), how would you rate your level of knowledge and experience with the standards and the shifts?

• On a scale of 1–5 (1= no knowledge, 5= extensive knowledge), how would you rate teachers’ levels of knowledge and experience with the standards and the shifts?

• What successes and challenges have you experienced as you work to support teachers with standards-aligned instruction?
Session Outcomes

• Examine the shifts that College, Career, and Community Ready standards bring to both math and literacy

• Introduce and practice tools that facilitate powerful instructionally focused conversations and provide formative data for continuous improvement
Agenda

• Welcome, Introductions, and Connector
• Outcomes and Norms
• NTC’s Teaching and Coaching Cycle
• Standards-Based Content
• Pre-Observation: Engaging with the Content
• Observation: What do the standards and shifts look like in the classroom?
• Closing
Norms

- Be brave! We’re all learning.
- Frame all observations using the language of the tools and the Standards
- Support every idea with evidence
NTC’s Teaching and Coaching Cycle
NTC’s Teaching and Coaching Cycle
Tools vs. Forms

Tools support a particular function and add value to the process or user

Forms are just completed or filed away and provide little to no value to the user
Plan/Prepare: NTC’s Planning Aligned and Effective Instruction Tool

I. Standards-Based Content:
   - Content Objective
   - Evidence of Learning

II. Instructional Practices:
   - Connect
   - Model
   - Guided Practices and Student Collaboration
   - Independent Practice
   - Formative Assessment and Adjustment
   - Closure
   - Resources
Teach/Assess: NTC’s Observing and Coaching for Effective Instruction Tool

I. Standards-Based Content
II. Instructional Practices
III. Student Actions
IV. Classroom Interactions
Analyze/Reflect: NTC’s Analyzing Evidence of Student Learning Tool

I. Analyze Alignment and Rigor of Task
II. Categorize Student Performance
III. Analyze Student Performance: Areas of Strength
IV. Analyze Student Performance: Areas of Need
V. Reflect and Plan
Standards-Based Content: Mathematics
Key Shifts in Math

Focus strongly where the Standards focus.

Coherence: think across grades, and link to major topics within grades.

Rigor: in major topics pursue:
  • conceptual understanding
  • procedural skill and fluency, and
  • application with equal intensity

Source: Student Achievement Partners, achievethecore.org
Shift 1: Focus

- Narrow the scope of content
- Focus deeply on what is emphasized in the Standards
- Move away from “mile wide, inch deep”
- Less topic coverage can be associated with higher scores on those topics covered

Source: Student Achievement Partners, achievethecore.org
Shift 2: Coherence

- Connect learning within and across grades
- Each standard is not a new event, but an extension of previous learning
- Mathematics makes sense

Think across grades and link to major topics within grades

Source: Student Achievement Partners, achievethecore.org
Shift 3: Rigor

✓ The CCSSM require a balance of:
  - Conceptual understanding
  - Procedural skill and fluency
  - Application in problem-solving situations

✓ Equal intensity in time, activities, and resources

In major topics, pursue conceptual understanding, procedural skill and fluency, and application

Source: Student Achievement Partners, achievethecore.org
Reflection

• How does knowledge of the shifts deepen our understanding of the expectations of the standards on teachers and students?

• How does knowledge of the shifts support coaches to engage in instructionally-focused conversations with teachers?
Pre-Observation: Engaging with the Content of the Lesson
Instructional Practice Guide — Design

- **Core Actions**
  Key Practices (numbered sections)

- **Indicators**
  Observable (lettered details under each Core Action)

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**Space for evidence**

Source: Student Achievement Partners, achievethecore.org
Core Actions in the IPG

• Core Action 1: Ensure the work of the lesson reflects the Shifts required by the CCSS for Mathematics.

• Core Action 2: Employ instructional practices that allow all students to learn the content of the lesson.

• Core Action 3: Provide all students with opportunities to exhibit mathematical practices while engaging with the content of the lesson.
Experience the Content of the Lesson

Instructions:
1. Draw the next 3 stages of the toothpick pattern.
2. Complete the graphic organizer on the next page to represent the pattern.

Source: Student Achievement Partners, achievethecore.org
Connections to Coaching

- What standard(s) does this lesson address?
- What entry points do you see to engage in a coaching conversation with this teacher around this lesson? What coaching questions would you ask?
Reflection

How does doing the math help you think about how students will engage with the content?

How does this prepare you to observe the lesson?
Observing and Coaching for Standards-Aligned Instruction
Best Practices for Observation

1. **Eliminate effects of bias.** Enter the classroom without judgment and work from evidence.

2. **Take low-inference notes.** Write down only what teacher and students say and do.

3. **Look for learning.** Seek evidence of what students know and are able to do.

4. **Remain, review, reflect.** Pause to organize your evidence before rating.

Source: We Teach NYC
Evidence vs. Opinion

**Evidence**
- Is observable
- Is not influenced by the observer’s perspective
- Is free of evaluative words
- Does not draw conclusions

**Opinion**
- Makes inferences
- Depends on observer’s perspective
- Includes evaluative words
- Draws conclusions
Video Observation

1. Take low-inference notes. *What do you see and hear?*

2. Keep the Core Actions in mind, but *don’t complete the Instructional Practice Guide, yet.*
Post Observation

• Spend time *individually* applying the low-inference notes you gathered from the lesson video to the indicators under each of the Core Actions.

• Discuss the indicators and share the evidence with colleagues.
Beyond the Lesson: Discussion Guide

BEYOND THE LESSON: DISCUSSION GUIDE
MATHEMATICS

INTRODUCTION
The Beyond the Lesson Discussion Guide is designed for the post-observation conversation using the Instructional Practice Guide Coaching Tool (achievethecore.org/coaching-tool) or any other observation rubric. The questions put the content of the lesson in the context of the broader instructional plan for the unit or year. The conversation should first reflect on the evidence collected during the observation to consider what worked, what could improve, and what resources are available to support improvement. If any parts of the Lesson Planning Tool (achievethecore.org/lesson-planning-tool) were used in preparing for the lesson, refer to that information during the discussion. After discussing the observed lesson, use the ‘Beyond the Lesson’ questions to help clearly delineate what practices are in place, what has already occurred, and what opportunities might exist in another lesson, further in the unit, or over the course of the year to incorporate the Shifts into the classroom.

1. Is this unit targeting the major work of the grade? Does the prior unit target major work? Does the next unit target major work? How much time would you estimate will be spent on the major work in this class this year? (K-8) Focus means significantly narrowing the scope of content in each grade so that students achieve at higher levels and experience more deeply that which remains. For more information on major work of the grade see achievethecore.org/focus.

2. Does this unit target the supporting work of the grade? If so, will this unit highlight the connection to the major work of the grade? Explain how. (K-8) Supporting content enhances focus and coherence simultaneously by engaging students in the major work of the grade. For example, materials for K-5 generally treat data displays as an occasion for solving grade-level word problems using the four operations (see 3.MD.3); materials for grade 7 take advantage of opportunities to use probability to support ratios, proportions, and percents.

3. Summarize how this lesson fits within the unit. Describe how the other lessons and tasks in this unit are intentionally sequenced to help students develop increasingly sophisticated understanding, skills, and practices. For more information on coherent connections across and within grades see http://ime.math.arizona.edu/progressions/.

Which questions would you prioritize for this lesson? Why?

Source: Student Achievement Partners, achievethecore.org
Post-Observation Conversation

• Find a partner and take turns sharing the coaching questions you would use as entry points to this post-observation conversation.

• Remember to support with evidence!

• Partners should provide feedback on coaching questions.
Reflection

How did looking at the lesson through the lens of the IPG help you to think about your vision for standards-aligned instruction?

What will be your next steps?
Standards-Based Content: Literacy
Key Shifts in ELA/Literacy

- Regular practice with complex text and its academic language.
- Reading, writing, and speaking grounded in evidence from text, both literary and informational.
- Building knowledge through content-rich nonfiction

Source: Student Achievement Partners, achievethecore.org
Pre-Observation: Engaging with the Content of the Lesson
Instructional Practice Guide — Design

- **Core Actions**
  - Key Practices (numbered sections)

- **Indicators**
  - Observable (lettered details under each Core Action)

Source: Student Achievement Partners, achievethecore.org
The Shifts and Core Actions

• Read/scan your assigned Core Action in the IPG

• *Which shift(s) does each Core Action, indicator, or question reflect?*

• Highlight or underline where you see evidence of the shifts within your assigned Core Action.
What is Text Complexity?

The Common Core Standards’ Model of Text Complexity

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Text Complexity Components

Quantitative: Readability and other scores of text complexity *often best measured by computer software.*

Qualitative: Levels of meaning, structure, language conventionality and clarity, and knowledge demands *often best measured by an attentive human reader.*

Reader and Task: Background knowledge of reader, motivation, interests, and complexity generated by tasks assigned *often best understood by educators employing their professional judgment.*
### Qualitative Measures

#### Text Complexity: Qualitative Dimensions

<table>
<thead>
<tr>
<th>Levels of Purpose/Meaning</th>
<th>Slightly Complex</th>
<th>Moderately Complex</th>
<th>Very Complex</th>
<th>Exceedingly Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single level of meaning</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
</tr>
<tr>
<td>Explicitly stated purpose</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Text Structure</th>
<th>Slightly Complex</th>
<th>Moderately Complex</th>
<th>Very Complex</th>
<th>Exceedingly Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple, well-marked</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
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<tr>
<td>Explicit</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
</tr>
<tr>
<td>Events in chronological order</td>
<td>Conventional</td>
<td>Conventional</td>
<td>Conventional</td>
<td>Conventional</td>
</tr>
<tr>
<td>Conventional</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
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<tr>
<td>Traits of common genre</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Simple graphics, supplementary</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Demands: Conventionality/Clarity</th>
<th>Slightly Complex</th>
<th>Moderately Complex</th>
<th>Very Complex</th>
<th>Exceedingly Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literal</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
</tr>
<tr>
<td>Clear</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
</tr>
<tr>
<td>Contemporary, familiar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conversational</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Few unfamiliar or academic words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simple sentence structure</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Knowledge Demands</th>
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<th>Moderately Complex</th>
<th>Very Complex</th>
<th>Exceedingly Complex</th>
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</thead>
<tbody>
<tr>
<td>Simple, single theme</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
</tr>
<tr>
<td>Everyday experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly fantastical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single perspective, like one's own</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
</tr>
<tr>
<td>General knowledge with genre convention</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
</tr>
<tr>
<td>Familiarity with genre convention</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
<td>Literary Texts</td>
</tr>
<tr>
<td>Low intertextuality (few references/ allusions to other texts)</td>
<td>Informational Texts</td>
<td>Informational Texts</td>
<td>Informational Texts</td>
<td>Informational Texts</td>
</tr>
<tr>
<td>Everyday knowledge</td>
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Use this resource to guide your analysis of the qualitative dimensions of the text. Be sure to support your analysis with evidence!
Engaging in Text Complexity Analysis

1. Read the excerpt from the text featured in the lesson.

2. Complete the “What Makes This Text Complex” sheet. You may do this individually or with a partner — whichever you prefer!

3. Use the information gathered about the text to provide evidence for indicators 1B and 1C from the IPG.
Connections to Coaching

What entry points do you see to engage in a coaching conversation with this teacher around this lesson? What coaching questions would you ask?
Reflection

How does analyzing the text at the center of a lesson help you think about how students will engage with the content?

How does this prepare you to observe the lesson?
Observing and Coaching for Standards-Aligned Instruction
## Best Practices for Observation

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Source: We Teach NYC
Evidence vs. Opinion

**Evidence**
- Is observable
- Is not influenced by the observer’s perspective
- Is free of evaluative words
- Does not draw conclusions

**Opinion**
- Makes inferences
- Depends on observer’s perspective
- Includes evaluative words
- Draws conclusions
Video Observation

1. Take low-inference notes. *What do you see and hear?*

2. Keep the Core Actions in mind, but *don’t complete the Instructional Practice Guide, yet.*

http://www.teachingthecore.org, used with permission
Post Observation

• Spend time *individually* applying the low-inference notes you gathered from the lesson video to the indicators under each of the Core Actions.

• Discuss the indicators and share the evidence with colleagues.
Beyond the Lesson: Discussion Guide

BEYOND THE LESSON: DISCUSSION GUIDE
ENGLISH LANGUAGE ARTS/LITERACY

INTRODUCTION
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1. Why was this text selected for today’s lesson? Is this text one of a sequence of texts designed to build knowledge? Please explain. For more information refer to page 33 of the Standards.

2. What content knowledge are students expected to gain from reading this sequence of resources? For sample resources refer to achievethecore.org/text-set-project

3. Beyond this lesson, what steps have been taken to ensure that students are reading a range and volume of literary and informational texts as recommended by the CCSS? (Remember, Grades K–5 focus on 50% Literary and 50% Informational, while Grades 6–12 focus on 30% Literary and 70% Informational.) For more information refer to page 5 of the Standards.

Which questions would you prioritize for this lesson? Why?

Source: Student Achievement Partners, achievethecore.org
Post-Observation Conversation

• Find a partner and take turns sharing the coaching questions you would use as entry points to this post-observation conversation.

• Remember to support with evidence!

• Partners should provide feedback on coaching questions.
Reflection

How did looking at the lesson through the lens of the IPG help you to think about your vision for standards-aligned instruction?

What will be your next steps?
Closing
Applications & Connections

Return to your responses from this morning around successes & challenges with coaching for standards-aligned instruction.

- How do you see any of the content, tools, or practices from today either extending your successes or supporting you to address challenges?

- What are your big take-aways or “aha moments”?
Feedback

- Please complete the session evaluation via the *Symposium 2017 Mobile* site.

- Session evaluations are located under the *Session and Conference Evaluation* link and sorted by Track and then Session Number.

- Session evaluations can also be found under the *Workshop and Session Information* link.

- Click on the session number you attended and the evaluation link is below the session description.
THANK YOU!

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