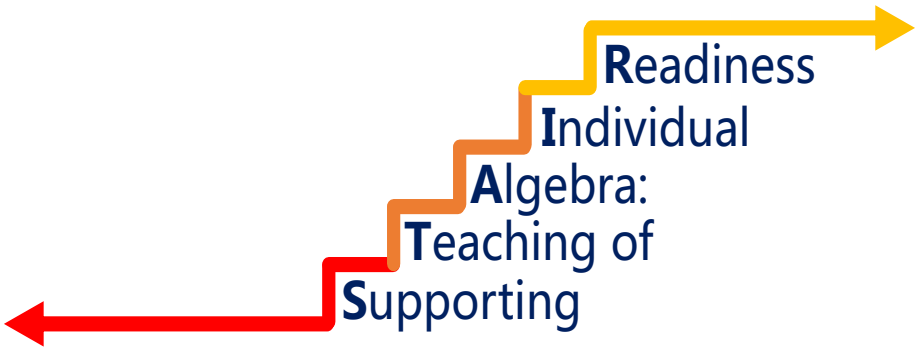
PROJECT STAIR COACHING GUIDE



Project STAIR is a federally-funded research project that supports middle-school math teachers in implementing data-based individualization (DBI). STAIR coaches work with teachers to help support students who experience difficulty with math to develop algebra readiness skills needed to be successful in high school and beyond. Project STAIR is supported by the Office of Special Education Programs (OSEP) under grant H326M170006. The project is housed at the University of Missouri, Southern Methodist University, and the University of Texas at Austin.

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Project STAIR
Supporting Teaching of Algebra: Individual Readiness

Project STAIR Coaching Guide

GUIDE PURPOSE

The purpose of the coaching guide is to deliver ongoing support for middle-school educators (i.e., interventionists, general education teachers, special education teachers) implementing components of Project STAIR. The coach's role is to observe and record teacher implementation of project components as outlined during Core PD, followed by systematic coaching feedback. Coaching sessions provide teachers individualized support in implementing the DBI process.

Project STAIR

Supporting Teaching of Algebra: Individual Readiness

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User Guide

COACHING IN PROJECT STAIR USER GUIDE

Users of the guide should use the initial part of the document to get acquainted with the roles and responsibilities of the coach in the context of Project STAIR. The next section provides information about the teacher in the context of the project.

After understanding these two components the document provides a deeper review of the Data-Based Individualization model and the Professional Development specifically tied to the expectations of the project. The next section are specific actions performed by the coach that are expected to be regular habits of coaching.

The sections are demarcated by the coaching cycle: Pre-conference, observation, and post-conference. The next component describes options for other campus staff to engage with the coach in support of the project. Specific expectations of the coaches are expressed in the next section.

The deployment section has specific actions to be performed by the coach at the onset of the coaching collaboration at the campus. Included in the Appendix the subheadings: initial introductory meeting for teachers, initial introductory meeting with teacher administration team, one week prior to the start of coaching, first teacher coaching cycle, coaching cycle, after coaching cycle, and virtual coaching provide specific directions on the process of initializing and sustaining effective coaching at the campus. The last part of the user guide are the FAQ, templates, and forms that are used during coaching. Concluding the document there is a description of the videos that are part of Project STAIR used as development content for teachers.

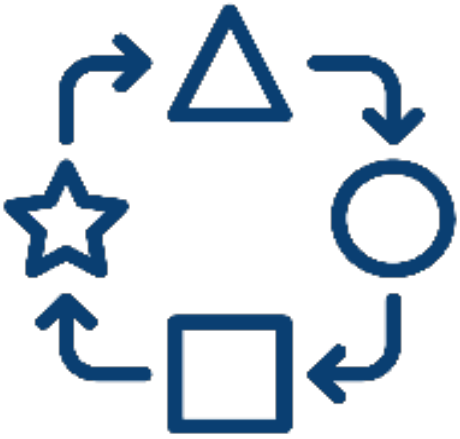
The intent of this document is to provide concrete examples and resources for professionals that are focused on coaching as one of their roles and responsibilities at their campus. Users of the guide can explore the setting of coaching in the context of Project STAIR and the use of Data Based Individualization. The document describes the coaching process and coaching cycle, professional development, and recommendations during implementation.

Coaching Process

The coaching process includes face-to-face consultations, classroom observations, and virtual check-ins between coach and teacher on an as-needed basis.

• Face-to-face consultations allow coaches to offer additional explanations, provide resources including suggested Tailored PD, and reiterates project goals for student participants.
• Classroom observations allow coaches to collect data and confirm teacher use of strategies. Virtual check-ins give teachers the opportunity to ask clarifying questions and share ongoing experiences with coaches.
• Coaches maintain regular contact with assigned teachers.

In order to select 2 to 4 targeted students that would be appropriate for Project STAIR coaching, coaches assist teachers in accessing student testing data and support analysis.



•Once identified, coaches and teachers develop a schedule for coaching and observations.
•The coaching cycle includes a pre-observation coaching session, classroom observation, and a post-observation session.
•Coaches observe teachers during instructional time that include the student participants.
•Coaching occurs at least twice a month, either virtually or face-to-face.

Expectations of Coaches

Expectations for school participation will be shared by the Project STAIR coach with participating teachers and administration to include:

- Verification of master schedules of all participating teachers
- Expectations of coaching cycles to be clear to administration, campus leader/advocate, and teachers
- It should be explicit that the participating teachers will use a planning period for pre-conference and a planning period for post conference, and that they will be observed for a full class period/lesson

COACHES BACKGROUND

Effective coaches can have a variety of teaching, coaching, and other professional experiences. Ideally STAIR coaches should have a strong math content knowledge, experience teaching math content, experience working collaboratively with teachers in a supportive manner, strong writing and communication skills.

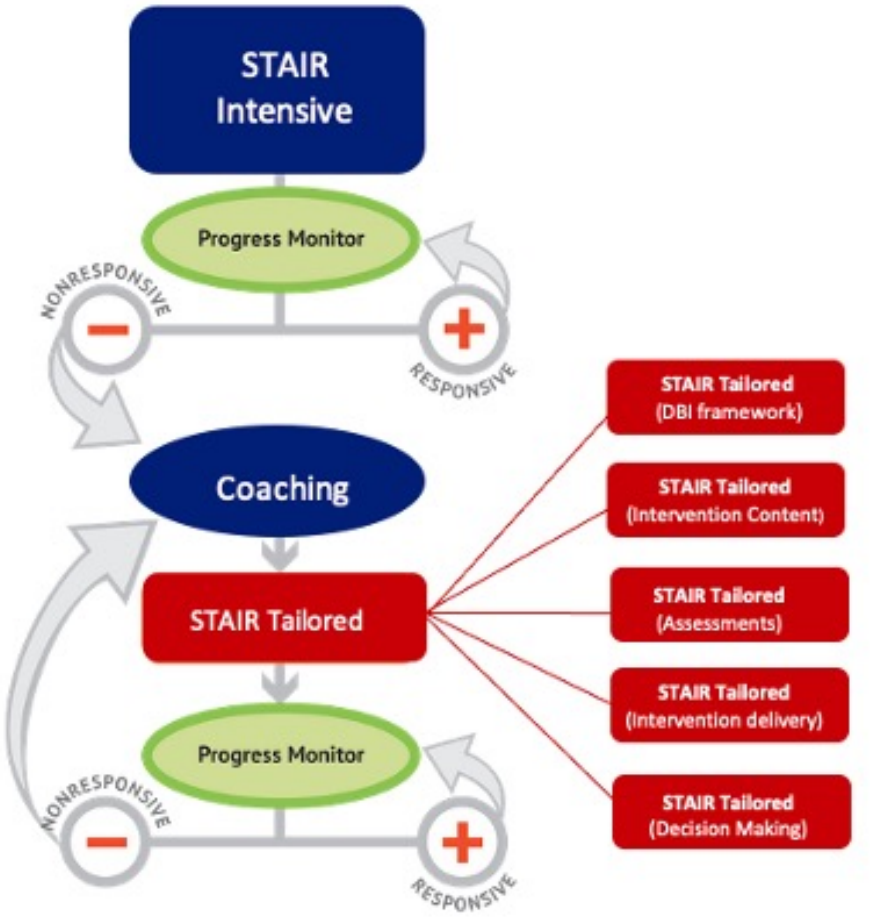
TEACHER INFORMATION

The DBI framework, as part of Project STAIR, has been implemented with math middle school teachers. The STAIR model provides flexibility in teacher roles as they implement the DBI framework. Some of the previous participants that have been coached in Project STAIR include co-teachers, campus case managers, campus instructional coaches, school learning specialists, advanced math and 6-8 middle school teachers.

TEACHER LEVEL SUPPORT

This project is designed to incorporate intentional, specific, research-based professional development to establish a baseline of knowledge and expectations as teachers participate in the program. The complementary component of support for the teachers has the format of coaching sessions throughout the implementation year.

Teacher Professional Development



PROFESSIONAL DEVELOPMENT

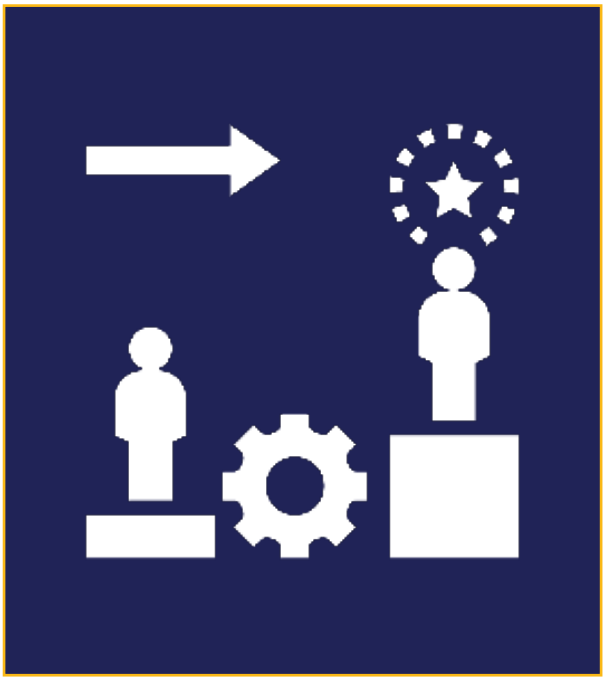
DBI TEACHER SUPPORT MODEL

The staff development content for this project is housed on a learning management system called CANVAS. The complementary component of the initial staff development takes the form of individualized “needs-based” coaching sessions. As part of the materials to support the teachers, a YouTube channel is dynamically managed to respond to the needs of the teachers and to deploy research-based practices that align to the project goals and the project model of data-based individualization.

Professional Development

CORE PROFESSIONAL DEVELOPMENT

On the first day of Core PD, teachers are introduced to a team and the study purpose and overview. Coaches at each site present the key components of DBI and the assessments to be used in the project. The emphasis is on steps one and two of DBI, evidence-based practices and establishing a present level. Teachers are engaged in the content using virtual engagement platforms (i.e., Poll Everywhere), that allow participants to respond to questions via their electronic devices and then display collected responses for the group discussion. These polls are also used as formative assessments of teacher learning. Physical materials for the training include sample data graphs (i.e. Star Math), sample Diagnostic Online Math Assessment (DOMA) results, and examples of Algebra Readiness Progress Monitoring (ARPM) measures. Teachers engage with these materials to familiarize themselves with the reports and/or items on each assessment.

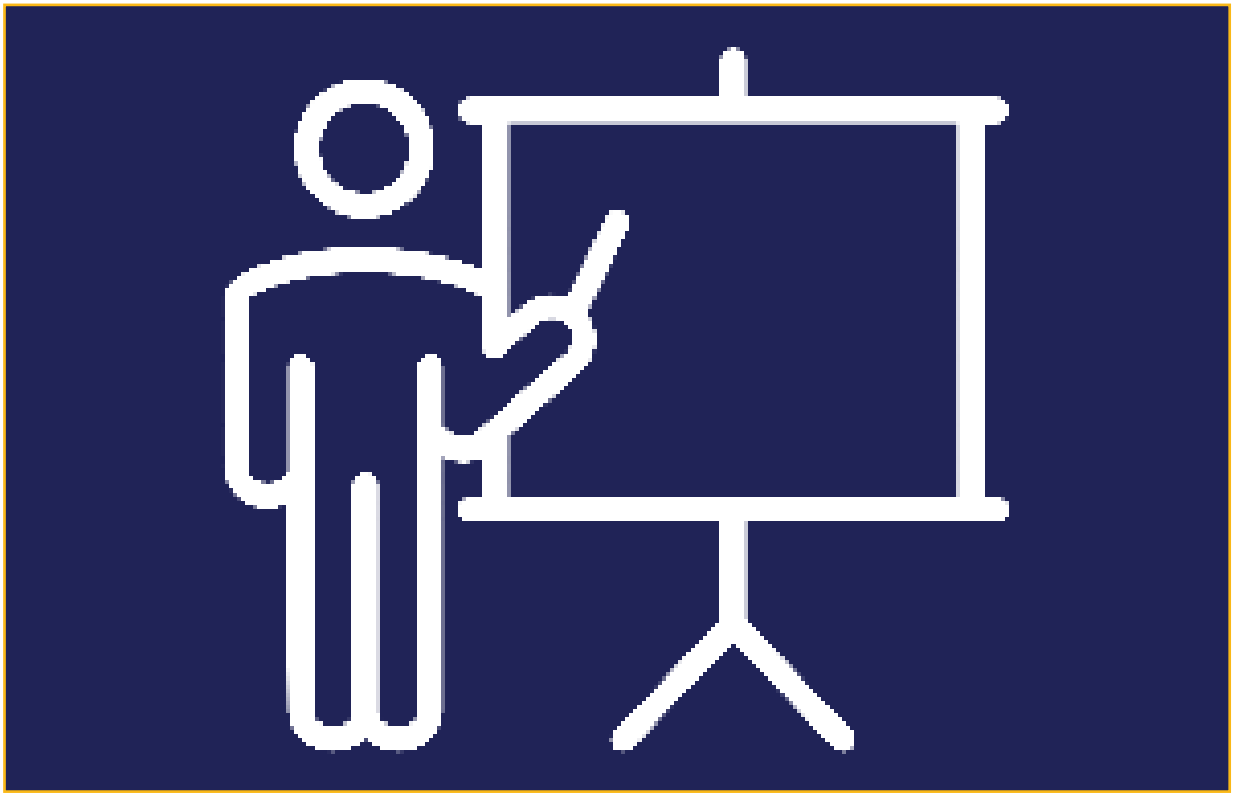


The second day of PD begins with a review of DBI using the virtual platform selected (i.e., Poll Everywhere). The coaches at each site present on DBI describing progress monitoring, collecting diagnostic data, and decision-making based on student responsiveness. Presenters then take the teachers through a case example, inviting the teachers to participate in each step of the DBI process. Materials for this training include a form for interpreting the DOMA diagnostic data and two samples of ARPM data used to practice applying decision rules.

The third day of PD begins with a review of the prior two days of training including DBI, the assessments to be used in the project, and expectations of their participation. The majority of the training focuses on math content and instructional adaptations. Specifically, components of instructional delivery including explicit instruction, multiple representations, and the use of precise mathematical language, and strategies including fluency building, problem-solving heuristics, and increasing motivation. Materials for this training include a packet of note-taking forms for teachers to utilize when learning about the practices and strategies as well as examples of interventions that the teachers sorted into examples and non-examples in small groups.

Professional Development

Following Day Three training, the coaching teams begin a cycle in which teachers, with coach support, collect and graph progress-monitoring data, implement an instructional strategy and make data-based decisions. Coaches meet with teachers every other week, alternating in-person visits and virtual visits, over 16 weeks (i.e., November through February). After assent, students are pre-tested over two days, taking the IAAT in one session and the DOMA in another. The order of assessments is randomized to mitigate order effects. These data are double entered by coaches, and discrepancies are resolved by a third coach. Students are assessed weekly on the ARPM. ARPM measures are administered by teachers or an instructional coach in Project STAIR implementation. These graphed data are reviewed for decision making in coaching meetings. The number of data-points at which decision making occurs varies by teacher. Post-testing occurs in two sessions for the IAAT in one session and the DOMA in another. Post-testing occurs after the Project STAIR 16-week implementation period (i.e. February). The data are double entered by coaches and discrepancies resolved by a third coach. After post-testing is administered to all student participants, teacher participants are administered post-test measures and focus group interviews with the coaching team (i.e., March).



Coaching Cycle

THE COACHING CYCLE

Implementation of the coaching in Project STAIR is characterized by a process known as the coaching cycle. Within the frame of coaching cycle, the steps are pre-conference, observation, and post-conference. In the next section each of these steps in the process will be discussed with the intent of providing concrete and actionable examples for coaches charged with implementing Project STAIR.

Coaching Cycle

PRE-CONFERENCE

STAIR TAILORED VIDEOS AND COACHING

Prior to each observation, the teacher will meet with the project coach, virtually or face-to-face. The purpose of this meeting is to obtain background information regarding the lesson and students that are part of the DBI model. There will be also a discussion regarding any areas of concern before the observation. The teacher will choose to focus on developing their skills either targeting the use of explicit instruction or the incorporation of multiple representations. The teacher and coach will review the goals for students and set a goal for their practice during the observation.

Tailored STAIR videos and other resources will be used by the coach to engage the teacher in meaningful conversation in regards to practices and student support. The teacher will self-assess on the components on DBI (a google form or qualtrics form can be used in conjunction to expedite the self-reflection).

For example, the teacher may want to focus their lesson on strengthening their use of manipulatives during their lessons and on support of the student activities and request that the coach specifically look for evidence of effective use of manipulatives during the observation. The pre-conference form will be completed during the session and the teacher does not get a copy of this form.

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Prior to the classroom observation, as part of the coaching pre-meeting, coaches should assign teachers at least one STAIR Tailored video for the teacher to watch before the observation. This video should align with the teacher's selected goals for teaching as well as the needs of the teachers, as perceived by the coach. Examples of appropriate videos may include STAIR Tailored videos that provide a model of how to teach a lesson or concept the teacher will soon cover in their own class. Or, if the teacher is focusing on developing the use of explicit instruction, the coach may recommend videos that include examples and logistical descriptions of how to incorporate higher-level questions in the math classroom. The coach will need to be well versed in the types of videos available on the YouTube channel and be able to select an appropriate and useful video for the teacher to watch.

Coaching Cycle

OBSERVATION

Each session the observation will be schedule to last one full class period. The project coach will collect evidence utilizing the observation protocol to support the post-conference where a feedback protocol will be used to provide teachers the space to reflect and think about the opportunity to continually improve their practices as part of the DBI model. The teacher does not get a copy of the observation form.
As part of the coaching and observation form (see Appendix), coaches will collect data on the teachers' use of either explicit instruction, or the use of multiple representations.

If the teacher has chosen to receive feedback on the use of explicit instruction, the coach will monitor the classroom instruction for evidence of:

a) a clear explanation,
b) guided practice,
c) planned examples,
d) independent practice,
e) asking questions,
f) eliciting frequent responses,
g) providing immediate specific feedback, and
h) maintaining a brisk pace.

If the teacher has chosen to receive feedback on the use of multiple representations, the coach will monitor the classroom instruction for evidence of:

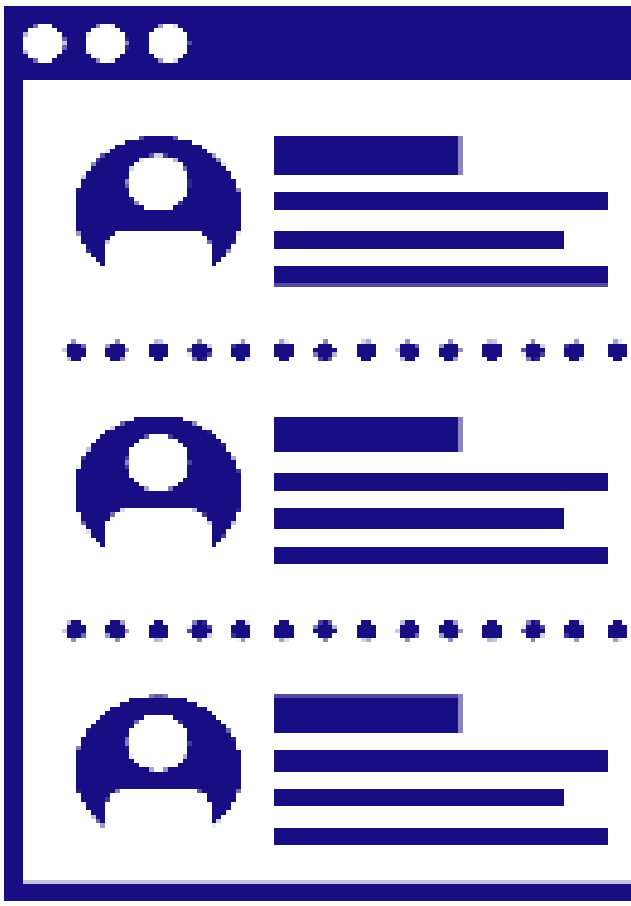
a) concrete manipulatives,
b) visual manipulatives,
c) abstract manipulatives,
d) accurate representation of math concept,
e) implementation of representations, and
f) teacher connections to conceptual understanding.

The coach will evaluate the teacher on all categories using a Likert scale rating of 0-4, in which a 0 signifies an absence of that category, and a 4 signifies high implementation of that category. Teachers are only evaluated on either explicit instruction or the use of multiple representations and will not be evaluated on the other set of categories. In addition to providing a numerical score regarding the implementation of each category, the coach also can take notes on the observation form to justify the rating. In addition, during the observation, there is room on the observation form for the coach to take general notes about the overall quality of the lesson.

Coaching Cycle

POST-CONFERENCE

The purpose of the post-conference is to provide opportunities for self-reflection and support the teacher in their implementation of the DBI model. It should also be an opportunity to continue to develop the teacher's professional growth. The post-observation conference should utilize the coaching form to guide the discussion. The coaching form includes 3 sections: the Observation Discussion, the Intervention Fidelity Log, and the Action Plan. The first section of the post-conference will focus on the pre-observation and observation form. Coaches and teachers should discuss the teacher's confidence in implementing the DBI framework as well as the general feedback from the coach's notes regarding the observation. The coach should then take the time to hone in on specific feedback regarding the teachers' use of explicit instruction or multiple representations. The coach will follow the steps on the coaching checklist post-conference form.



The second section of the coaching form is the intervention fidelity log. The section of intervention fidelity log will be used to document implementation and have the teacher collaborate with strategies to implement interventions with fidelity. Teachers will reflect on how often they have used the chosen strategy (i.e., explicit instruction or multiple representations) throughout the week and whether the students targeted in the project were present for those days. Teachers will also discuss how long they implemented the strategy on each day and whether students were engaged in the lesson and if the intervention was implemented as planned. Regarding both student engagement and the overall success of the strategy, teachers will rate each category on a 1-3 scale in which 1 signifies No, 2 signifies Partially, and 3 signifies Yes.

Coaching Cycle

POST-CONFERENCE

The final section of the post-observation coaching conversation form is the Action Plan. This final section of the post-conference form is open ended and should be used collaborative between the teacher and the coach. The coach should probe the teacher about challenges and concerns based on the lesson that was observed and the implementation fidelity log. The coach should also journal their perspective along the teacher's. Both teacher and coach will draft potential solutions and each of the participants will draft next steps. The coach will also follow up with recommended STAIR Tailored videos. The videos are to be used as a tool to continue to develop consistency of implementation by teachers.
It is recommended that if there was a video exploration as part of the pre-conference that the observation and post-conference also reflect on the video content and the success or challenges of the teacher in displaying the content as evidenced by the observation.

The post-conference will wrap up by noting the next coaching cycle and re-stating the focus of conversation on the next meeting. After meeting with the teacher, there is space at the bottom of the coaching form for the coach to take any additional notes on the teacher's progress. After the observation, as part of the reflection on the teachers' practices, coaches are encouraged to inquire about how the STAIR Tailored video impacted the teacher's practice. Ideally, the video would provide additional strategies or methods of teaching a lesson that may help the teacher more effectively teach a mathematical concept or incorporate a DBI strategy to help the students be successful.

Multi-Level Support

In addition to the STAIR Tailored videos, coaches may choose to provide additional resources to teachers to help them better develop their practice. The STAIR Tailored videos should be seen as one tool for coaches to provide to teachers with models, explanations, and additional resources to support their students with mathematical difficulties be successful in the math classroom.

MULTI-LEVEL SUPPORT

Coaching can be supported at the campus level by including an assigned instructional leader/campus/district coach(advocate) for DBI implementation. The leader/campus/district coach can serve to link the different teachers at the campus that utilize the DBI model. Depending on the accessibility of the leader, the project coach and the campus leader may collaborate in co-calibration of observation sessions or debriefs on implementation fidelity of intervention. It is assumed that the leader/campus/district coach has attended the project training for teachers and is aware and familiar with the components of the DBI model. It is appropriate for the project coach and the leader/campus coach to interact the same number of cycles the teachers get coached.

COMMUNICATION STRATEGY
The coaching role on Project STAIR requires a communication scheme that will clarify to all parties involved the coach and teacher actions and tasks related to a productive deployment. To that end the suggested communication scheme and tasks related to the communication strategy can be reviewed in the Appendix section.

The outline at the appendix includes the following content:
- Initial introductory meeting (coach/teachers)
- Initial introductory meeting with teacher administration
- One week prior to coaching cycle
- First teacher coaching cycle
- Pre-conference
- Observation
- Post-conference
- After coaching cycle

Virtual Coaching

VIRTUAL COACHING

If there are specific circumstances that do not allow the coach to observe the lesson face-to-face, the teacher and coach should develop a secure system for footage of the lesson to be available for the coach to observe. The coaching cycle will be expected to occur just as if it was a face-to-face cycle.

APPENDIX

DEPLOYMENT

INITIAL INTRODUCTORY MEETING FOR TEACHERS

The coach should introduce their background, their connection to the project, and their experiences as a coach. As the meeting moves forward after introductions (allow the teacher to start building rapport by sharing their background) ensure the following points are discussed:

• Review the calendar and inform them of their first coaching cycle and what they are to expect on the pre/observation/post-conference

• Inform the teacher at that time if there will be any co-calibration observations with the campus leader/coach

• Review with the teacher that two planning sessions are to be used for pre- and post-conference (emphasis should be to explain the need for the teachers to adhere as much as possible to the pre-determined and agreed upon dates and times)

• Review the coaching cycle forms to be used with the teacher

• Explain the purpose of each of the tools or forms and the need to only share the collaborative components of the forms with the teacher

• Stress the importance of communication via approved systems so that coaching can also occur virtually if needed (including the observation)

The coach should have the information in email and hard copy form, and it is considered best practice to have a log the teacher can initial they received relevant information about the expectations of their role as part of the deployment of the project.

INITIAL INTRODUCTORY MEETING WITH TEACHER ADMINISTRATION TEAM

The coach should introduce themselves and give a brief overview of their background and their connection to the project. The coach should review the time needed for the teacher coaching cycles (pre-conference, observation of lesson, and post-conference). Confirm the dates intended for the coaching cycle (at least 1, 2, and 3 dates work for the campus from the leader's perspective). If appropriate share the forms to be used in the teacher coaching cycle with the leader. If possible and appropriate double check and use calendar invites for all parties involved to be in the know on the coaching cycle.

INITIAL EMAIL COMMUNICATION

Communicate with the teachers and leaders via email to provide information about the proposed dates and times of an introductory meeting. The purpose of the meeting is to introduce the Project STAIR coach, review the yearly information, and confirm the coaching cycle times for the rest of the year.

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TEMPLATES FOR TEACHER AND LEADER INITIAL EMAIL
Leader email
Email Subject: DBI/Project STAIR Coaching Introduction Meeting

Hello [Mr./Mrs. ABC]:

My name is DEF. I will be your DBI Coach this year. I am excited to start our collaboration at your campus and am looking forward to the great things we will achieve together. I would like to have an introduction visit to your school. I would like to meet with you on (insert date and time). The intent of the meeting is to bring clarity to the work the coach and the teachers and leader/campus coach will be collaborating on. During the visit the coach will discuss with you:

• Schedule/Calendar details for upcoming coaching cycles

Please respond to this email to confirm your availability. I will then follow up with an outlook calendar invite. If I do not receive a confirmation response to this email by the end of the day insert date/day, I will call you.

Thank you,
(Coach Name)

Teacher email
Email Subject: DBI/Project STAIR Coaching Introduction Meeting

Hello (Mr/Mrs):

My name is (Coaches Name). I will be your Coach this year. I am excited to start our collaboration and am looking forward to the great things we will achieve together. I would like to have an introductory visit to your classroom. I am available on (insert date and time). The intent of the meeting is to bring clarity to the work we will be collaborating on. During the visit I will discuss with you:

• Schedule/Calendar details for upcoming coaching cycles
• Coaching cycle forms review
• Parental consent pick- up forms (if applicable)

Please respond to this email to confirm your availability. I will then follow up with an outlook calendar invite. If I do not receive a confirmation response to this email by the end of the day insert day/date, I will call you.

Thank you,
(Coach Name)

APPENDIX

ONE WEEK PRIOR TO COACHING CYCLE
The coach should communicate using approved calendar application (i.e. outlook invite) with teachers and leader. When setting up appointments use appropriate naming conventions so that the email and/or invitation is relevant to the teacher and leader (i.e. STAIR teacher last name).

FIRST TEACHER COACHING CYCLE
If possible, all of the initial coaching cycles are to be completed face-to-face. Remind the teacher to submit the lesson plan (if appropriate/applicable) prior to the day of the observation.

PRE-CONFERENCE
The coach will conduct the pre-conference using the pre-conference tool. (Reference tool in appendix)

OBSERVATION
The coach will conduct the observation using the observation protocol. (Reference tool in appendix)

POST-CONFERENCE
The coach should review the post-conference form with the teacher and conduct the post-conference. At the end of the debrief the coach should stress the importance of the communication channels for future pre- and post-conference to be conducted virtually or by phone conference. Explain if the coach will use other means of reminding the teacher and leader such as a text app (slack, remind, classdojo, apptoto). The goal of the app is to serve as a redundant system that directly reaches the user's mobile device. The reminder should be executed on the Friday before the coaching cycle so that teachers can respond to the reminder accepting the reminder or requesting for a reschedule if a conflict of scheduling should arise. If there are any incentives for teachers tied to the deployment of the coaching, remind the teachers of the incentives upon completion of the cycles.

AFTER COACHING CYCLE
The coach will be expected to make schedule adjustments based on the initial coaching cycle if needed to develop some consistency the rest of the semester. At the end of the cycle the coach should ensure that the pre-observation and post-conference have been scheduled and invites should have been sent to all appropriate parties (teacher, leader) preferably for the entire semester. At the end of each coaching cycle all forms should be uploaded to a safe (preferably encrypted) file repository. It is considered best practice to create and update a coaching cycle tracker. By the end of the coaching cycle the tracker should be updated with the relevant information.

APPENDIX

FTF STAIR Coaching Conversation

Teacher Name (First Name, Last Initial): _____ **Teacher Study ID:** _____
Coach (First Name, Last Initial): _____ **Coach Study ID:** _____
Date: ____/____/20_____ **Time:** _____- _____
Coaching Session Number (check box): **1** ☐ **2** ☐ **3** ☐ **4** ☐ **5** ☐ **6** ☐
Coaching Focus (should be pulled from STAIR calendar/pacing guide):

PRE-COACHING SESSION CHECKLIST

Coach: Two days prior to the observation

Pre-Coaching Checklist	
	Complete
1. Confirm observation day/time	☐Y ☐N
2. Prompt teacher for lesson objective	☐Y ☐N
3. Prompt teacher to complete the self-assessment (https://missouri.qualtrics.com/jfe/form/SV_bg3I65NIqGpMVzD) at least 2 days in advance	☐Y ☐N
4. Prompt teacher to watch a particular Tailored PD video in advance of the session (send link)	☐Y ☐N
5. Transfer Qualtrics responses to the teacher self-assessment below	☐Y ☐N

TEACHER SELF-ASSESSMENT

Teacher: Use the following categories to document your comfort level with implementing DBI components?

DBI Components					
The degree to which I am implementing the following…	Very Comfortable	Mostly Comfortable	Somewhat Comfortable	Uncomfortable	Not covered yet in the program
ARPM and other DOMA	☐	☐	☐	☐	☐
Instructional strategies from STAIR Core or Tailored	☐	☐	☐	☐	☐
Accessing and utilizing Tailored videos	☐	☐	☐	☐	☐
Decision making using your ARPM data	☐	☐	☐	☐	☐

COACHING SESSION

Coach: Use the following categories to document (during observation) and mutually discuss

Lesson Objective and other notes:

APPENDIX

FTF STAIR Coaching Conversation

Instruction				
Modeling				
Clear Explanation (what evidence is present during instruction?)				
4 The teacher **provides clear** demonstrations/ explanations of proficient performance	**3**	2 The teacher **does not provide clear** demonstrations/ explanations of proficient performance.	**1**	0 The teacher **does not provide any** demonstrations/ explanations of proficient performance.
Planned Examples (what evidence is present during instruction?)				
4 **All** of the examples or materials selected **are aligned** to the stated or implied goal.	**3**	2 **Some** of the examples or materials **are aligned** to the stated or implied goal; **OR** examples and materials are **somewhat aligned** to the stated or implied goal.	1	**0** Examples or materials selected **are not aligned** to the stated or implied goal.
Practice				
Guided (what evidence is present during instruction?)				
4 Guided practice is **focused** on the application of skills or strategies related to the stated or implied goal.	**3**	2 Guided practice is **somewhat focused** on the application of skills or strategies related to the stated or implied goal.	1	**0** Guided practice is **not focused** on the application of skills or strategies related to the stated or implied goal.
Independent (what evidence is present during instruction? How prepared were the students for independent practice?)				
4 The teacher **systematically withdraws** support as the students move toward independent use of the skills.	3	2 The teacher withdraws support, but **it is not withdrawn systematically.**	1	0 The teacher **does not withdraw** support; **OR** the teacher provides very limited support and then **abruptly withdraws** it.

Supporting Practices				
Asking the right questions (what evidence is present during instruction?)				
4 The teacher **consistently** asks both high and low-level questions **throughout the lesson**.	**3**	2 The teacher **occasionally** asks both high and low-level questions throughout the lesson.	1	0 The teacher **does not** ask both high and low-level questions throughout the lesson.
Eliciting frequent responses (what evidence is present during instruction?)				
4 The teacher **consistently** checks for understanding **throughout the lesson.**	3	2 The teacher only checks **some students** for understanding; **OR** the teacher does **not consistently** check for understanding throughout the lesson	1	0 The teacher does **no or very minimal** checking for understanding.
Providing immediate specific feedback (what evidence is present during instruction?)				

APPENDIX

4 Feedback is specific, timely and informative **throughout the lesson**.	**3**	2 Feedback is **not consistently** specific and informative throughout the lesson; OR the teacher **occasionally** provides timely feedback.	1	0 There is **no** feedback; **OR** it is **not at all** specific, timely and informative.
Maintaining a brisk pace (what evidence is present during instruction?)				
4 The teacher maintains an **appropriate** pace **throughout the lesson**	3	2 The teacher maintains an **appropriate** pace during **some of the lesson.**	1	0 The teacher maintains an **inappropriate** pace **throughout the lesson.**

Multiple Representations During Instruction				
Concrete (what evidence is present during instruction?)				
4 The teacher demonstrates an **excellent** ability to use a variety of concrete materials appropriately and correctly, gives clear and detailed explanations of each manipulative with accompanying models	3	2 The teacher demonstrates **some** ability to use a limited variety of concrete materials appropriately and correctly, gives a partially complete explanation of each manipulative with accompanying models	1	0 The teacher demonstrates a **limited** ability to use concrete materials appropriately and correctly, gives partial or no explanations of each manipulative, possibly without accompanying models
Visual (what evidence is present during instruction?)				
4 The teacher **includes more than one clear and detailed** visual aide that are relevant and contribute to the understanding of the key concept	3	2 The teacher includes **one clear** visual aide that is relevant and contributes to the understanding of the key concept	1	0 The teacher includes **one** clear visual aide that have little relevance OR **does not** contribute to the understanding of the key concept
Abstract (what evidence is present during instruction?)				
4 The teacher presents a **wide variety** of possible algorithms with clear explanations of each strategy, demonstrating a **clear** understanding of the values of alternative algorithms	3	2 The teacher presents **limited** possible algorithms with some explanations of each strategy, demonstrating a **some** understanding of the values of alternative algorithms	1	0 The teacher presents **no** alternative algorithms without explanations, demonstrating **little** to understanding of the values of alternative algorithms
Accurate Representation of Mathematical Concept				
4 Chosen manipulatives or visual aides enhance the students learning and **clearly** align with the key mathematical concept	3	2 Chosen manipulatives or visual aides **adequately represent** the key mathematical concept but do not augment student learning	1	0 Chosen manipulatives or visual aides are **not clearly** aligned with the key mathematical concept and may lead to students becoming confused
Implementation of Representations				
4 Multiple representations are **seamlessly** included in the lesson; **all** students have	3	2 Multiple representations are **included** in the lesson with limited interruptions or disruptions to the flow of the lesson;	1	0 The use of multiple representations **disrupts** the flow of the class or leads to behavior management issues; only the

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access to the representations including manipulatives or visual aides		**some** students have access to the representations including manipulatives or visual aides		teacher or **a few** students have access to the representations including manipulatives or visual aides
Teacher Connections to Conceptual Understanding				
4 The teacher makes **several** connections between the multiple representations and key mathematical concepts	3	2 The teacher makes **some** connections between the multiple representations and key mathematical concepts	1	0 The teacher **does not connect** the multiple representations to key mathematical concepts

Overall impressions of lesson and other notes (expand before printing):

POST-OBSERVATION COACHING CONVERSATION CHECKLIST

Coach: Use the following Coaching Conversation Checklist to guide coaching session

Post-Coaching Checklist	
	Complete
1. Discuss pre-observation form (above). Provide an opportunity to add to it.	☐Y ☐N
2. Discuss notes from the observation (above).	☐Y ☐N
3. Discuss Intervention Fidelity Log (below).	☐Y ☐N
4. Identify specific challenges/concerns based on pre-obs. Form and observation notes (below).	☐Y ☐N
5. Potential solutions to challenges/concerns (action plan below).	☐Y ☐N

Teacher & Coach: Use the following Intervention Fidelity Log to document intervention implementation

Intervention Fidelity Log					
Day	**Intervention Offered**	**Student Present**	**Intervention Duration**	**Student(s) Engaged? ***	**Intervention Implemented as Planned?***
Monday	☐Y ☐N	☐Y ☐N	___ min	☐1 ☐2 ☐3	☐1 ☐2 ☐3
Tuesday	☐Y ☐N	☐Y ☐N	___ min	☐1 ☐2 ☐3	☐1 ☐2 ☐3
Wednesday	☐Y ☐N	☐Y ☐N	___ min	☐1 ☐2 ☐3	☐1 ☐2 ☐3
Thursday	☐Y ☐N	☐Y ☐N	___ min	☐1 ☐2 ☐3	☐1 ☐2 ☐3
Friday	☐Y ☐N	☐Y ☐N	___ min	☐1 ☐2 ☐3	☐1 ☐2 ☐3
Please note any relevant information to explain the above ratings:					***1**-*No* **2**-*Partially* **3**-*Yes*

Teacher & Coach: Use following Action Plan to discuss challenges, concerns, and next steps

Action Plan	
Teacher Perspective	**Coach perspective**
Instruction: Strengths/Challenges	Instruction: Strengths/Challenges

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DBI: Strengths/Challenges	DBI: Strengths/Challenges
Potential solutions:	
Teacher's next steps:	Coach's next steps: Recommended STAIR Tailored videos:
Next meeting: Date: ___/____/ 20__ at _____ Focus of Conversation for Next Meeting: _____	

Notes from the session:

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Virtual STAIR Coaching Conversation

Teacher Name (First Name, Last Initial): _____ **Teacher Study ID:** _____
Coach (First Name, Last Initial): _____ **Coach Study ID:** _____
Date: ____/____/20_____ **Time:** _____- _____
Coaching Session Number (check box): **1** ☐ **2** ☐ **3** ☐ **4** ☐ **5** ☐ **6** ☐
Coaching Focus (should be pulled from STAIR calendar/pacing guide):

PRE-COACHING SESSION CHECKLIST

Coach: Two days prior to the observation

Pre-Coaching Checklist	
	Complete
1. Confirm coaching day/time	☐Y ☐N
2. Prompt teacher to complete the self-assessment (use Qualtrics link) at least 2 days in advance	☐Y ☐N
3. Prompt teacher to watch a particular Tailored PD video in advance of the session (send link)	☐Y ☐N
4. Transfer Qualtrics responses to this form	Y N

TEACHER SELF-ASSESSMENT

Teacher: Use the following categories to document your comfort level with implementing DBI components?

DBI Components					
The degree to which I am implementing the following…	Very Comfortable	Mostly Comfortable	Somewhat Comfortable	Uncomfortable	Not covered yet in the program
ARPM and other DOMA	☐	☐	☐	☐	☐
Instructional strategies from STAIR Core or Tailored	☐	☐	☐	☐	☐
Accessing and utilizing Tailored videos	☐	☐	☐	☐	☐
Decision making using your ARPM data	☐	☐	☐	☐	☐

COACHING CONVERSATION CHECKLIST

Coach: Use the following Coaching Conversation Checklist to guide coaching session

Post-Coaching Checklist	
	Complete
3. Discuss Intervention Fidelity Log (below).	☐Y ☐N
4. Identify specific challenges/concerns. Form and observation notes (below).	☐Y ☐N
5. Potential solutions to challenges/concerns (action plan below).	☐Y ☐N

Teacher & Coach: Use the following Intervention Fidelity Log to document intervention implementation

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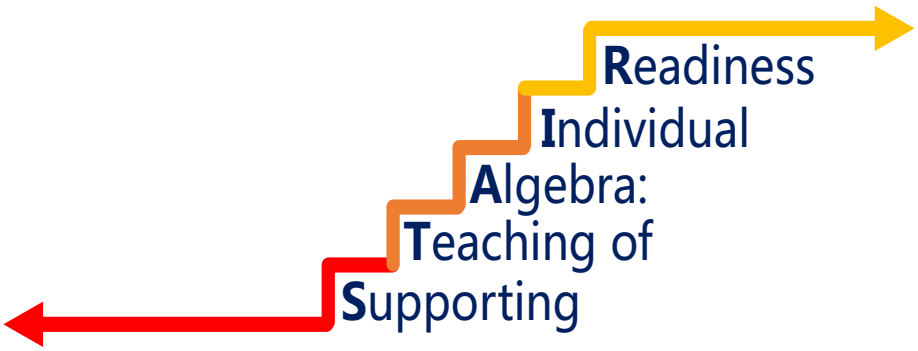
Virtual STAIR Coaching Conversation

Intervention Fidelity Log					
Day	**Intervention Offered**	**Student Present**	**Intervention Duration**	**Student(s) Engaged? ***	**Was the Intervention Implemented as Planned?***
Monday	☐Y ☐N	☐Y ☐N	___ min	☐1 ☐2 ☐3	☐1 ☐2 ☐3
Tuesday	☐Y ☐N	☐Y ☐N	___ min	☐1 ☐2 ☐3	☐1 ☐2 ☐3
Wednesday	☐Y ☐N	☐Y ☐N	___ min	☐1 ☐2 ☐3	☐1 ☐2 ☐3
Thursday	☐Y ☐N	☐Y ☐N	___ min	☐1 ☐2 ☐3	☐1 ☐2 ☐3
Friday	☐Y ☐N	☐Y ☐N	___ min	☐1 ☐2 ☐3	☐1 ☐2 ☐3
Please note any relevant information to explain the above ratings:					***1**-*No* **2**-*Partially* **3**-*Yes*

Teacher & Coach: Use following Action Plan to discuss challenges, concerns, and next steps

Action Plan	
Teacher Perspective	**Coach perspective**
Instruction: Strengths/Concerns	Instruction: Strengths/Concerns
DBI: Strengths/Concerns	DBI: Strengths/Concerns
Potential solutions:	
Teacher's next steps:	Coach's next steps: Recommended STAIR Tailored videos:
Next meeting: Date: ___/____/ 20__ at _____ Focus of Conversation for Next Meeting: _____	

Notes from the session:



IDEAs that Work
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University of Missouri

SMU Annette Caldwell Simmons School of Education & Human Development

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The University of Texas at Austin
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