



## 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		<input type="checkbox"/> Y <input type="checkbox"/> N
2. Prompt teacher for lesson objective		<input type="checkbox"/> Y <input type="checkbox"/> N
3. Prompt teacher to complete the self-assessment ( <a href="https://missouri.qualtrics.com/jfe/form/SV_bg3I65NIqGpMVzD">https://missouri.qualtrics.com/jfe/form/SV_bg3I65NIqGpMVzD</a> ) at least 2 days in advance		<input type="checkbox"/> Y <input type="checkbox"/> N
4. Prompt teacher to watch a particular Tailored PD video in advance of the session (send link)		<input type="checkbox"/> Y <input type="checkbox"/> N
5. Transfer Qualtrics responses to the teacher self-assessment below		<input type="checkbox"/> Y <input type="checkbox"/> 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
AimsWeb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional strategies from STAIR Core or Tailored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessing and utilizing Tailored videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision making using your Aimsweb data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# FTF STAIR Coaching Conversation

## COACHING SESSION

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

Lesson Objective and other notes:

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

## FTF STAIR Coaching Conversation

Supporting Practices				
<b>Asking the right questions (what evidence is present during instruction?)</b>				
4	3	2	1	0
The teacher consistently asks both high and low-level questions throughout the lesson.		The teacher occasionally asks both high and low-level questions throughout the lesson.		The teacher does not ask both high and low-level questions throughout the lesson.
<b>Eliciting frequent responses (what evidence is present during instruction?)</b>				
4	3	2	1	0
The teacher consistently checks for understanding throughout the lesson.		The teacher only checks some students for understanding; OR the teacher does not consistently check for understanding throughout the lesson		The teacher does no or very minimal checking for understanding.
<b>Providing immediate specific feedback (what evidence is present during instruction?)</b>				
4	3	2	1	0
Feedback is specific, timely and informative throughout the lesson.		Feedback is not consistently specific and informative throughout the lesson; OR the teacher occasionally provides timely feedback.		There is no feedback; OR it is not at all specific, timely and informative.
<b>Using precise mathematical language (what evidence is present during instruction?)</b>				
4	3	2	1	0
The teacher effectively reviews or teaches key vocabulary and/or symbols.		The teacher reviews or teaches key vocabulary and/or symbols but not effectively, OR the teacher reviews or teaches some key vocabulary and/or symbols.		The teacher does not review or teach key vocabulary and/or symbols.
The teacher consistently discusses mathematical ideas with language that is clear, accurate and precise.		The teacher inconsistently discusses mathematical ideas with language that is clear, accurate, and precise.		The teacher does not utilize language that is clear, accurate, and precise.

**FTF STAIR Coaching Conversation**



<b>Multiple Representations</b>				
<b>Concrete (what evidence is present during instruction?)</b>				
4	3	2	1	0
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		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		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
<b>Virtual (what evidence is present during instruction?)</b>				
4	3	2	1	0
The teacher demonstrates an excellent ability to use a variety of virtual manipulatives appropriately and correctly, gives clear and detailed explanations of each manipulative with accompanying models		The teacher demonstrates some ability to use a limited variety of virtual manipulatives appropriately and correctly, gives a partially complete explanation of each manipulative with accompanying models		The teacher demonstrates a limited ability to use virtual manipulatives appropriately and correctly, gives partial or no explanations of each manipulative, possibly without accompanying models
<b>Pictorial – not concrete or virtual (what evidence is present during instruction?)</b>				
4	3	2	1	0
The teacher includes more than one clear and detailed visual aide that are relevant and contribute to the understanding of the key concept		The teacher includes one clear visual aide that is relevant and contributes to the understanding of the key concept		The teacher includes one clear visual aide that have little relevance OR does not contribute to the understanding of the key concept
<b>Abstract (what evidence is present during instruction?)</b>				
4	3	2	1	0
The teacher uses abstract examples with clear explanations of each strategy, demonstrating a clear understanding of the abstract.		The teacher presents abstract examples with some explanations of each strategy, demonstrating a some understanding of the abstract.		The teacher presents no abstract examples without explanations, demonstrating little to understanding of the abstract.
<b>Accurate Representation of Mathematical Concept (what evidence is present during instruction?)</b>				

### FTF STAIR Coaching Conversation

4	3	2	1	0
Chosen manipulatives or visual aides enhance the students learning and clearly align with the key mathematical concept		Chosen manipulatives or visual aides adequately represent the key mathematical concept but do not augment student learning		Chosen manipulatives or visual aides are not clearly aligned with the key mathematical concept and may lead to students becoming confused
4	3	2	1	0
<b>Teacher Connections to Conceptual Understanding (what evidence is present during instruction?)</b>				
4	3	2	1	0
The teacher makes several connections between the multiple representations and key mathematical concepts		The teacher makes some connections between the multiple representations and key mathematical concepts		The teacher does not connect the multiple representations to key mathematical concepts

## FTF STAIR Coaching Conversation

<b>Word-Problem Solving</b>				
<b>Teacher Content and Design of Instruction (what evidence is present during instruction?)</b>				
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
The teacher consistently uses a meta-cognitive (i.e., attack strategy) to work through a word problem.		The teacher in consistently uses a meta-cognitive (i.e., attack strategy) to work through a word problem.		The teacher does not use a meta-cognitive (i.e., attack strategy) to work through a word problem.
The teacher consistently focuses on critical schema(ta) that will transfer/generalize to a range of examples.		The lesson inconsistently focuses on critical schema(ta) that will transfer/generalize to a range of examples.		The lesson does not focus on critical schema(ta) that will transfer/generalize to a range of examples.
The teacher guides students to use schematic equations or diagrams to assist with identifying the schema and salient information.		The teacher provides some guidance to students for using schematic diagrams, but more is needed.		The teacher does not guide students to use schematic diagrams
The teacher presents a range of examples that support generalization of the schema.		The teacher presents a range of examples that somewhat support generalization of the schema.		The teacher does not present a range of examples that support generalization of the schema, OR the teacher presents examples that are not aligned to the schema creating confusion.
<b>Sequence of Instruction (what evidence is present during instruction?)</b>				
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Once a new schema is mastered, the teacher contrasts it with previously learned schema(ta).				The teacher introduces two step word problems with schema that are not yet mastered by the students
<b>Delivery of Instruction (what evidence is present during instruction?)</b>				
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

### FTF STAIR Coaching Conversation

The teacher clearly and sufficiently verbalizes and models reasoning for the schema and/or solution process.		The teacher verbalizes and models reasoning for the schema and/or solution process but not clearly and sufficiently		The teacher does not ask students to verbalize understanding and/or reasoning
The teacher engages students in making connections between schema, diagrams, meanings of operations, and procedures.		The teacher demonstrates connections between schema, diagrams, meanings of operations, and procedures but does not engage students, OR the connections are limited due to missed opportunities.		The teacher does not make connections between schema, diagrams, meanings of operations, and procedures.
<b>Student Engagement (what evidence is present during instruction?)</b>				
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
The teacher provides students with sufficient opportunity to verbalize their understanding and/or reasoning.		The teacher provides students with limited opportunity to verbalize their understanding and/or reasoning.		The teacher does not ask students to verbalize their understanding and/or reasoning.
The teacher provides students with practice adequate to supporting the development of understanding of the schema or problem-solving process.		The teacher provides students with practice somewhat adequate to supporting the development of understanding of the schema or problem-solving process.		The teacher provides students with practice inadequate to supporting the development of understanding of the schema or problem-solving process.
Feedback is consistently linked to mathematical reasoning and schema.		Feedback is not consistently linked to mathematical reasoning and schema.		There is no feedback, OR feedback is not linked to mathematical reasoning and schema.

## FTF STAIR Coaching Conversation

<b>Fluency</b>				
<b>Design of the Lesson (what evidence is present during instruction?)</b>				
4	3	2	1	0
The teacher provides students with practice of a target skill and cumulative review adequate for supporting fluent computation.		The teacher provides students with practice of a target skill and cumulative review somewhat adequate for supporting fluent computation.		The teacher provides students with practice of a target skill and cumulative review inadequate for supporting fluent computation.
<b>Delivery of Lesson (what evidence is present during instruction?)</b>				
4	3	2	1	0
The teacher's presentation of examples and/or practice problems is systematic, increasing in complexity in response to the needs of the students.		The teacher's presentation of examples and/or practice problems is somewhat systematic, OR the teacher's presentation of examples and/or practice problems is somewhat responsive to the needs of the students.		The teacher's presentation of examples and/or practice problems is not systematic, OR the teacher's presentation of examples and/or practice problems is not responsive to the needs of the students.
When needed, the teacher provides clear and concise demonstrations of the procedures or strategies.		When needed, the teacher provides demonstrations of procedures or strategies but not clearly or concisely.		When needed, the teacher does not provide demonstrations of procedures or strategies.
<b>Student Engagement (what evidence is present during instruction?)</b>				
4	3	2	1	0
The teacher guides students, as needed, to use the most efficient strategy they can for a given problem.		The teacher guides students to use the most efficient strategy they can for a given problem, but more guidance is needed.		The teacher does not guide students to use the most efficient strategy they can for a given problem.
<b>Eliciting Frequent Responses (what evidence is present during instruction?)</b>				
4	3	2	1	0
The teacher provides numerous opportunities for students' individual responses.		The teacher provides limited opportunities for students' individual responses.		The teacher does not provide opportunities for students' individual responses.

### FTF STAIR Coaching Conversation

Students use strategies, as needed, that are based on number concepts and properties.		Students do not use strategies, as needed, that are based on number concepts and properties.		Applies to strategy application rather than recall or simple statement of the answer. Sufficient—to reinforce in students' minds, and give teacher information about students' understanding
The teacher encourages students to use mathematical vocabulary and/or symbols throughout the lesson.		The teacher provides students with limited opportunity to verbalize their understanding and/or reasoning.		The teacher does not ask students to verbalize their understanding and/or reasoning.
<b>Providing Feedback (what evidence is present during instruction?)</b>				
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Feedback is immediate (coming promptly from the teacher or by means for self-checking).		Feedback sometimes inappropriately delayed.		Feedback is inappropriately delayed.
Feedback is frequently focused on mathematical concepts or strategies.		Feedback is sometimes focused on mathematical concepts or strategies.		There is no feedback, OR feedback is not focused on mathematical concepts or strategies.

**Overall Impression of Lesson Observation:**

## FTF STAIR Coaching Conversation

### 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.	<input type="checkbox"/> Y <input type="checkbox"/> N
2. Discuss notes from the observation (above).	<input type="checkbox"/> Y <input type="checkbox"/> N
3. Discuss Intervention Fidelity Log (below).	<input type="checkbox"/> Y <input type="checkbox"/> N
4. Identify specific challenges/concerns based on pre-obs. Form and observation notes (below).	<input type="checkbox"/> Y <input type="checkbox"/> N
5. Potential solutions to challenges/concerns (action plan below).	<input type="checkbox"/> Y <input type="checkbox"/> 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	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	___ min	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Tuesday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	___ min	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Wednesday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	___ min	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Thursday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	___ min	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Friday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	___ min	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 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
DBI: Strengths/Challenges	DBI: Strengths/Challenges
Potential solutions:	
Teacher's next steps:	Coach's next steps:
	Recommended STAIR Tailored videos:



### FTF STAIR Coaching Conversation

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Next meeting:  
Date: \_\_\_/\_\_\_/20\_\_ at \_\_\_\_\_  
Focus of Conversation for Next Meeting: \_\_\_\_\_

**Notes from the session:**