

This guide is designed to support coaches when debriefing classroom observations of teachers implementing high-quality instructional materials (HQIM). It includes key look-fors and guiding questions to help identify implementation challenges. The guide also includes examples of potential action steps related to look-fors with the product-specific Observation Tools to support teachers in increasing the effectiveness of implementation. Based on the answers to the guiding questions, consider using these action steps to support the teacher.

This guide is divided into two parts. The first part focuses on key look-fors and action steps that support internalization and pacing for teachers who are in the initial implementation phase. The second part focuses on deeper implementation practices such as supports for all learners, instructional delivery, and engagement strategies.

Internalization	Potential Action Steps
<p>Key Look-fors</p> <ul style="list-style-type: none"> Evidence of teacher internalization Teacher has materials ready and established routines for key lesson components Teacher uses embedded support strategies within lesson <p>Guiding Questions</p> <ul style="list-style-type: none"> How did you build time into your schedule for lesson internalization? What is your planning and internalization process like? How did you use the instructional materials to support the goals of the lessons? How do your class routines support student learning? How are you ensuring that all students are accessing the learning? 	<p>1 Support teacher in lesson internalization</p> <ul style="list-style-type: none"> A • Build time within the weekly teacher planning block to internalize lessons using the product-specific internalization protocol. B • Use collaborative planning time to build the teacher’s skills in lesson internalization. C • Locate the specific materials needed for the lesson with the teacher. D • Model the lesson internalization and thinking process, and discuss why and how to use the specific materials. E • Rehearse part(s) of the lesson and model how to use specific materials. F • Observe another teacher using the instructional materials to support with strong implementation. G • Review lesson components to identify engagement strategies, including opportunities for student discourse or practice. H • Review lesson materials to identify specific supports for students. <p>2 Support teacher in creating or revising specific classroom routines that support student learning</p> <ul style="list-style-type: none"> A • Brainstorm anticipated routines through the class period (e.g., collecting student work, passing out materials or manipulatives, participating in class, etc.) B • Review an upcoming lesson and plan specific routines for that lesson (e.g., sprint, passing out papers). C • Identify and write out specific steps for each routine. D • Model and practice specific routines for students. E • Identify specific challenges with routines and revise them. F • Model effective or efficient execution of routines for students.

Pacing Over the Year	Potential Action Steps
<p>Key Look-fors</p> <ul style="list-style-type: none"> • Appropriate module/unit within the scope and sequence • Within +/- 5 instructional days of pacing guide • Lessons meet the minimum number of minutes for core instruction <p>Guiding Questions</p> <ul style="list-style-type: none"> • How do you use the product-specific scope and sequence to support pacing during your internalization process? • Are there contributing factors (e.g., holidays, assessments) that impact pacing over the year? • What additional resources or activities are you incorporating into the lesson? 	<p>3 Support teacher in reviewing the scope and sequence and pacing guide</p> <ul style="list-style-type: none"> A• Locate the scope and sequence and pacing guide within the teacher guide. B• Look ahead to understand the long-term impact of being behind in pacing. C• Review the district or local scope and sequence to better align with the instructional material. D• Identify where the teacher is at in the pacing guide and specific options to get back on track. <ul style="list-style-type: none"> 1 ° Identify places where content can be spiraled later in the year to better prioritize lessons. 2 ° Review standards for the current unit or module to better understand the depth of how the Texas Essential Knowledge and Skills (TEKS) are taught to prioritize lessons. 3 ° Review assessment items to prioritize TEKS and specific lessons.

Pacing Within the Lesson	Potential Action Steps
<p>Key Look-fors</p> <ul style="list-style-type: none"> • Teacher has lesson materials ready. • Teacher has effective routines established for key lesson components. • Teacher maintains alignment to pacing provided within lesson. • Lesson is paced deliberately throughout all components of the lesson. • Optional lesson components are purposeful in supporting student learning. <p>Guiding Questions</p> <ul style="list-style-type: none"> • What are the recommended time allocations for specific components of the lesson? • How are you planning pacing within the lesson? • What is the biggest challenge with pacing? • How did you use the materials to support the goals of the lesson? 	<p>4 Engage in a lesson internalization for an upcoming class that includes the specific components with different time allocations</p> <ul style="list-style-type: none"> A• Locate specific components and time allocations for the lesson with the teacher. B• Add timestamps for the specific components throughout the lesson. C• Rehearse parts of the lesson and model pacing for the specific components. <ul style="list-style-type: none"> • Observe another teacher's pacing within the lesson. D• Debrief with the teacher to understand how they plan pacing. <ul style="list-style-type: none"> • Implement specific teaching techniques around pacing such as: using a timer, building time-saving routines, providing sentence stems, identifying the ratio of teacher to student talk in each component, etc. F• Use turn-and-talk methods to engage the classroom before calling on specific students to share a response.

Supports for All Learners

Key Look-fors

- Teacher uses embedded supports within the lesson.
- Teacher provides just-in-time instruction using embedded HQIM resources.

Guiding Questions

- What are the different embedded supports provided as part of the lesson?
- How are you deciding which supports to use for your students?
- Why did you decide to use the specific scaffold? What evidence do you have that it was an effective scaffold?
- What does _____ embedded support look like in action?
- What are just-in-time supports and how are they embedded into the HQIM resources?
- How will students be assessed and what strategies/concepts are they expected to demonstrate?

Potential Action Steps

- 5 **Support teacher in module/topic and lesson internalization, student work analysis, and/or lesson rehearsal.**
 - A • Conduct step 2 of the **Module/Topic Internalization Protocol** to take student-facing assessments and review provided rubrics to understand what strategies/concepts students are expected to demonstrate.
 - B • Conduct step 3 of the **Lesson Internalization Protocol**:
 - 1 ° Go over the embedded support strategies/just-in-time supports and discuss how and when to use each support.
 - 2 ° Identify opportunities in the lesson where students may have misconceptions and what you can do to support them.
 - C • During the before section of the **Lesson Rehearsal Protocol**, focus on how and when to use the embedded support strategies. Rehearse and practice how the teacher will respond to the needs of students.
 - D • Conduct step 4 of the **Student Work Analysis Protocol** to discuss specific data patterns, identify specific students who may need additional support, and when to provide support.
 - E • Locate students' Texas English Language Proficiency Assessment System (TELPAS) data and align the language supports to language proficiency.
 - F • Review provided scope and sequence to identify opportunities where Texas Essential Knowledge and Skills (TEKS) spiral/provide students with extra practice to demonstrate mastery.

Instructional Delivery

Key Look-fors

- Teacher varies delivery method based on student data when applicable.
- Teacher maintains alignment to lesson objective, structure, and pacing.
- Students receive in-the-moment feedback on their work.
- Student practice allows for productive struggle and requires them to explain their thinking.
- Teacher regularly checks for understanding at key learning moments and adjusts instruction as needed.

Guiding Questions

- What is your thought process related to identifying the specific delivery method?
- How can you use data to determine the best delivery method?
- How do you ensure alignment with the objective throughout the lesson?
- How do you provide feedback to students throughout the lesson?
- How much time do students have to practice throughout the lesson?
- How do you ensure alignment to pacing throughout the lesson?
- How do you support students with opportunities to productively struggle within the lesson?
- How will students explain their thinking throughout the lesson?
- How will you check for understanding during the lesson?

Potential Action Steps

6 Support teacher in lesson internalization and/or lesson rehearsal.

- A** • Conduct step 3 of the **Lesson Internalization Protocol**:
 - Use previous student data to identify the specific delivery method that will best support student learning.
 - Review materials, targeted questions, and complete student-facing problems to ensure alignment with the objective throughout the lesson.
 - Identify key points in the lesson to provide students with feedback and name how you will provide support to students.
 - Review lesson materials and identify opportunities for students to explain their thinking. Ensure strategies engage most students in explaining their thinking.
 - Review lesson materials for opportunities to check student understanding and identify how students will demonstrate understanding of key concepts/ideas.
- B** • Conduct steps 3 and 4 of the **Lesson Internalization Protocol** to identify specific opportunities for students to productively struggle. Review lesson materials, targeted questions, and complete student-facing problems to help identify these moments.
- C** • Conduct step 4 of the **Lesson Internalization Protocol** to identify key opportunities in the lesson where additional support may need to be provided to students.
- D** • During the *Before Section* of the **Lesson Rehearsal Protocol**, review time stamps provided for each component within the lesson materials, and for teachers to practice the lesson with these time stamps in mind.

Engagement Strategies	Potential Action Steps
<p>Key Look-fors</p> <ul style="list-style-type: none"> All students are active participants in the learning. Students engage in problem-solving that requires them to use multiple pathways and explain their thinking. Teacher/students use models, manipulatives, and academic vocabulary from the lesson. Students engage in student-to-student discourse around various explanations, models, and/or student work. Students make connections to key mathematical concepts and the outside world. <p>Guiding Questions</p> <ul style="list-style-type: none"> How will students participate throughout the lesson? How will you vary modalities? How will students engage in problem-solving throughout the lesson? How will you encourage students to use multiple pathways to solve problems within the module? In what ways will students explain their thinking throughout the lesson? What vocabulary do you want to emphasize in this lesson/module/topic? Where are opportunities for students to use manipulatives in this lesson/module? What models will students use in this lesson/module/topic? What opportunities are there for students to engage in student-to-student discourse? What connections should students make in this lesson/module/topic? 	<p>7 Support teacher in module, topic, lesson internalization, and/or lesson rehearsal.</p> <p>A</p> <ul style="list-style-type: none"> Conduct the Lesson or Module/Topic Internalization Protocol for teachers to brainstorm different solution strategies students can use within the module or lesson. <p>B</p> <ul style="list-style-type: none"> Conduct the Lesson and Module/Topic Internalization Protocol: <ol style="list-style-type: none"> Identify and define key vocabulary for students. <ol style="list-style-type: none"> Highlight key opportunities within specific lessons to ensure students use mathematical vocabulary. Discuss connections teachers should make within the lesson, module, or topic, and across grade levels. Identify opportunities for students to make connections to the outside world. <p>C</p> <ul style="list-style-type: none"> Conduct step 2 of the Module/Topic Internalization Protocol to take student-facing assessments and review provided rubrics to understand what strategies/concepts students are expected to demonstrate. <p>D</p> <ul style="list-style-type: none"> Conduct step 3 of the Lesson Internalization Protocol: <ol style="list-style-type: none"> Identify and describe how students will actively engage in learning. Write out specific routines that may need to be added or adjusted to support active learning (e.g., students using whiteboards). Answer targeted questions and complete student-facing problems to better understand how students will engage in problem-solving throughout the lesson. Review materials and identify opportunities for students to explain their thinking. Ensure strategies engage most students in explaining their thinking. Discuss and identify opportunities within lessons for student-to-student discourse. Write out specific routines that may need to be added or adjusted to support student-to-student discourse. <p>E</p> <ul style="list-style-type: none"> Conduct step 4 of the Lesson Internalization Protocol to identify opportunities for students to use manipulatives. Write out specific routines that may need to be added or adjusted to support the use of manipulatives.