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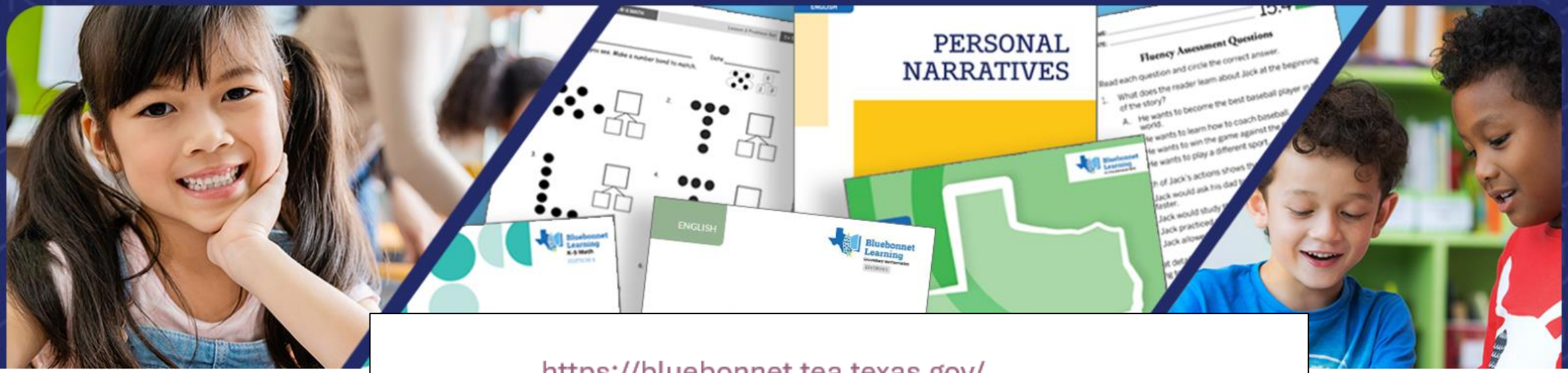

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1) Google Bluebonnet Learning
2) Click Digital Access
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5) Click 6th Grade Link
6) Click Secondary Grade 6 link
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Bluebonnet Learning Secondary Math: Module and Topic Internalization
San Benito ISD: Secondary Math Coaches
Workshop # 376842
Remote Check in: Math

Meet your facilitator

Fernando Rosa

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- Region One ESC – Mathematics Specialist
- Masters in Education & Leadership
- 37 years in education
- 14 years - Region One ESC
- Bluebonnet Certified Math Presenter
- Eureka Math Certified Presenter
- Carnegie Math Certified Presenter
- RBIS Certified Presenter
- TCMPC Presenter

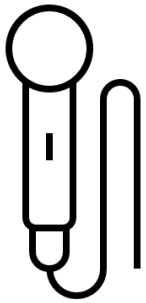
Opening

We're glad you're here!
Please access your copies of:

- Session Guided Notes
- The Module & Topic Internalization Protocol
- Annotated Module and Topic Overview
- Pacing Guide

Norms

Engagement

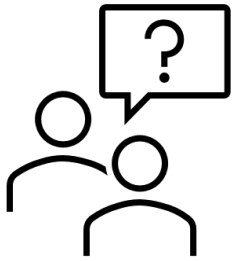


This work will support your students. Be an active participant in all learning experiences by sharing your thoughts, asking questions, and keeping your video on as you are able.

Partnership

We are partners and our time is valuable. Please raise your hand and wait until others have finished their thoughts before you begin speaking.

Curiosity



We value your questions and will pause throughout our time together to answer questions in the chat.

Grace

Learning a new product for your subject can be challenging. You won't walk away today or even this year as experts. It's okay to walk away without a feeling of closure.

Coach Session Objectives

During this session, you will:

- **Describe** the impact of each stage of the Module and Topic internalization process
- **Name** high-leverage coach moves to ensure teacher understanding of the Topic

Connecting to the Coach Competencies

Essential Questions:

- What is the student impact of each step of the Module and Topic Internalization Protocol?
- What high-leverage coach moves can you use to ensure teacher understanding of the module?
- How does implementing systems such as pacing guides, schedules, and agendas help coaches provide consistent teacher support?

Aligned Competency:

- **Coaching Competency #1**: Understand how the HQIM product is built on a foundation of research-based instructional strategies and how it contributes to better learning outcomes for all students, and are able to engage and invest teachers in building their own understanding of the HQIM product.

Based on the objectives and essential questions, how do you think this session will contribute to mastery of Competency #1?

Take 1 minute to record your response in your guided notes.

Agenda- Module Internalization Resource Review

STRONG FOUNDATIONS
Implementation

Introduction

Module Internalization Resource Review

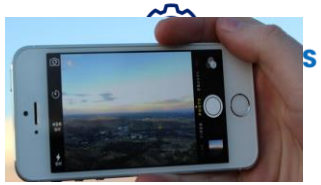
Unpacking the Module Internalization Protocol

Closing

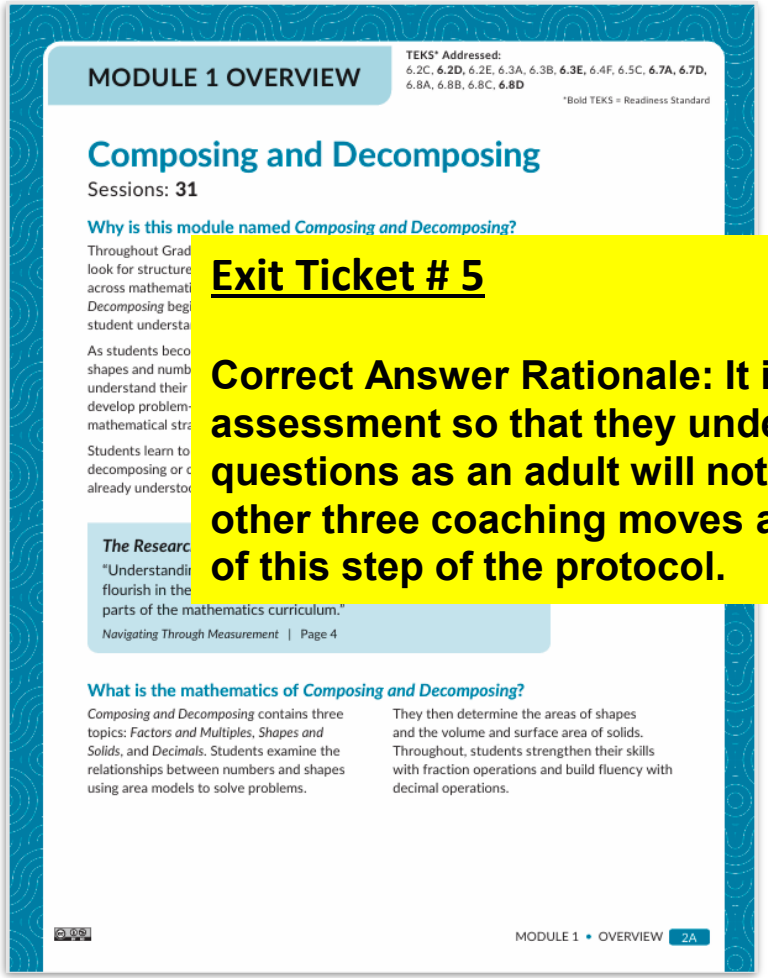
Shifting from planning to internalizing

Deciding **what** to teach your students	→	Deciding **how best** to teach your students
Making **every** decision about instruction	→	Making **thoughtful** decisions about instruction
Sourcing materials	→	**Understanding** and **internalizing** content and connections to standards
Designing lessons and assessments	→	**Anticipating** and **preparing** for teaching through misconceptions and other student work examples

Internalization Resources



Module Overview



MODULE 1 OVERVIEW

TEKS* Addressed:
6.2C, **6.2D**, 6.2E, 6.3A, 6.3B, **6.3E**, 6.4F, 6.5C, **6.7A, 6.7D**, 6.8A, 6.8B, 6.8C, **6.8D**

*Bold TEKS = Readiness Standard

Composing and Decomposing

Sessions: 31

Why is this module named *Composing and Decomposing*?

Throughout Grad
look for structure
across mathemati
Decomposing begi
student understa

As students beco
shapes and numb
understand their
develop problem-
mathematical stra

Students learn to
decomposing or c
already understoo

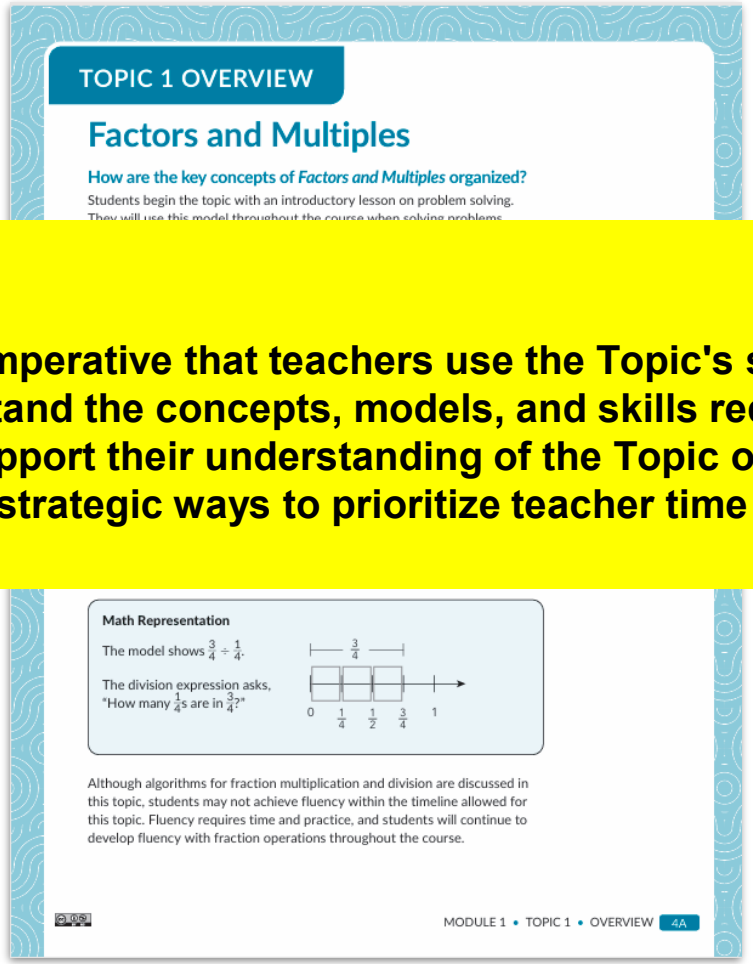
The Researc
"Understandi
flourish in the
parts of the mathematics curriculum."
Navigating Through Measurement | Page 4

What is the mathematics of *Composing and Decomposing*?

Composing and Decomposing contains three topics: *Factors and Multiples*, *Shapes and Solids*, and *Decimals*. Students examine the relationships between numbers and shapes using area models to solve problems. They then determine the areas of shapes and the volume and surface area of solids. Throughout, students strengthen their skills with fraction operations and build fluency with decimal operations.

MODULE 1 • OVERVIEW 2A

Topic Overview



TOPIC 1 OVERVIEW

Factors and Multiples

How are the key concepts of *Factors and Multiples* organized?

Students begin the topic with an introductory lesson on problem solving.
They will use this model throughout the course when solving problems

Math Representation

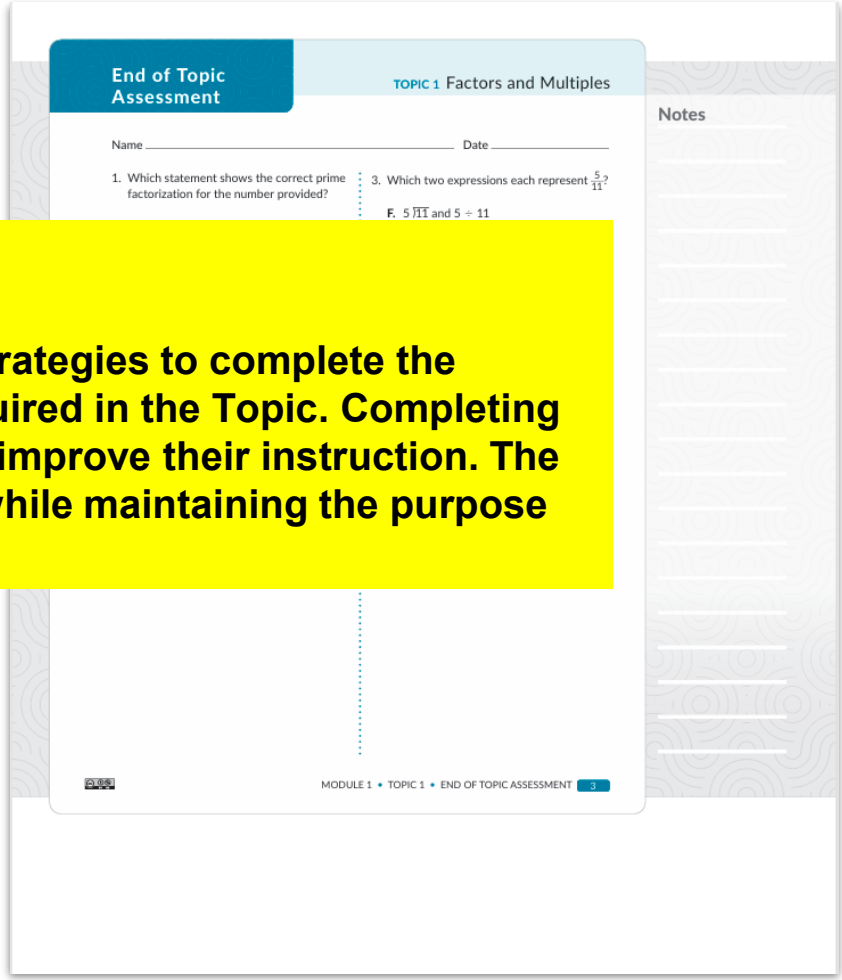
The model shows $\frac{3}{4} \div \frac{1}{4}$.

The division expression asks, "How many $\frac{1}{4}$s are in $\frac{3}{4}$?"

Although algorithms for fraction multiplication and division are discussed in this topic, students may not achieve fluency within the timeline allowed for this topic. Fluency requires time and practice, and students will continue to develop fluency with fraction operations throughout the course.

MODULE 1 • TOPIC 1 • OVERVIEW 4A

End of Topic Assessment



End of Topic Assessment

TOPIC 1 Factors and Multiples

Name _____ Date _____

1. Which statement shows the correct prime factorization for the number provided?

3. Which two expressions each represent $\frac{5}{11}$?

F. $5\sqrt{11}$ and $5 \div 11$

Notes

MODULE 1 • TOPIC 1 • END OF TOPIC ASSESSMENT 3

Exit Ticket # 5

Correct Answer Rationale: It is imperative that teachers use the Topic's strategies to complete the assessment so that they understand the concepts, models, and skills required in the Topic. Completing questions as an adult will not support their understanding of the Topic or improve their instruction. The other three coaching moves are strategic ways to prioritize teacher time while maintaining the purpose of this step of the protocol.

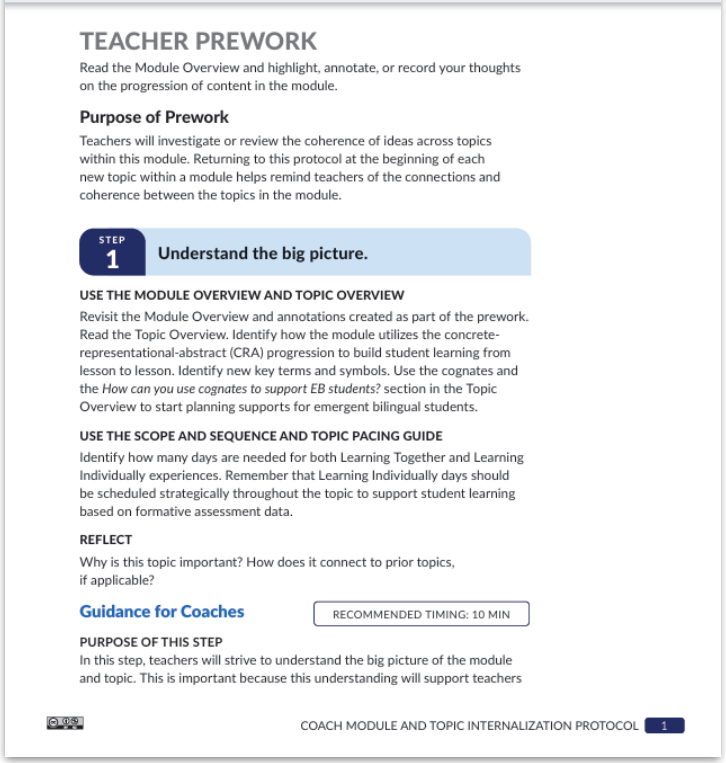
Coach Role in the Module Internalization Process

Texas Education Agency

STRONG FOUNDATIONS Implementation

Module and Topic Internalization

Coach Module and Topic Internalization Protocol



TEACHER PREWORK

Read the Module Overview and highlight, annotate, or record your thoughts on the progression of content in the module.

Purpose of Prework

Teachers will investigate or review the coherence of ideas across topics within this module. Returning to this protocol at the beginning of each new topic within a module helps remind teachers of the connections and coherence between the topics in the module.

STEP 1 **Understand the big picture.**

USE THE MODULE OVERVIEW AND TOPIC OVERVIEW

Revisit the Module Overview and annotations created as part of the prework. Read the Topic Overview. Identify how the module utilizes the concrete-representational-abstract (CRA) progression to build student learning from lesson to lesson. Identify new key terms and symbols. Use the cognates and the *How can you use cognates to support EB students?* section in the Topic Overview to start planning supports for emergent bilingual students.

USE THE SCOPE AND SEQUENCE AND TOPIC PACING GUIDE

Identify how many days are needed for both Learning Together and Learning Individually experiences. Remember that Learning Individually days should be scheduled strategically throughout the topic to support student learning based on formative assessment data.

REFLECT

Why is this topic important? How does it connect to prior topics, if applicable?

Guidance for Coaches RECOMMENDED TIMING: 10 MIN

PURPOSE OF THIS STEP

In this step, teachers will strive to understand the big picture of the module and topic. This is important because this understanding will support teachers

COACH MODULE AND TOPIC INTERNALIZATION PROTOCOL 1

Prep for the Internalization Meeting

When preparing to lead teachers through the module and topic internalization process, coaches may consider:

- Anticipating teacher misconceptions
- Thinking through skills and knowledge taught in new ways throughout the module and topic
- Justifying purpose for module, topic, and lesson order
- Looking at big picture pacing to plan for scope and sequence within the school calendar
- Asking probing questions that allow teachers to deeply understand content
- Communicating with teachers and support staff regarding meeting details and prep work
- Plan for gathering resources and materials

Facilitate the Internalization Meeting

When preparing to lead a module internalization meeting, coaches may consider:

- Guiding teachers through the topic Internalization process by asking probing questions
- Providing pacing guide for module and topics
- Gaining insight into skills that will be taught in a new or different way for teachers and consider these for lesson internalization planning
- Leading teachers in considering what topics or lessons could require Just-in-Time supports
- Facilitating conversations with support staff ensuring diverse learners are provided with aligned support
- Lending support in gathering resources

Agenda-Unpacking the Module Internalization Protocol

STRONG FOUNDATIONS
Implementation

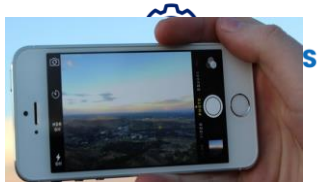
Introduction

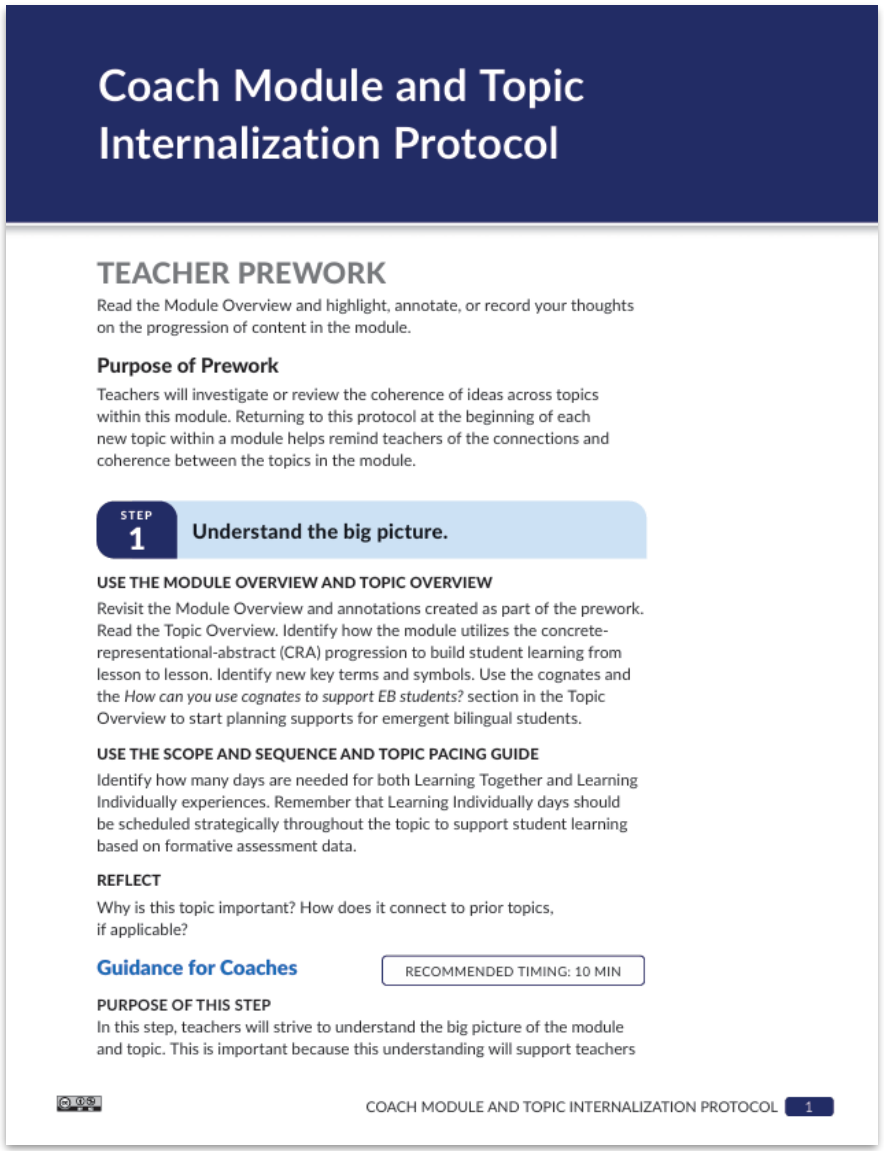
Module Internalization Resource Review

Unpacking the Module Internalization Protocol

Closing

Coach Module and Topic Internalization Protocol





Coach Module and Topic Internalization Protocol

TEACHER PREWORK

Read the Module Overview and highlight, annotate, or record your thoughts on the progression of content in the module.

Purpose of Prework

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Revisit the Module Overview and annotations created as part of the prework. Read the Topic Overview. Identify how the module utilizes the concrete-representational-abstract (CRA) progression to build student learning from lesson to lesson. Identify new key terms and symbols. Use the cognates and the *How can you use cognates to support EB students?* section in the Topic Overview to start planning supports for emergent bilingual students.

USE THE SCOPE AND SEQUENCE AND TOPIC PACING GUIDE

Identify how many days are needed for both Learning Together and Learning Individually experiences. Remember that Learning Individually days should be scheduled strategically throughout the topic to support student learning based on formative assessment data.

REFLECT

Why is this topic important? How does it connect to prior topics, if applicable?

Guidance for Coaches RECOMMENDED TIMING: 10 MIN

PURPOSE OF THIS STEP

In this step, teachers will strive to understand the big picture of the module and topic. This is important because this understanding will support teachers

COACH MODULE AND TOPIC INTERNALIZATION PROTOCOL 1

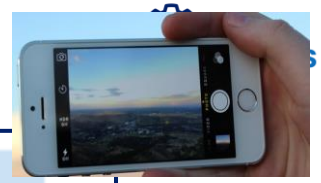
Directions

1. Open the Module and Topic Internalization Protocol and the 6th Grade Module 1, Topic 1 Teacher Edition.
2. Read through the protocol and skim through the first 6th Grade Topic: Factors and Multiples. Focus in on Module Overview, Topic Overview and End of Topic Assessment.

1. Consider and be ready to share:

- **How does this protocol align with best practices in instructional planning and delivery?**
- **How can this protocol guide teachers in lesson planning and curriculum alignment?**

Step 1



Exit Ticket # 1

Correct Answer Rationale: Step 1 is "Understand the Big Picture" and teachers answer the questions "Why is this Topic important? How does it connect to prior Topics?" This understanding will allow them to provide more coherent and connected instruction. Although the other answer choices may be a result of the protocol as a whole, they are not connected to Step 1.

TOPIC 1 OVERVIEW

Factors and Multiples

How are the key concepts of *Factors and Multiples* organized?

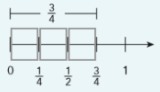
Students begin the t
They will use this mo
Students then exten
and decompose area
numbers into factors
products efficiently.
the sum of two numb
knowledge of factors
common multiples.

Students continue to
models to represent
fractions. They begin
when they connect s
fractions. Students r
it to a benchmark fra
numerator and denou
area models that rep
and division before ir
multiple division strategies and using visual models focuses students o
reasoning and conceptual understanding as they increase fluency with
dividing fractions.

Math Representation

The model shows $\frac{3}{4} \div \frac{1}{4}$.

The division expression asks, "How many $\frac{1}{4}$s are in $\frac{3}{4}$?"



Although algorithms for fraction multiplication and division are discuss
this topic, students may not achieve fluency within the timeline allowe
this topic. Fluency requires time and practice, and students will contin
develop fluency with fraction operations throughout the course.

MODULE

Learning Together: 11 Sessions

TEKS: **6.2D**, 6.2E, 6.3A, 6.3B, **6.3E**, 6.4F, 6.5C, **6.7A, 6.7D, 6.8D**

Students explore the relationship between numbers and area.

- Students use the Distributive Property to write equivalent numeric expressions and calculate the greatest common factor (GCF) and least common multiple (LCM) of pairs of numbers.
- Students connect area models, factors, and multiples using arithmetic properties as tools for exploration.
- Students review fraction multiplication and draw on the inverse relationship between multiplication and division to develop fraction by fraction division.

Learning Individually: 3 Sessions

Targeted Skills Practice for *Factors and Multiples*

- Students use properties to compose and decompose numeric expressions.
- Students determine prime factorizations and the GCF and LCM of number pairs.
- Students determine equivalent fractions and compare fractions to benchmark fractions.
- Students create visual models for fraction multiplication and fraction division.
- Students calculate products and quotients of fractions.

10 SESSIONS
9 LEARNING • 1 ASSESSMENT

TOPIC 2 *Shapes and Solids*

Learning Together: 7 Sessions

TEKS: 6.8A, 6.8B, 6.8C, **6.8D**

Students compose and decompose shapes—parallelograms, triangles, and trapezoids—into shapes with known area formulas.

- Students study the relationships of angles and side lengths of triangles.
- Students model the area formulas for parallelograms, trapezoids, and triangles by decomposing and composing parts of shapes due to the additive nature of area.
- Students deepen their understanding of volume of rectangular prisms with positive rational number dimensions.

Learning Individually: 2 Sessions

Targeted Skills Practice for *Shapes and Solids*

- Students use the Triangle Inequality Theorem to determine whether three side lengths can form a triangle.
- Students determine unknown angles in a triangle and compare the length of the sides of triangles.
- Students identify the base(s) and corresponding height for given figures.
- Students calculate the area of parallelograms, triangles, and trapezoids.
- Students determine the volume of right rectangular prisms.

2B MODULE 1 • OVERVIEW

STEP 1 Understand the big picture.

USE THE MODULE OVERVIEW AND TOPIC OVERVIEW

Revisit the Module Overview and annotations created as part of the pre-work.

be scheduled strategically throughout the topic to support student learning based on formative assessment data.

REFLECT

Why is this topic important? How does it connect to prior topics, if applicable?

Guidance for Coaches RECOMMENDED TIMING: 10 MIN

PURPOSE OF THIS STEP

In this step, teachers will strive to understand the big picture of the module and topic. This is important because this understanding will support teachers

Consider and be ready to share: **Why is this topic important? How does it connect to prior topics, if applicable?**

Sample Step 1 Coach Facilitation Meeting

Step 1: Understand the big picture | 5-7 min	
3-4 min	Teachers discuss key takeaways from their reading/annotation of the module and topic overview ● Have teachers each take a topic to lead their discussion. ● Ask: What did you notice about the movement from concrete to representational to abstract in the topic overview and throughout the topic?
1-2 min	Make connections from prior learning and future learning ● Ask: What previous skills should students have that will set them up from this new learning? ● Ask: Why is this learning important to our grade level mathematician?
1-2 min	Module Pacing ● Review the campus pacing calendar with important school dates (holidays, assemblies, etc) considered. ● Give them 1 min to look it over ● Ask: Do you have any questions or is there anything missing from the topic pacing calendar.

STRONG FOUNDATIONS
Implementation

Step 2

STEP 2 Know your destination.

USE THE END OF TOPIC ASSESSMENT AND ANSWER KEYS

Complete the End of Topic Assessment considering exemplar strategies. Note what critical knowledge and skills students should know and be able to do by the end of the topic, including examining the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS).

REFLECT

What models, strategies, or terminology are critical for student success on the assessment?

Guidance for Coaches

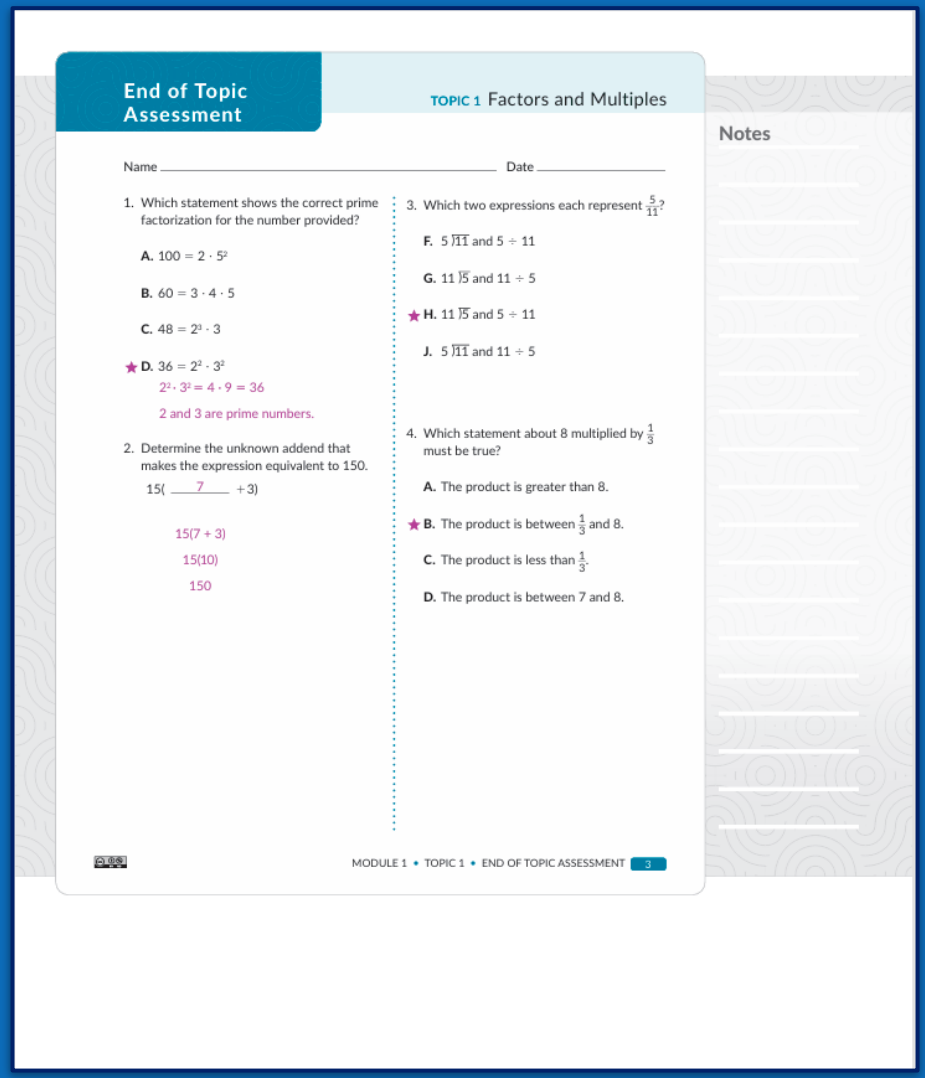
RECOMMENDED TIMING: 20 MIN

PURPOSE OF THIS STEP

In this step, teachers will work towards understanding the goals of the topic. This is important because as teachers are facilitating lessons throughout the topic, they will have a clear understanding of what students should know and be able to do by the end of the topic.

IMPLEMENTATION

If possible, provide time for teachers to complete the End of Topic Assessment. Have them consider exemplar strategies as they work. Support teachers to summarize what students should know, including relevant strategies, or be able to do by the end of each topic, leveraging the TEKS and ELPS to do so.



End of Topic Assessment

TOPIC 1 Factors and Multiples

Notes

Name _____ Date _____

1. Which statement shows the correct prime factorization for the number provided?

A. $100 = 2 \cdot 5^2$

B. $60 = 3 \cdot 4 \cdot 5$

C. $48 = 2^3 \cdot 3$

★ D. $36 = 2^2 \cdot 3^2$

$2^2 \cdot 3^2 = 4 \cdot 9 = 36$

2 and 3 are prime numbers.

2. Determine the unknown addend that makes the expression equivalent to 150.

$15(\underline{7} + 3)$

$15(7 + 3)$

$15(10)$

150

3. Which two expressions each represent $\frac{5}{11}$?

F. $5 \overline{)11}$ and $5 \div 11$

G. $11 \overline{)5}$ and $11 \div 5$

★ H. $11 \overline{)5}$ and $5 \div 11$

J. $5 \overline{)11}$ and $11 \div 5$

4. Which statement about 8 multiplied by $\frac{1}{3}$ must be true?

A. The product is greater than 8.

★ B. The product is between $\frac{1}{3}$ and 8.

C. The product is less than $\frac{1}{3}$.

D. The product is between 7 and 8.

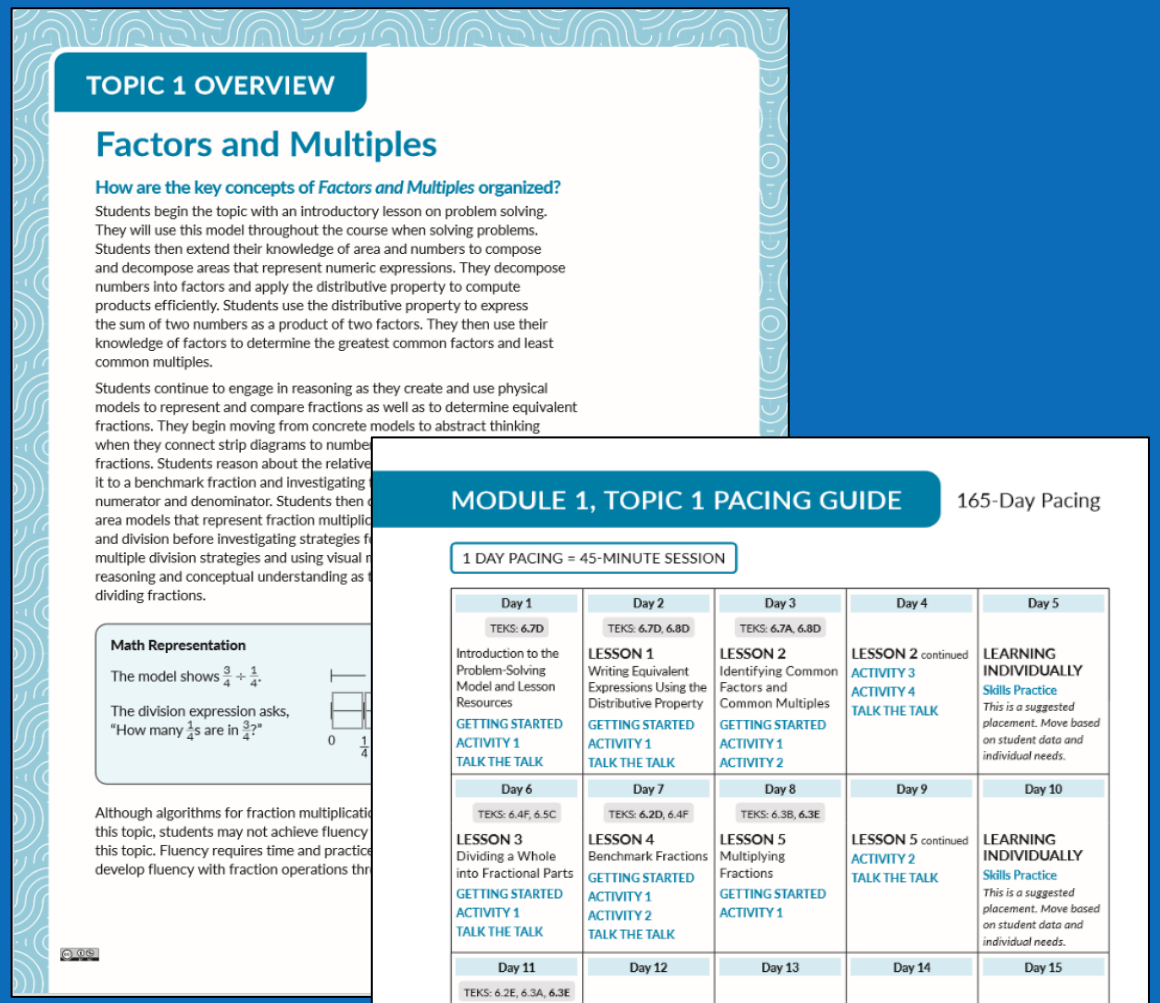
MODULE 1 • TOPIC 1 • END OF TOPIC ASSESSMENT 3

Sample Step 2 Coach Facilitation Meeting

Step 2: Know your destination | 12-15 min	
8-9 mins	Teachers complete the End-of-Topic Assessment ● Set timer for teachers complete as many questions as they can in 5 mins ● As they work have teachers underline/highlight words they remember from the terminology portion of the module and topic overview or words that could illuminate student misconceptions ● Give teachers the EOT assessment exemplar ● Ask: Are there any major adjustments you need to make to the model/strategies you used based on the exemplar? ● Ask: What terms do you notice that are vital for student success?
6-7 mins	Review Assessment with Progression Towards Proficiency Rubric ● Read over the task item and standards addressed in the Progression Towards Proficiency rubric ● What gaps do you see in Progression Towards Proficiency rubric?

Step 3

STRONG FOUNDATIONS
Implementation



TOPIC 1 OVERVIEW

Factors and Multiples

How are the key concepts of *Factors and Multiples* organized?

Students begin the topic with an introductory lesson on problem solving. They will use this model throughout the course when solving problems. Students then extend their knowledge of area and numbers to compose and decompose areas that represent numeric expressions. They decompose numbers into factors and apply the distributive property to compute products efficiently. Students use the distributive property to express the sum of two numbers as a product of two factors. They then use their knowledge of factors to determine the greatest common factors and least common multiples.

Students continue to engage in reasoning as they create and use physical models to represent and compare fractions as well as to determine equivalent fractions. They begin moving from concrete models to abstract thinking when they connect strip diagrams to numbe
fractions. Students reason about the relative
it to a benchmark fraction and investigating
numerator and denominator. Students then
area models that represent fraction multiplic
and division before investigating strategies f
multiple division strategies and using visual
reasoning and conceptual understanding as
dividing fractions.

Math Representation

The model shows $\frac{3}{4} \div \frac{1}{4}$.

The division expression asks, "How many $\frac{1}{4}$s are in $\frac{3}{4}$?"

Although algorithms for fraction multiplicati
this topic, students may not achieve fluency
this topic. Fluency requires time and practice
develop fluency with fraction operations thr

MODULE 1, TOPIC 1 PACING GUIDE — 165-Day Pacing

1 DAY PACING = 45-MINUTE SESSION

Day 1	Day 2	Day 3	Day 4	Day 5
TEKS: 6.7D	TEKS: 6.7D, 6.8D	TEKS: 6.7A, 6.8D		
Introduction to the Problem-Solving Model and Lesson Resources GETTING STARTED ACTIVITY 1 TALK THE TALK	LESSON 1 Writing Equivalent Expressions Using the Distributive Property GETTING STARTED ACTIVITY 1 TALK THE TALK	LESSON 2 Identifying Common Factors and Common Multiples GETTING STARTED ACTIVITY 1 ACTIVITY 2	LESSON 2 continued ACTIVITY 3 ACTIVITY 4 TALK THE TALK	LEARNING INDIVIDUALLY Skills Practice *This is a suggested placement. Move based on student data and individual needs.*
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
TEKS: 6.4F, 6.5C	TEKS: 6.2D, 6.4F	TEKS: 6.3B, 6.3E		
LESSON 3 Dividing a Whole into Fractional Parts GETTING STARTED ACTIVITY 1 TALK THE TALK	LESSON 4 Benchmark Fractions GETTING STARTED ACTIVITY 1 ACTIVITY 2 TALK THE TALK	LESSON 5 Multiplying Fractions GETTING STARTED ACTIVITY 1	LESSON 5 continued ACTIVITY 2 TALK THE TALK	LEARNING INDIVIDUALLY Skills Practice *This is a suggested placement. Move based on student data and individual needs.*
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
TEKS: 6.2E, 6.3A, 6.3E				
LESSON 6 Fraction by Fraction Division GETTING STARTED TALK THE TALK	LESSON 6 continued ACTIVITY 2 ACTIVITY 3	LESSON 6 continued ACTIVITY 4 TALK THE TALK	LEARNING INDIVIDUALLY Skills Practice *This is a suggested placement. Move based on student data and individual needs.*	END OF TOPIC ASSESSMENT

*Bold TEKS = Readiness Standard

STEP 3 Examine the arc of learning.

USE THE MODULE OVERVIEW, TOPIC OVERVIEW, AND ASSESSMENT

Analyze the big ideas for each lesson to understand how knowledge and skills build over the topic, including any necessary prior knowledge students may need to successfully engage with the mathematics in the topic. Examine and develop familiarity with mathematical strategies required in the topic.

REFLECT

How does the math in the arc of learning move from simple to complex?

Guidance for Coaches — RECOMMENDED TIMING: 15 MIN

PURPOSE OF THIS STEP

In this step, teachers will examine the arc of learning throughout the module and topic. This is important because they will develop an understanding of the topic as a whole and how concepts build from lesson to lesson.

Consider and be ready to share:
How does the math in the arc of learning move from simple to complex?

Sample Step 3 Coach Facilitation Meeting

Step 3: Examine the arc of learning | 20 min	
8 -10 mins	Make connections between Topics and EOT Assessment ● Ask: How do the lessons build from simple to complex? ● Ask: Although this is a new HQIM, the essential skills haven't changed. What connections can you make from how you previously taught these skills to how Bluebonnet Learning Secondary Math engages students in this module? Where will you need practice teaching skills in new ways?
7-10 mins	Supports ● Ask: Based on the EOT Assessment Task and Topic Overviews what misconceptions could occur? ● Review Just-in-Time supports throughout the module. ○ Ask: How will we support learners in their progress towards proficiency? ○ Ask: What opportunities exist for enrichment?

STRONG FOUNDATIONS
Implementation

TEA

Step 4: Organize Your Resources

Exit Ticket #4

Correct Answer Rationale: Step 4 of the protocol is "Organize your resources." Each lesson has a "Materials" list that will name additional resources required to teach.

Consider and be ready to share:

What systems of organization or routines have you used in the past as a Coach or as a Teacher that have increased instructional time?

STEP 4

Organize your resources.

N OF THE TOPIC OVERVIEW

or materials. Connect with
rners.

RECOMMENDED TIMING: 5 MINUTES

Teachers will organize needed materials that support the implementation of the topic. This is important because as each lesson unfolds, teachers will have the necessary materials for successful implementation.

IMPLEMENTATION

Support teachers to do this work by ensuring appropriate materials are available. Additionally, structure collaborative planning time to support collaboration among colleagues.

GOING DEEPER

- Identify how using the tools and resources provided allows all students access to grade-level content.
- Plan for additional collaboration between general educators, special educators, interventionists, and bilingual program staff to ensure students are provided with aligned support.

Sample Step 4 Coach Facilitation Meeting

Step 4: Organize your resources | 10 min	
3-5 mins	Discuss tools/resources/models ● Read the Lesson Overview Materials List and Suggested Tools and Resources
5-7 mins	Gather materials ● Ask: Does anyone need help accessing or locating the resources needed? ● Ask: How are you structuring your routines with organization and expectations of materials in mind?

Math Research-Based Instructional Strategies (RBIS)

1 Balance Conceptual & Procedural	2 Depth of Key Concepts	3 Coherence of Key Concepts	4 Productive Struggle
Pursue **rigor by balancing conceptual understanding, procedural skill** and **fluency.** Apply this balanced understanding to mathematical **applications** as required by the standards in the TEKS.	Focus on math content that **aligns to and meets the rigor of the TEKS** for each grade level, **while concentrating time and effort** on going deep on the **most important topics** for the grade level.	**Connect concepts within and across grades** along a strategic progression of learning so that new understandings are built on previous foundations. Mathematics tells a **continuous, connected story**.	Students engage in productive problem solving, engaging in **multiple opportunities for practice, discussion, representations, and writing** that requires them to explain and revise their thinking.

Guided Questions

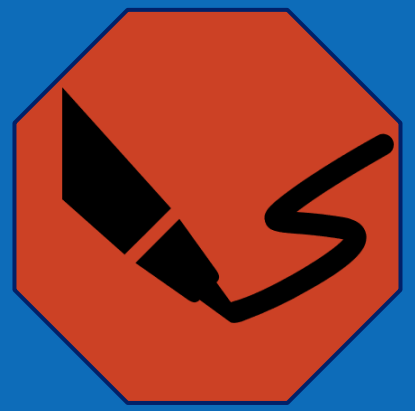
- Where in the module do you see the RBIS reflected?
- How do these module components support your vision for excellent math instruction?

Agenda- Closing

STRONG FOUNDATIONS
Implementation

- Introduction
- Module Internalization Resource Review
- Unpacking the Module Internalization Protocol
- **Closing**

Synthesize Your Learning



Consider the resources presented and the preparation examples and answer the essential questions:

- **What is the student impact of each step of the Module and Topic Internalization Protocol?**
- **What high-leverage coach moves can you use to ensure teacher understanding of the module?**
- **How does implementing systems such as pacing guides, schedules, and agendas help coaches provide consistent teacher support?**

Texas Education Agency

STRONG FOUNDATIONS
Implementation

Bluebonnet Learning Secondary Math Coach Leading Lesson Internalization

Opening

We're glad you're here!

Please access your copies of:

- The Lesson Internalization Guided Notes
- The Coach Lesson Internalization Protocol
- The Lesson Internalization Framework example
- The annotated lesson example
- The Anchor Lesson for the session: Grade 6 Module 1 Lesson 2

STRONG FOUNDATIONS
Implementation

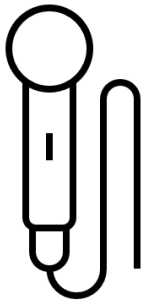
TEA

Links for Lesson Internal

https://bit.ly/43YZHLX

Norms for Virtual Environment

Engagement

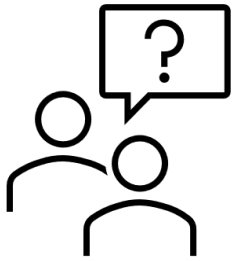


This work will support your students. Be an active participant in all learning experiences by sharing your thoughts, asking questions, and keeping your video on as you are able.

Partnership

We are partners and our time is valuable. Please raise your hand and wait until others have finished their thoughts before you begin speaking.

Curiosity



We value your questions and will pause throughout our time together to answer questions in the chat.

Grace

Learning a new product for your subject can be challenging. You won't leave today or even this year as experts. It's okay to walk away without a feeling of closure.

Coach Session Objectives

During this session, You will:

- **Describe** the impact of the steps of the protocol
- **Explain** the importance of lesson internalization in supporting the implementation of high-quality instructional materials
- **Name** high-leverage coach moves to ensure teacher understanding of the lesson

Connecting to the Coach Competencies

Essential Questions:

- What are the benefits of completing a lesson internalization?
- What connections can you make between internalization, the protocol, and student impact?
- What high-leverage coach moves can you make to ensure teacher understanding of the lesson?

Aligned Competency:

- **Coaching Competency #1**: Understand how the HQIM product is built on a foundation of research-based instructional strategies and how it contributes to better learning outcomes for all students, and are able to engage and invest teachers in building their own understanding of the HQIM product.

Based on the objectives and essential questions, how do you think this session will contribute to mastery of Competency #1?

Take 1 minute to record your response in your guided notes.

Agenda- Lesson Internalization Protocol

STRONG FOUNDATIONS Implementation

- Introduction
- **Lesson Internalization Protocol**
- Unpacking the Lesson Internalization Protocol
- Effective Coach Moves
- Closing

Role of the Coach

Accountability- reviewing annotations and internalizations on a recurring basis

Support -facilitating one-on-one internalization meetings, grade-level/group internalization meetings, and/or providing feedback on the annotated lessons

Accountability + Support

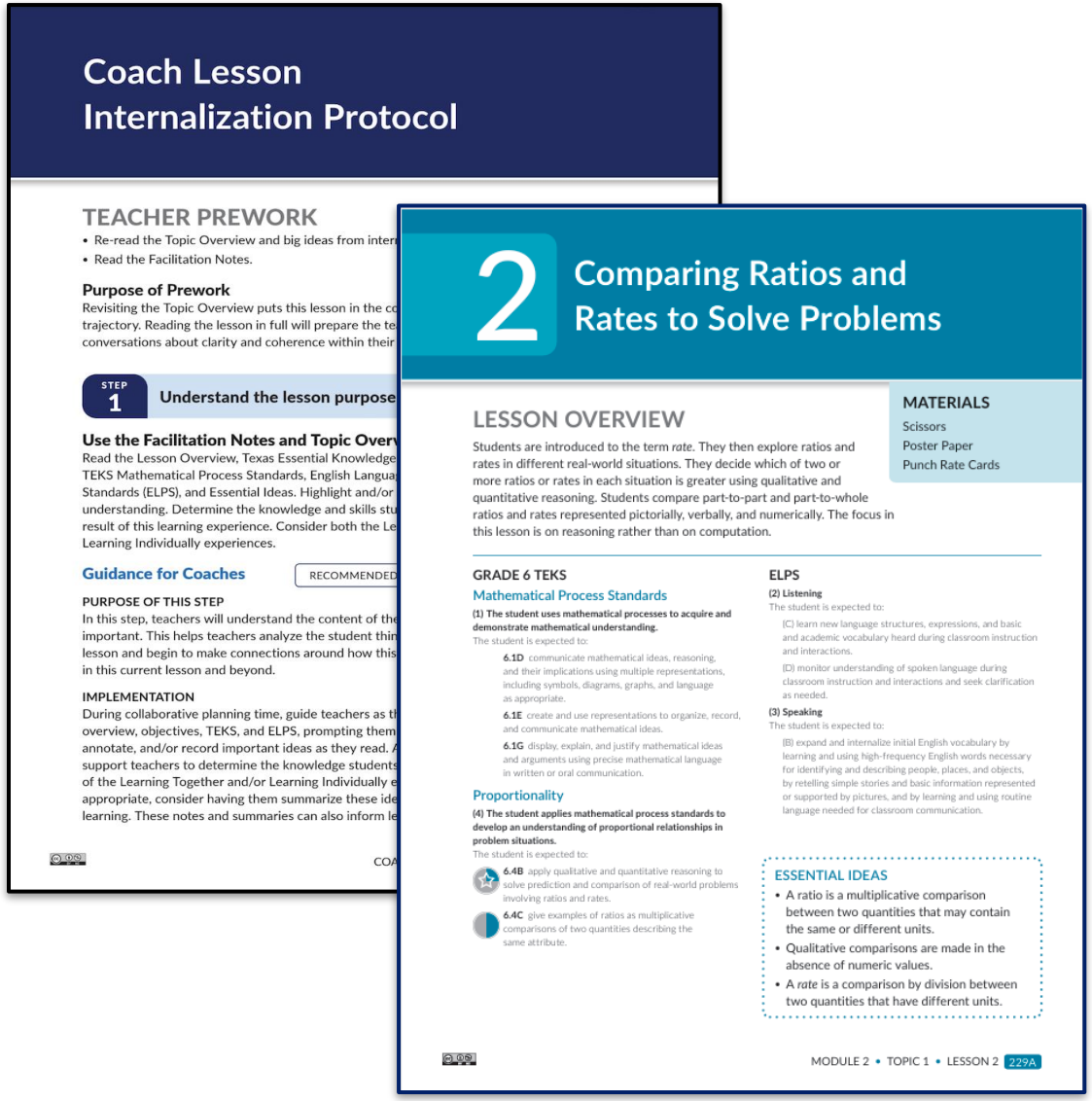
Consider and be ready to share:

How is this process similar or different from what you currently do on your campus?

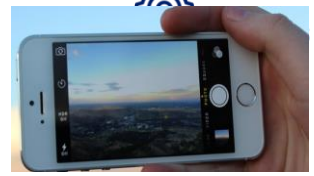
Anchoring in the Lesson Internalization Protocol

Directions

1. Open the Lesson Internalization Protocol and the sample Lesson Internalization Protocol Framework.
2. Read through the Protocol and skim through the lesson
3. **Consider and be ready to share**
   - **How does this protocol support lesson planning and instructional effectiveness?**
   - **What challenges might teachers face when internalizing lessons, and how can coaches support them?**



Developing a Framework for the Lesson Internalization Protocol

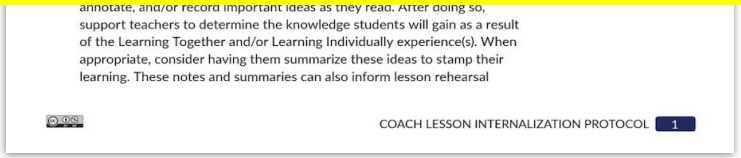


Exit Ticket # 1

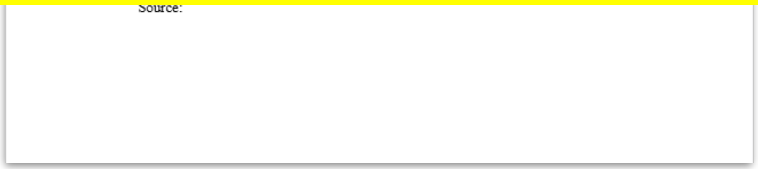
Which of the following is NOT a step for the Lesson Internalization Protocol Coach Guide?

a. Determine the most critical takeaways from each component
b. Organize your resources
c. Understand the sequence and pacing of activities
d. Understand the lesson purpose and objective.

Correct Answer Rationale: Although "Determine the most critical takeaways from each component" is part of step 3, the actual step's name is "Prepare to teach each activity with an activity deep dive."


annotate, and/or record important ideas as they read. After doing so, support teachers to determine the knowledge students will gain as a result of the Learning Together and/or Learning Individually experience(s). When appropriate, consider having them summarize these ideas to stamp their learning. These notes and summaries can also inform lesson rehearsal

COACH LESSON INTERNALIZATION PROTOCOL 1

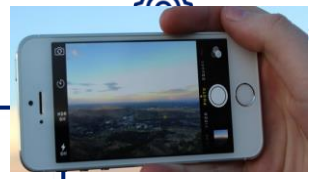

Source:

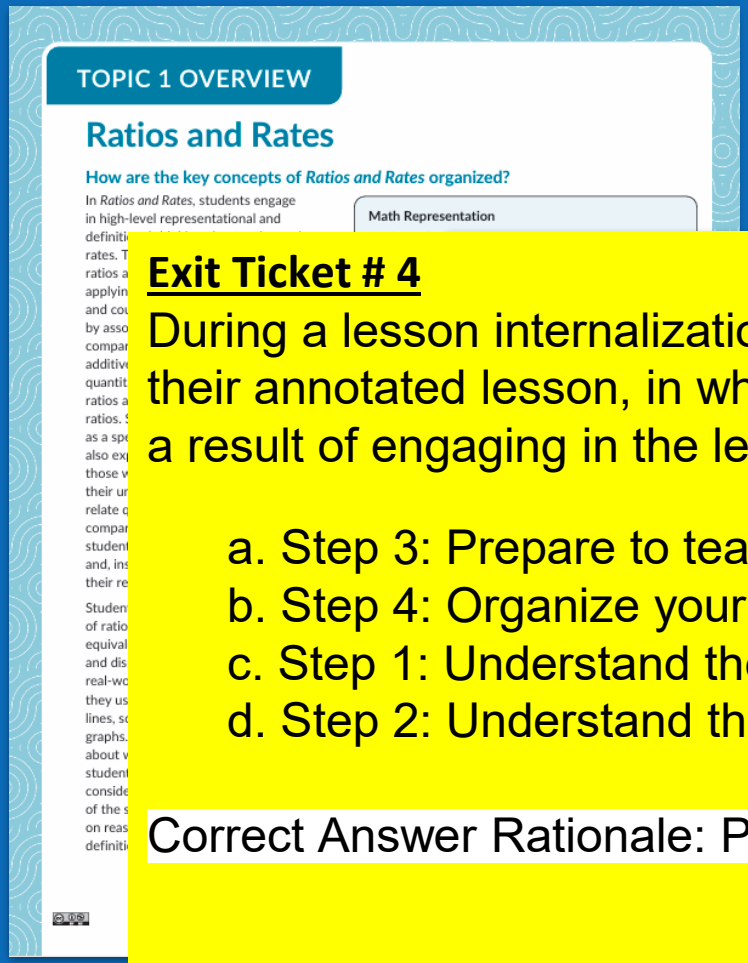
Agenda- Unpacking the Lesson Internalization Protocol

STRONG FOUNDATIONS
Implementation

- Introduction
- Lesson Internalization Protocol
- **Unpacking the Lesson Internalization Protocol**
- Effective Coach Moves
- Closing

Prework and Step 1



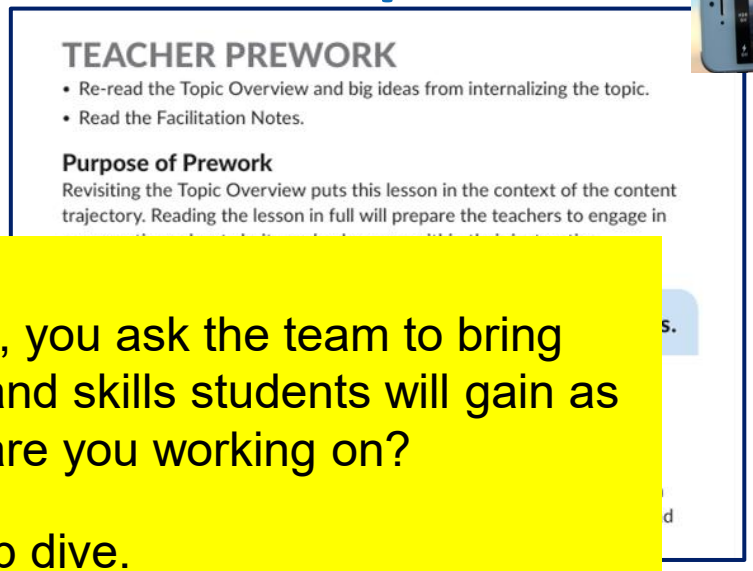

TOPIC 1 OVERVIEW

Ratios and Rates

How are the key concepts of *Ratios and Rates* organized?

In *Ratios and Rates*, students engage in high-level representational and

Math Representation


TEACHER PREWORK

- Re-read the Topic Overview and big ideas from internalizing the topic.
- Read the Facilitation Notes.

Purpose of Prework

Revisiting the Topic Overview puts this lesson in the context of the content trajectory. Reading the lesson in full will prepare the teachers to engage in

Exit Ticket # 4

During a lesson internalization meeting with your Algebra I team, you ask the team to bring their annotated lesson, in which they determine the knowledge and skills students will gain as a result of engaging in the lesson. Which of the following steps are you working on?

a. Step 3: Prepare to teach each activity with an activity deep dive.
b. Step 4: Organize your resources
c. Step 1: Understand the lesson purpose and objective
d. Step 2: Understand the sequence and pacing of activities

Correct Answer Rationale: Part of step 1 is to go deeper and identify the success criteria.

re:
dents gain as
perience?

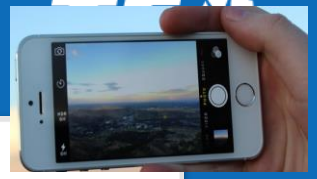
ep 1?

- How might you support teachers to complete step 1?


• A *rate* is a comparison by division between two quantities that have different units.

MODULE 2 • TOPIC 1 • LESSON 2 229A

STRONG FOUNDATIONS
Implementation

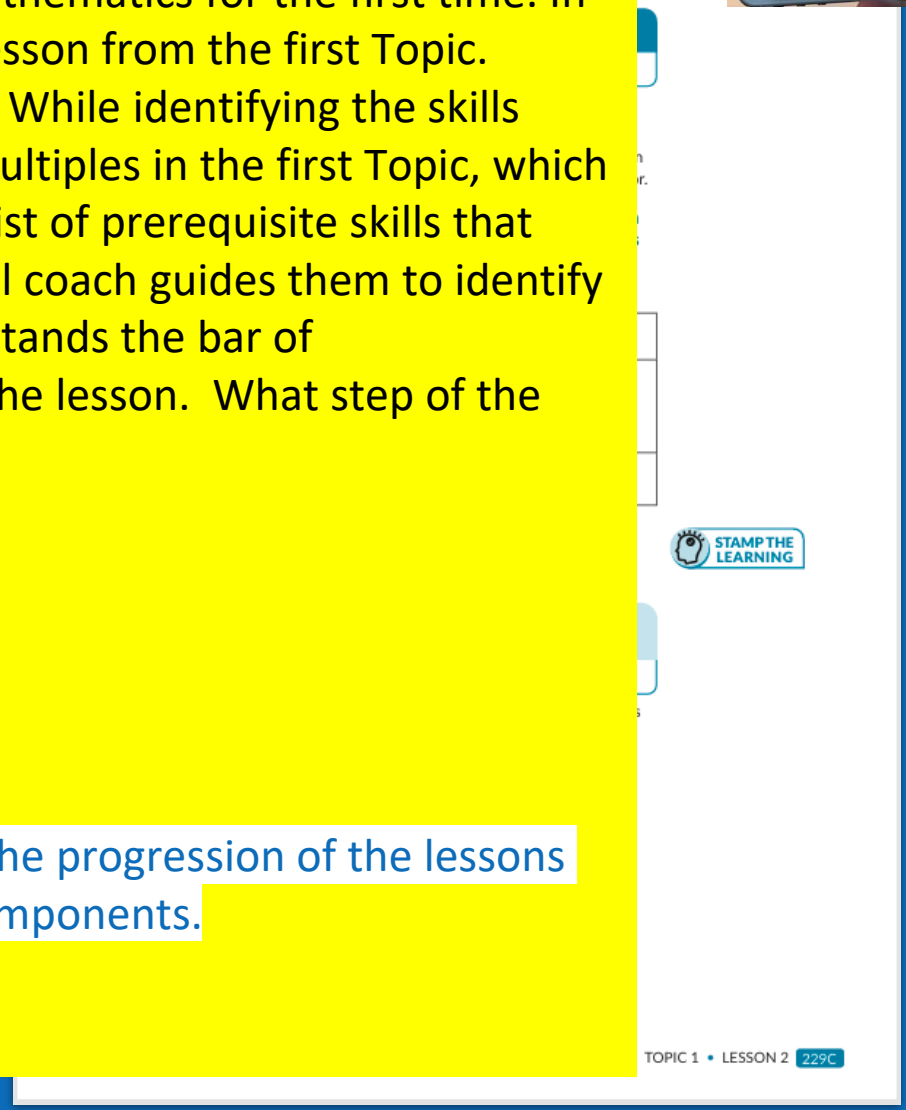


Exit Ticket # 3

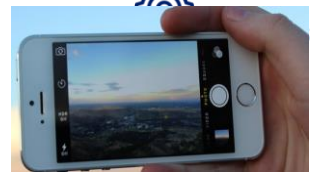
A math instructional coach is using Bluebonnet Learning Secondary Mathematics for the first time. In late August, they meet with their 6th grade teachers, to internalize a lesson from the first Topic. The instructional coach and teachers begin by reading the objective(s). While identifying the skills required, the teachers call out the challenge of teaching Factors and Multiples in the first Topic, which is much earlier than they have taught it in the past. They name a long list of prerequisite skills that need to be mastered before this lesson can be taught. The instructional coach guides them to identify the exemplar responses to each activity in the lesson so that he understands the bar of rigor. They spend the rest of the meeting organizing the materials for the lesson. What step of the protocol was missing?

a. Step 1. Understand the lesson purpose and objectives
b. Step 2. Understand the sequence and pacing of activities
c. Step 3. Prepare to teach each activity with an activity deep dive
d. Step 4. Organize your resources

Correct Answer Rationale: During step 2 the teachers will understand the progression of the lessons and will help teachers develop appropriate transitions between key components.



Step 3



Exit Ticket # 2

During a lesson internalization meeting with your 7th grade team, you ask your teachers to look at the DEMONSTRATE for an upcoming lesson and make instructional decisions that align to the purpose of that DEMONSTRATE. Which of the following internalization steps are you working on?

a. Step 1. Understand the lesson purpose and objectives
b. Step 2. Understand the sequence and pacing of activities
c. Step 3. Prepare to teach each activity with an activity deep dive
d. Step 4. Organize your resources

Correct Answer Rationale: Step 3 of the Lesson Internalization Protocol is where teachers do a deep dive into all lesson components and make instructional decisions that align to the purpose.

students with disabilities).

- Examine the Skills Practice notes that connect to the lesson. Look at the Skills Practice sections that align to each part of the lesson.

STRONG FOUNDATIONS
Implementation

TEA

Step 4: Organize Your Resources

Consider and be ready to share:
What systems of organization or routines have you used in the past as a Coach or as a Teacher that have increased instructional time?

- **What is the essential purpose of step 4?**
- **How might you support teachers to complete step 4**

STEP 4

Organize your resources.

Use the Materials portion of the Facilitation Notes

- Locate needed resources, supplies, and/or created materials.
- Identify additional supplies needed for any differentiation strategies or EB Student Tips to offer customizations/supports for groups of students.

Guidance for Coaches

RECOMMENDED TIMING: 15 MINUTES

PURPOSE OF THIS STEP

This step will ensure that grade level instruction and the appropriate scaffolds (when needed) are planned and implemented during the lesson. This is also a time for teachers to prepare and organize materials as detailed in the lesson.

Agenda- Effective Coach Moves

STRONG FOUNDATIONS
Implementation

Introduction

Lesson Internalization Protocol

Unpacking the Lesson Internalization Protocol

Effective Coach Moves

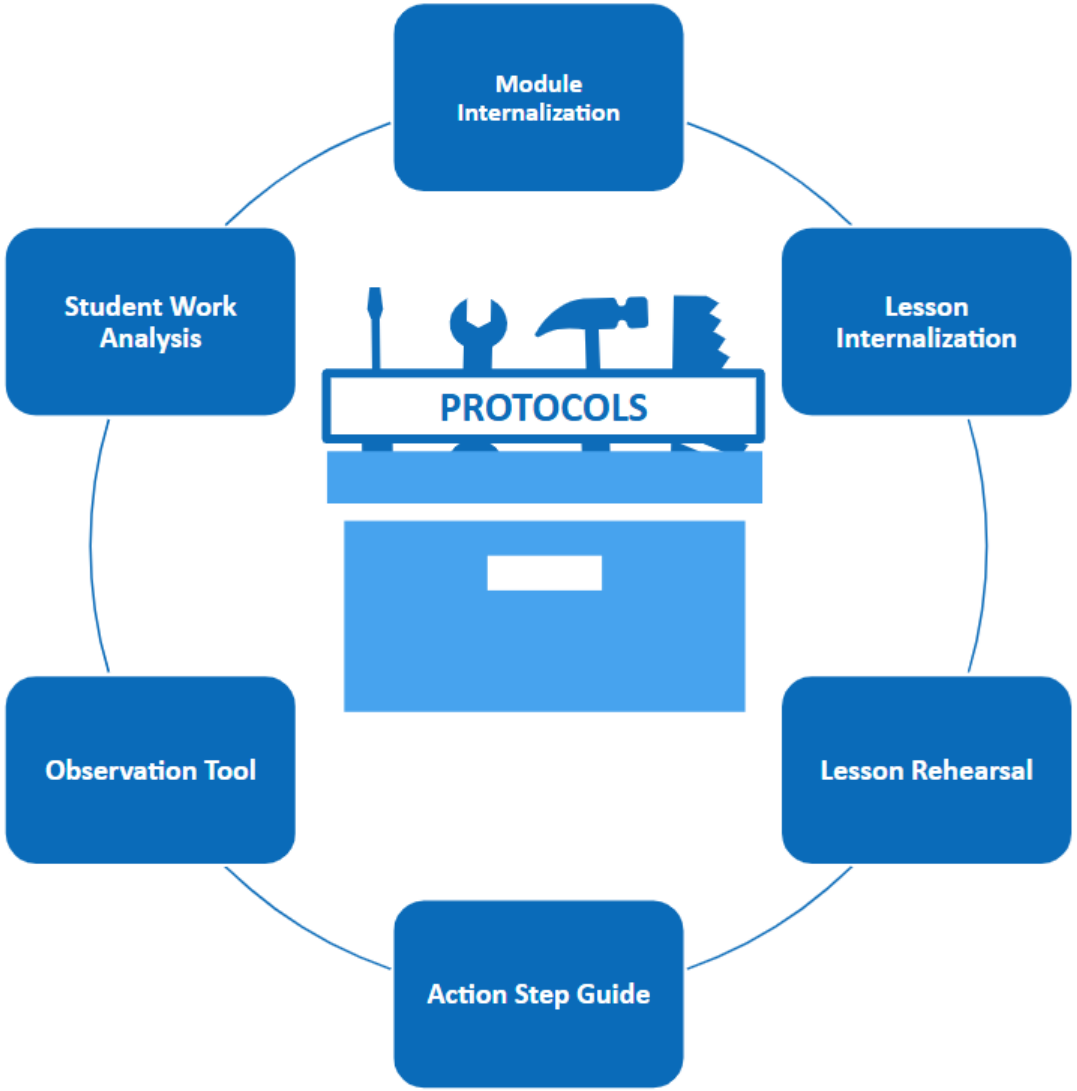
Closing

Coach Moves: Product Knowledge

- Familiarize yourself with the product and its resources
- You may not know the answers to everything, and that's okay
- Leverage/create systems that exist on your campus to support teachers
- Resources:
  - Program and Implementation Guide
  - Grade Level Course Guides
  - Beginning of Modules

STRONG FOUNDATIONS
Implementation

Coach Moves: Systems



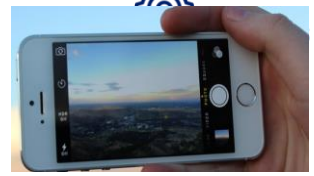
Considerations

1. When will teachers meet to discuss lesson internalization findings?

1. How will teachers communicate about changes they make in their facilitation of the lesson?

1. How are teachers using embedded supports daily to support access for all learners?

Coach Moves: Lesson Internalization



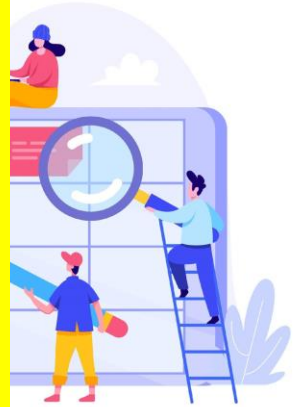
Exit Ticket # 5

Be

- While conducting an observation in a Geometry grade classroom, you notice that some emergent bilingual students are not understanding some of the vocabulary words being used. You notice that the words are acute, obtuse, and right angle. In which steps of the lesson internalization guide could you and the teacher spend more time together to make sure all students were given the tools needed to understand the vocabulary words?

  a. Step 2: Understand the sequence and pacing of activities
  b. Step 4: Organize your resources
  c. Step 1: Understand the lesson purpose and objective
  d. Step 3: Prepare to teach each activity with an activity deep dive.

Correct Answer Rationale: During step 3 of the Lesson Internalization Protocol, teachers should be thinking about diverse learners and selecting appropriate embedded supports.



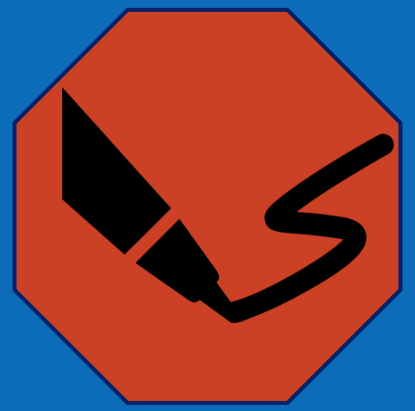
- **How will you ensure that teachers are taking the opportunity to internalize lessons before they teach them?**

Agenda- Closing

STRONG FOUNDATIONS
Implementation

- Introduction
- Lesson Internalization Protocol
- Unpacking the Lesson Internalization Protocol
- Effective Coach Moves
- **Closing**

Synthesize Your Learning



- What are the benefits of completing a lesson internalization?
- What connections can you make between internalization, the protocol, and student impact?
- What high-leverage coach moves can you make to ensure teacher understanding of the lesson?

Bluebonnet Learning Secondary Math: Coach Observation and Feedback

San Benito ISD: Secondary Math Coaches Workshop # 376842

Opening

We're glad you're here!
Please Access your copies of the:

- Observation and Feedback Guided Notes
- Anchor Lesson for our session- Grade 7 Module 1 Topic 3 Lesson 3: *Identifying the Constant of Proportionality in Graphs.*
- Observation Tool
- Action Step Guide

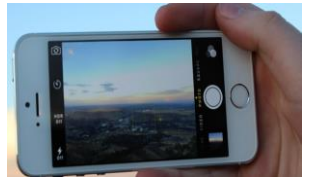
Directions:

1. Review the Anchor Lesson for our session

2. Consider and be ready to share:

- **What should students know and be able to do by the end of the lesson?**
- **What are the most critical aspects of the lesson that lead all students to achieve mastery of its objective?**

We will revisit these questions later in the session.



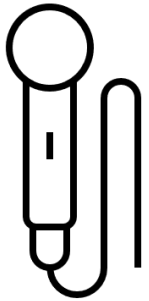
Obs Feedback Bitly

bit.ly/4n1HG8u

https://bit.ly/4n1HG8u

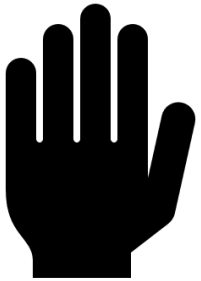
Norms for Virtual Environment

Engagement



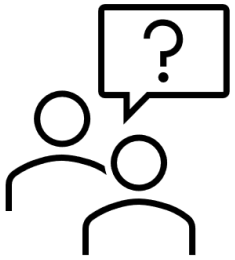
This work will support your students. Be an active participant in all learning experiences by sharing your thoughts and asking questions.

Partnership



We are partners and our time is valuable. Please raise your hand and wait until others have finished their thoughts before you begin speaking.

Curiosity



We value your questions and will pause throughout our time together to answer questions.

Grace

Learning a new product for your subject can be challenging. You won't walk away today or even this year as experts. It's okay to walk away without a feeling of closure.

Session Overview

After completing this session, you should be able to:

- Analyze implementation scenarios to identify the highest leverage recommendations
- Analyze and practice giving feedback based on the Observation Tool
- Understand how to support teachers with fidelity of implementation

Connecting to the Coach Competencies

Essential Question:

- How can the Observation Tool and Action Step Guide strengthen the support you offer teachers as they seek to implement Bluebonnet Learning Secondary Mathematics effectively?

Aligned Competency:

Coaching Competency #3: Accurately diagnose instructional needs based on classroom observations and analysis of student work and provide targeted and actionable feedback that leads to improved teacher and student performance.

Based on the overview, objectives, and essential question, how do you think the Observation and Feedback Session will contribute to mastery of Competency #3?

Take 1 minute to record your response in your guided notes.

Agenda - Before Observation

STRONG FOUNDATIONS
Implementation

Introduction

Before Observation

During Observation

After Observation

Closing

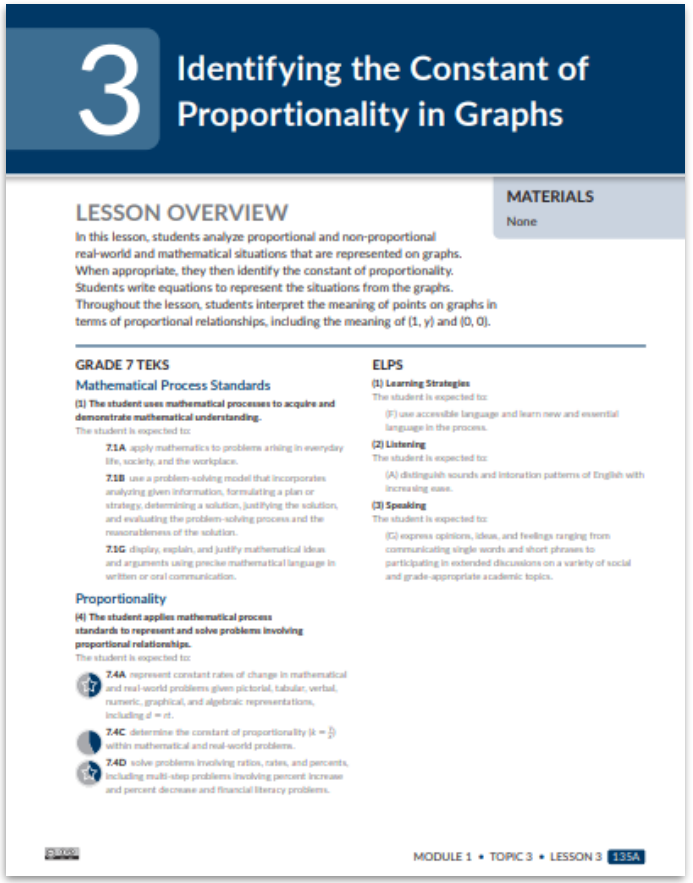
Anchoring in a Lesson

Understanding Bluebonnet Learning Secondary Mathematics is vital to success with observation and feedback so we will ground our learning in one specific lesson.

Directions:

1. Read through Bluebonnet Learning Secondary Math Grade 7 Module 1 Topic 3 Lesson 3: *Identifying the Constant of Proportionality in Graphs*.
2. Consider and be ready to share

- **What should students know and be able to do by the end of the lesson?**
- **What are the most critical aspects of the lesson that will lead all students to achieve mastery of its objective?**
- **What specific actions should you expect to see a teacher take during each component of the lesson?**



3 Identifying the Constant of Proportionality in Graphs

MATERIALS
None

LESSON OVERVIEW

In this lesson, students analyze proportional and non-proportional real-world and mathematical situations that are represented on graphs. When appropriate, they then identify the constant of proportionality. Students write equations to represent the situations from the graphs. Throughout the lesson, students interpret the meaning of points on graphs in terms of proportional relationships, including the meaning of (1, y) and (0, 0).

GRADE 7 TEKS

Mathematical Process Standards

(1) The student uses mathematical processes to acquire and demonstrate mathematical understanding.

The student is expected to:

7.1A apply mathematics to problems arising in everyday life, society, and the workplace.

7.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

7.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Proportionality

(4) The student applies mathematical process standards to represent and solve problems involving proportional relationships.

The student is expected to:

7.4A represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including $d = rt$.

7.4C determine the constant of proportionality ($k = \frac{y}{x}$) within mathematical and real-world problems.

7.4D solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease and financial literacy problems.

ELPS

(1) Learning Strategies

The student is expected to:

(F) use accessible language and learn new and essential language in the process.

(2) Listening

The student is expected to:

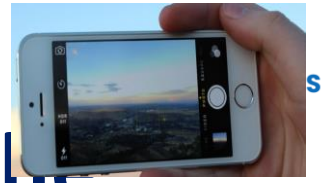
(A) distinguish sounds and intonation patterns of English with increasing ease.

(3) Speaking

The student is expected to:

(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.

MODULE 1 • TOPIC 3 • LESSON 3 135A



Introduction to the Observation Tool

OBSERVATION TOOL

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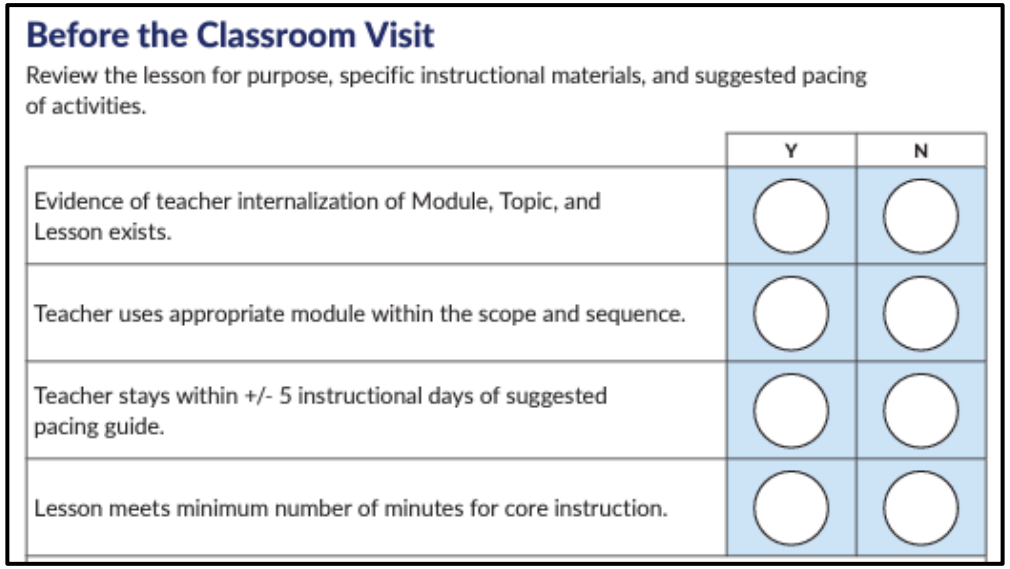
Exit Ticket # 1

Which of the following most closely aligns to the purpose of the Observation Tool?

A. It helps coaches evaluate teacher practice and provide ratings for T-TESS
B. It gives teachers an understanding of what their lessons should look like
C. It's a product-specific resource coaches use to support effective instruction and implementation of the materials
D. It provides leaders with a list of action steps they can use when coaching teachers

Correct Answer Rationale: The Observation Tool is a non-evaluative coach-facing document. It provides guidance specific to Bluebonnet Learning Secondary Mathematics so coaches know what strong implementation looks like and can more effectively plan to support teachers with that implementation.

“Before” Section Deep Dive Part 1



Before the Classroom Visit

Review the lesson for purpose, specific instructional materials, and suggested pacing of activities.

	Y	N
Evidence of teacher internalization of Module, Topic, and Lesson exists.	○	○
Teacher uses appropriate module within the scope and sequence.	○	○
Teacher stays within +/- 5 instructional days of suggested pacing guide.	○	○
Lesson meets minimum number of minutes for core instruction.	○	○

The “Before Classroom Visit” section has four indicators that help you determine if a teacher has done the necessary pre-work to successfully implement the lesson.

Remember:

- A strong observation begins when a **coach develops a strong understanding** of the lesson being observed.
- The Observation Tool is **not intended for teacher evaluation purposes**. Its aim is to identify key actions teacher can take to improve their effectiveness.

“Before” Section Deep Dive pt.2

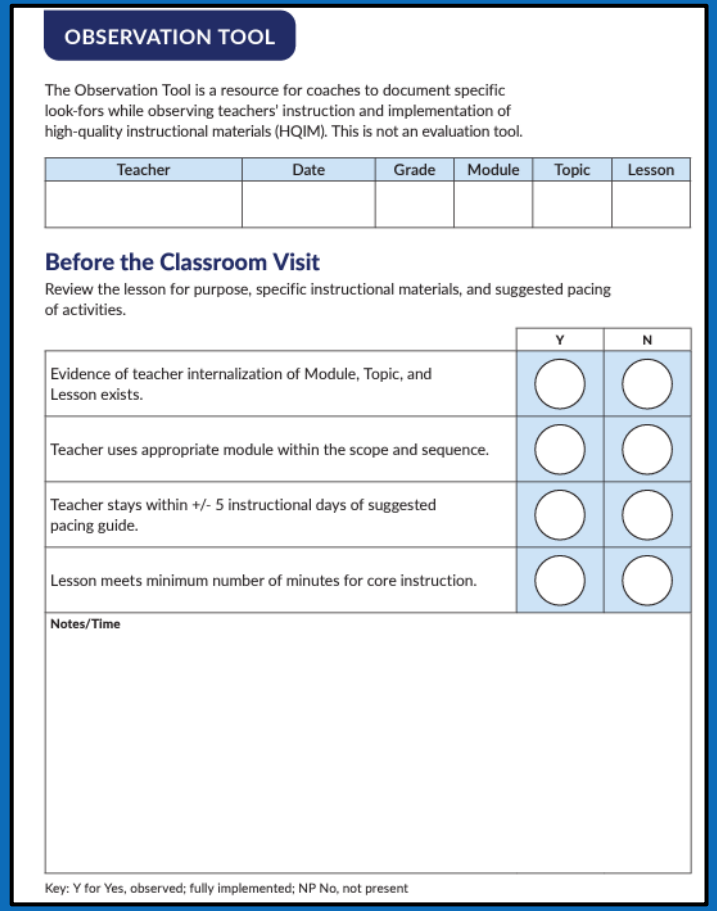
1. Imagine you are getting ready to observe a teacher deliver the lesson we read earlier in this module: Bluebonnet Learning Secondary Mathematics Grade 7 Module 1, Topic 3 Lesson 3
2. Reread each of four indicators in the “Before” section of the Observation Tool.
3. Answer the guided question questions:
   - **For each indicator, what specific evidence would you need to see in order to select “Yes”? For example, how would you know if a teacher fully internalized the lesson prior to instruction?**

“Before” Section Key Takeaways

STRONG FOUNDATIONS Implementation

We would expect to see:

- The teacher’s annotated lesson plan with prioritized discussion questions, pre-planned scaffolds, and notes on possible student misconceptions
- The Activities and Assignments completed as a student
- Key ideas and pacing decisions written for each lesson component–teacher moves should be made visible!
- A lesson within five days of the pacing calendar
- The lesson being taught during the appropriate instructional block to ensure the appropriate amount of time is being used for Math instruction



OBSERVATION TOOL

The Observation Tool is a resource for coaches to document specific look-fors while observing teachers' instruction and implementation of high-quality instructional materials (HQIM). This is not an evaluation tool.

Teacher	Date	Grade	Module	Topic	Lesson

Before the Classroom Visit

Review the lesson for purpose, specific instructional materials, and suggested pacing of activities.

	Y	N
Evidence of teacher internalization of Module, Topic, and Lesson exists.	○	○
Teacher uses appropriate module within the scope and sequence.	○	○
Teacher stays within +/- 5 instructional days of suggested pacing guide.	○	○
Lesson meets minimum number of minutes for core instruction.	○	○

Notes/Time

Key: Y for Yes, observed; fully implemented; NP No, not present

“Before” Section Instructional Scenario Part 1

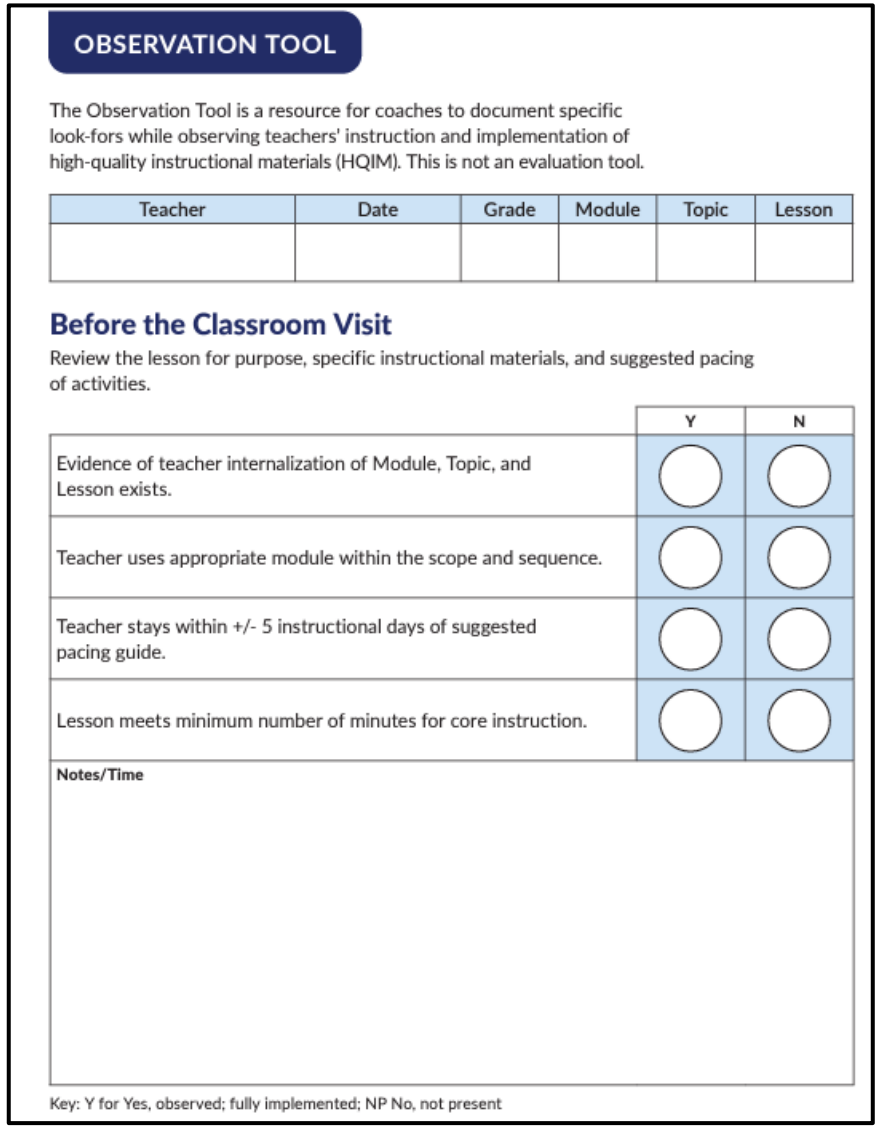
You are coaching a teacher who is new to 7th grade and in their first year implementing Carnegie Learning Texas Math Solution. They annotate their lessons by hand and submit scans of their annotations to you each week through your school’s shared Google Drive. Before you conduct your weekly observation, you take a few minutes to prepare. You see in the schedule that they will be teaching their first math class from 9:30 – 10:30 AM, and you plan to observe the first 15 minutes.

You pull up your district pacing guide and see that 7th grade math teachers should be on Module 1 Topic 3 Lesson 3. This teacher’s annotations for today show that they are going to teach Module 1 Topic 2 Lesson 3 (Day 2). They have completed the Activities with correct answers and no additional work or models shown. You notice that they have crossed out Activity 3.2 and added those 12 minutes to the Talk the Talk/Demonstrate portion. They have highlighted the entire section of Facilitation Notes and do not have anything written to the side.

“Before” Section Instructional Scenario Part 2

Identify the Relevant Indicators

- Identify the relevant indicators based on the information in the scenario.
- Jot down notes in the “Notes/Time” column.
- Based on your analysis of the scenario and your understanding of the anchor lesson, select “Y” or “N” for all relevant indicators.



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Teacher	Date	Grade	Module	Topic	Lesson

Before the Classroom Visit

Review the lesson for purpose, specific instructional materials, and suggested pacing of activities.

	Y	N
Evidence of teacher internalization of Module, Topic, and Lesson exists.	○	○
Teacher uses appropriate module within the scope and sequence.	○	○
Teacher stays within +/- 5 instructional days of suggested pacing guide.	○	○
Lesson meets minimum number of minutes for core instruction.	○	○

Notes/Time

Key: Y for Yes, observed; fully implemented; NP No, not present

“Before” Section Instructional Scenario Part 3

Write a High-Leverage Action Step

1. **Consider this question:** “What concrete action, if taken by this teacher, would have the greatest and most immediate impact on effective implementation (and therefore on student learning)?”
2. Based on your answer to that question, draft an action step for the teacher.
3. **Keep in mind:** When coaching for effective implementation of high-quality instructional materials, a strong teacher action step includes these elements:

Actionable	Bite-Size	Product Specific
As its name implies, it is written in the form of a step that a teacher can take.	The action step is manageable in scope. The teacher can accomplish it within a few days or a week.	The action step requires the teacher to do something directly tied to the HQIM.

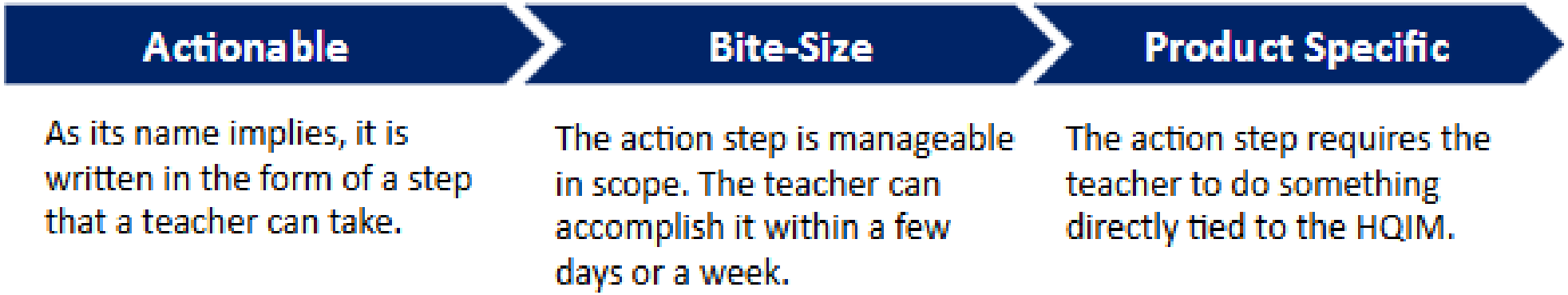
Action Step Evaluation Part 1

Action Step 1: **“Be careful about falling behind in the pacing guide. We need to stay on pace.”**

Anchor Questions:

- **Is this a strong action step?**
- **Does it reflect an accurate understanding of the scenario, and does it contain the three hallmarks of a strong action step (actionable, bite-size, product-specific)?**

Thumbs up if yes (strong) thumbs down if no (not strong)



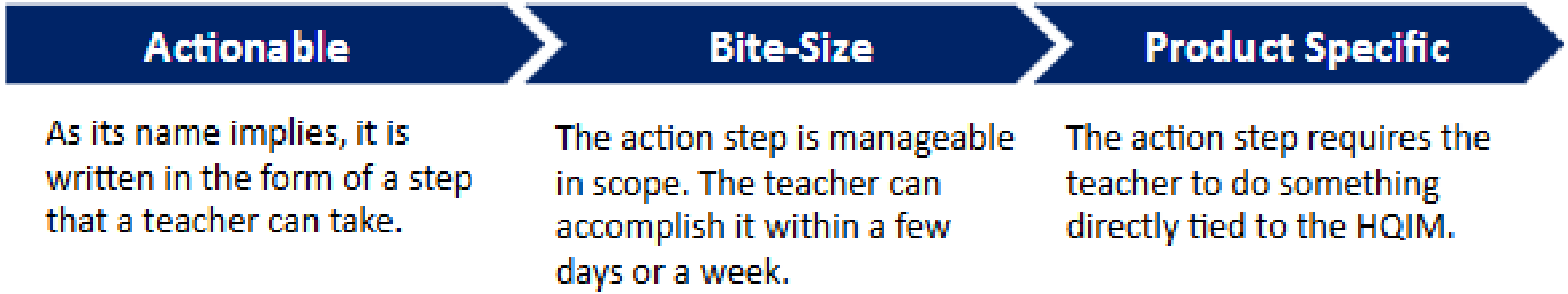
Action Step Evaluation Part 2

Action Step 2: **"When you internalize lessons, write out how each of the lesson components support the objective, and ensure students have daily practice with all lesson components."**

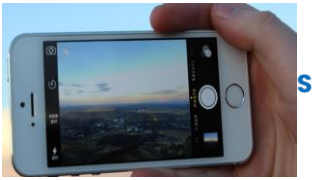
Anchor Questions:

- **Is this a strong action step?**
- **Does it reflect an accurate understanding of the scenario, and does it contain the three hallmarks of a strong action step (actionable, bite-size, product-specific)?**

Thumbs up if yes (strong) thumbs down if no (not strong)



Action Step Evaluation Part 3



Exit Ticket # 2

Which of the following most closely aligns to the purpose of the Action Step Guide?

A. It contains an exhaustive list of action steps coaches should share with teachers at the start of every HQIM-related professional development session
B. It is an inventory of the most essential action steps a coach should take before, during, and after a classroom observation
C. It helps a coach identify one high-leverage action step related to effective HQIM implementation to share with a teacher during a post-observation debrief
D. It is a decision-making framework that helps coaches determine what actions they should take to effectively support teachers with internalizing an upcoming Bluebonnet Learning Secondary Mathematics lesson

Correct Answer Rationale: The Action Step Guide is specifically designed to help coaches identify one high-leverage action step following a classroom observation. Ideally, coaches should share the action step during a post-observation debrief. While the tool contains many potential action steps, it is not exhaustive. It is intended to serve as a guide that supports coaches as they complete the third section ("After") of the Observation Tool.

Agenda - During Observation

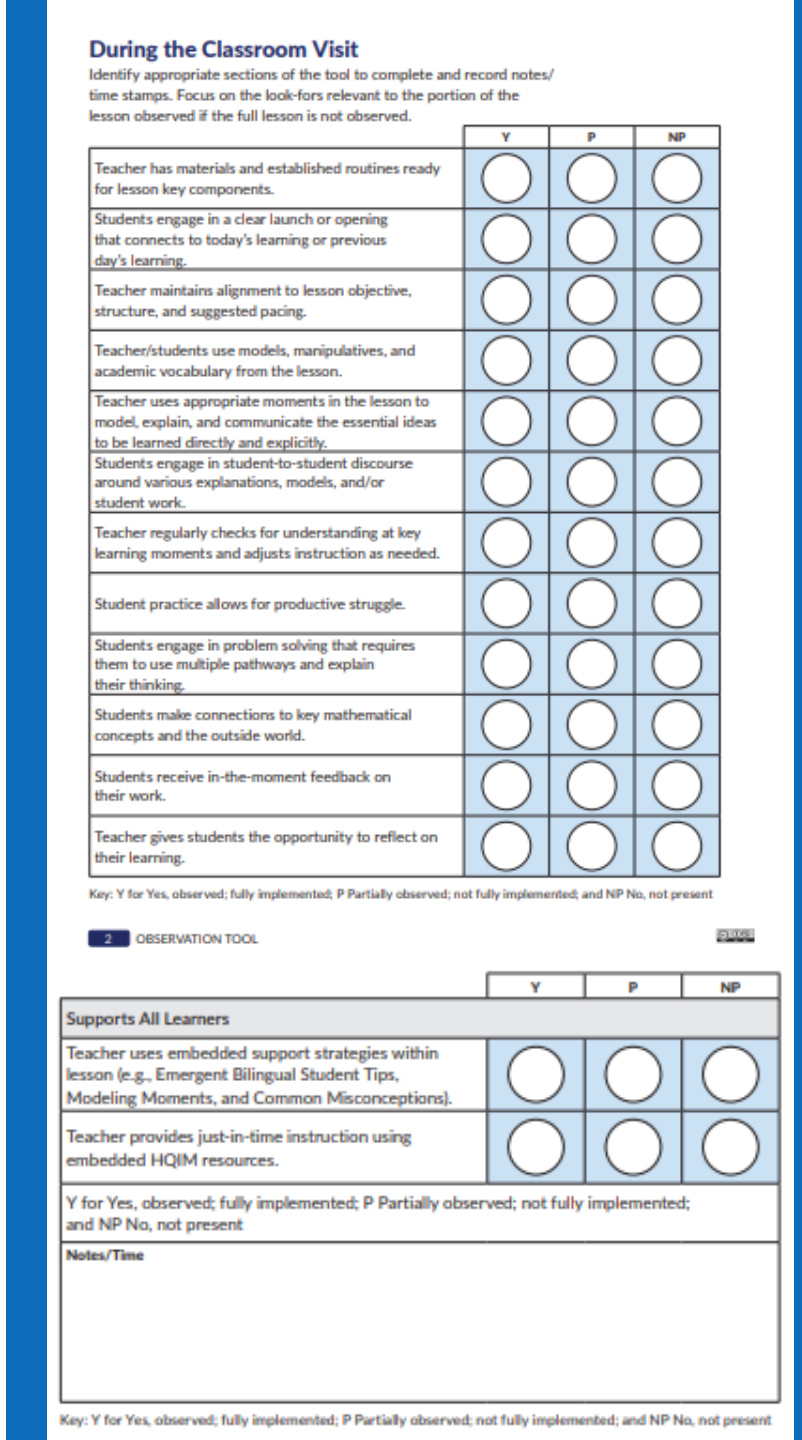
STRONG FOUNDATIONS
Implementation

- Introduction
- Before Observation
- **During Observation**
- After Observation
- Closing

“During” Section Deep Dive

1. Imagine you are getting ready to observe a teacher deliver the lesson we read earlier in this session: Bluebonnet Learning Secondary Mathematics Grade 7 Module 1, Topic 3 Lesson 3
2. Reread each of the indicators in the “During” section of the Observation Tool.

1. Answer the guided question questions:
   - **For each indicator, what specific evidence would you need to see in order to select “Yes”? For example, how would you know if a teacher “regularly checks for understanding at key learning moments and adjusts instruction as needed”?**



During the Classroom Visit

Identify appropriate sections of the tool to complete and record notes/time stamps. Focus on the look-fors relevant to the portion of the lesson observed if the full lesson is not observed.

	Y	P	NP
Teacher has materials and established routines ready for lesson key components.	○	○	○
Students engage in a clear launch or opening that connects to today's learning or previous day's learning.	○	○	○
Teacher maintains alignment to lesson objective, structure, and suggested pacing.	○	○	○
Teacher/students use models, manipulatives, and academic vocabulary from the lesson.	○	○	○
Teacher uses appropriate moments in the lesson to model, explain, and communicate the essential ideas to be learned directly and explicitly.	○	○	○
Students engage in student-to-student discourse around various explanations, models, and/or student work.	○	○	○
Teacher regularly checks for understanding at key learning moments and adjusts instruction as needed.	○	○	○
Student practice allows for productive struggle.	○	○	○
Students engage in problem solving that requires them to use multiple pathways and explain their thinking.	○	○	○
Students make connections to key mathematical concepts and the outside world.	○	○	○
Students receive in-the-moment feedback on their work.	○	○	○
Teacher gives students the opportunity to reflect on their learning.	○	○	○

Key: Y for Yes, observed; fully implemented; P Partially observed; not fully implemented; and NP No, not present

2 OBSERVATION TOOL

	Y	P	NP
Supports All Learners			
Teacher uses embedded support strategies within lesson (e.g., Emergent Bilingual Student Tips, Modeling Moments, and Common Misconceptions).	○	○	○
Teacher provides just-in-time instruction using embedded HQIM resources.	○	○	○
Y for Yes, observed; fully implemented; P Partially observed; not fully implemented; and NP No, not present			
Notes/Time			

Key: Y for Yes, observed; fully implemented; P Partially observed; not fully implemented; and NP No, not present

“During” Section Instructional Scenario Part 1

You conduct an observation of a different teacher’s 7th grade math classroom where they are teaching Grade 7 Module 1 Topic 3 Lesson 3. Class began about 35 minutes ago, and they have just started Activity 3.1 for Day 2. In this activity, students use the equations written in the previous activity to create tables of values and plot the ordered pairs to create graphs. The graphs are used to answer questions related to the situation and determine the unit rates.

Students begin working with their partners and about 70% of the class begin accurately plotting their two constants of proportionality. The teacher then stops the partner work about 10 minutes into the activity and asks Mirabelle, who correctly plotted her ordered pairs, to come up and draw the graph for her equation. The teacher directs the class to write down her ordered pairs and graph her equations. Most of the class silently does this work.

The teacher asks for another volunteer who can share their ordered pairs to plot. Joshua raises his hand, and shares his ordered pairs, but when students begin graphing, it’s clear he made a mistake while creating his table. The teacher prompts Joshua to ask a friend for help, and Mirabelle corrects his mistake. The teacher then asks students to turn straight to Activity 3.2 where they are determining the constant of proportionality from a graph.

“During” Section Instructional Scenario Part 2

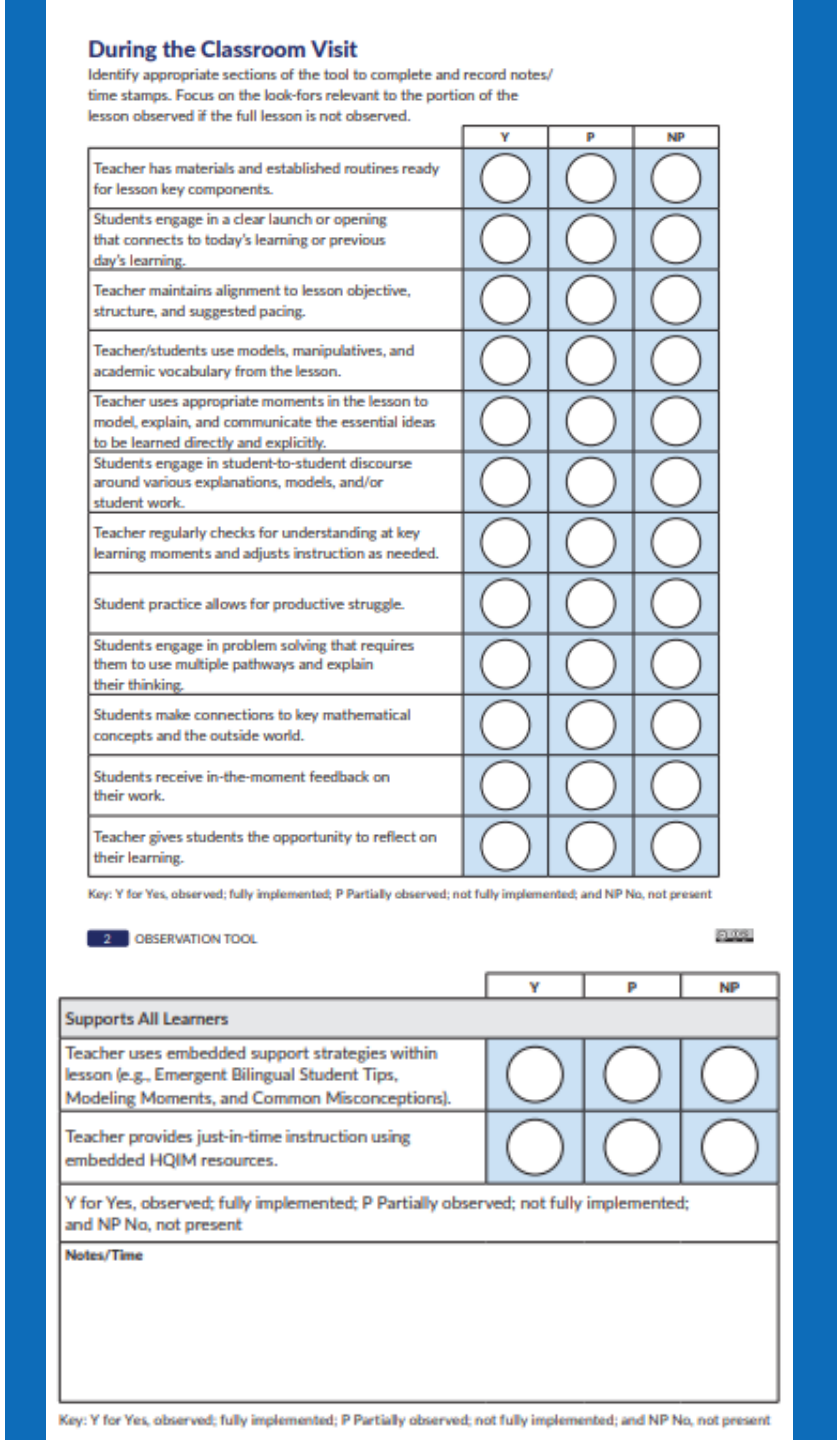
Identify the Relevant Indicators

- Identify the relevant indicators based on the information in the scenario.
- Jot down notes in the “Notes/Time” column.
- Based on your analysis of the scenario and your understanding of the anchor lesson, select “Y” or “P” or “NP” for all relevant indicators.

Y = Yes, observed; fully implemented

P = Partially observed; not fully implemented

NP= Not present



During the Classroom Visit

Identify appropriate sections of the tool to complete and record notes/time stamps. Focus on the look-fors relevant to the portion of the lesson observed if the full lesson is not observed.

	Y	P	NP
Teacher has materials and established routines ready for lesson key components.	○	○	○
Students engage in a clear launch or opening that connects to today's learning or previous day's learning.	○	○	○
Teacher maintains alignment to lesson objective, structure, and suggested pacing.	○	○	○
Teacher/students use models, manipulatives, and academic vocabulary from the lesson.	○	○	○
Teacher uses appropriate moments in the lesson to model, explain, and communicate the essential ideas to be learned directly and explicitly.	○	○	○
Students engage in student-to-student discourse around various explanations, models, and/or student work.	○	○	○
Teacher regularly checks for understanding at key learning moments and adjusts instruction as needed.	○	○	○
Student practice allows for productive struggle.	○	○	○
Students engage in problem solving that requires them to use multiple pathways and explain their thinking.	○	○	○
Students make connections to key mathematical concepts and the outside world.	○	○	○
Students receive in-the-moment feedback on their work.	○	○	○
Teacher gives students the opportunity to reflect on their learning.	○	○	○

Key: Y for Yes, observed; fully implemented; P Partially observed; not fully implemented; and NP No, not present

2 OBSERVATION TOOL

	Y	P	NP
Supports All Learners			
Teacher uses embedded support strategies within lesson (e.g., Emergent Bilingual Student Tips, Modeling Moments, and Common Misconceptions).	○	○	○
Teacher provides just-in-time instruction using embedded HQIM resources.	○	○	○
Y for Yes, observed; fully implemented; P Partially observed; not fully implemented; and NP No, not present			
Notes/Time			

Key: Y for Yes, observed; fully implemented; P Partially observed; not fully implemented; and NP No, not present

"During" Section Instructional Scenario Part 3

Write a High-Leverage Action Step

1. **Consider this question**: "What concrete action, if taken by this teacher, would have the greatest and most immediate impact on effective implementation (and therefore on student learning)?"
2. Based on your answer to that question, **draft an action step** for the teacher.

- **Keep in mind:** When coaching for effective implementation of high-quality instructional materials, a strong teacher action step includes the elements below. It should be:

Actionable	Bite-Size	Product Specific
As its name implies, it is written in the form of a step that a teacher can take.	The action step is manageable in scope. The teacher can accomplish it within a few days or a week.	The action step requires the teacher to do something directly tied to the HQIM.

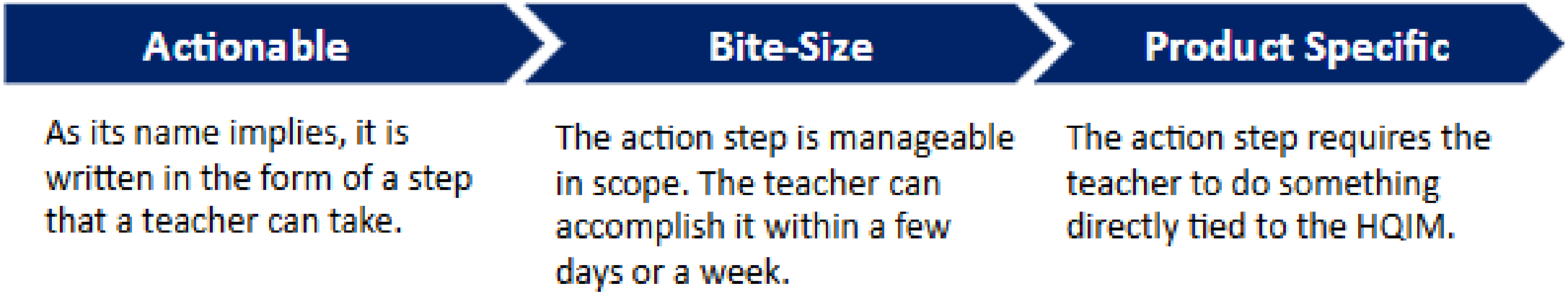
Action Step Evaluation Part 1

Action Step 1: "Use the embedded supports within the lesson to better help students."

Anchor Questions:

- **Is this a strong action step?**
- **Does it reflect an accurate understanding of the scenario, and does it contain the three hallmarks of a strong action step (actionable, bite-size, product-specific)?**

Thumbs up if yes (strong) thumbs down if no (not strong)



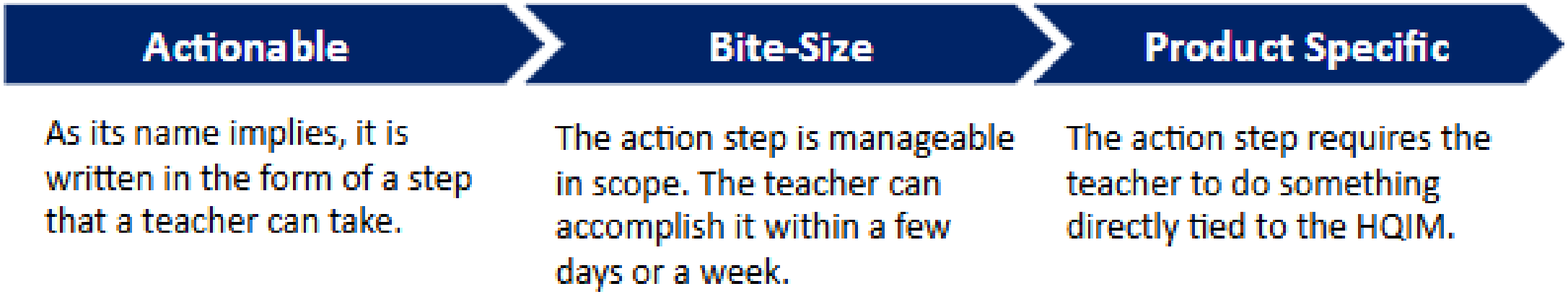
Action Step Evaluation Part 2

Action Step 2: "During Activity 3.1, allow students to engage with productive struggle by using the Questions to Support Discourse to encourage their development of the concept with their peers or independently."

Anchor Questions:

- **Is this a strong action step?**
- **Does it reflect an accurate understanding of the scenario, and does it contain the three hallmarks of a strong action step (actionable, bite-size, product-specific)?**

Thumbs up if yes (strong) thumbs down if no (not strong)

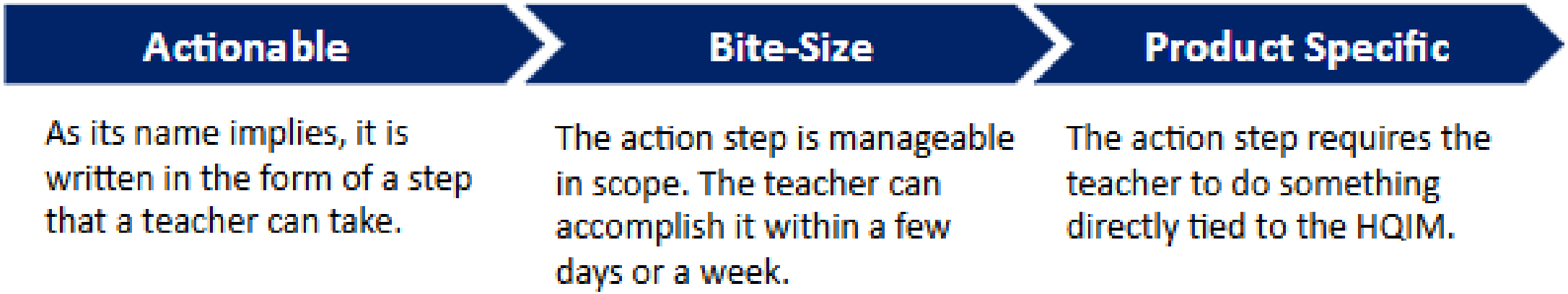


Action Step Evaluation Part 3

Action Step 3: Now reread the action step you drafted. Does it accurately reflect the scenario and is it actionable, bite-size, and product-specific?

Anchor Questions:

- **Is this a strong action step?**
- **Does it reflect an accurate understanding of the scenario, and does it contain the three hallmarks of a strong action step (actionable, bite-size, product-specific)?**



STRONG FOUNDATIONS
Implementation

TEA

Observation Tool Recap

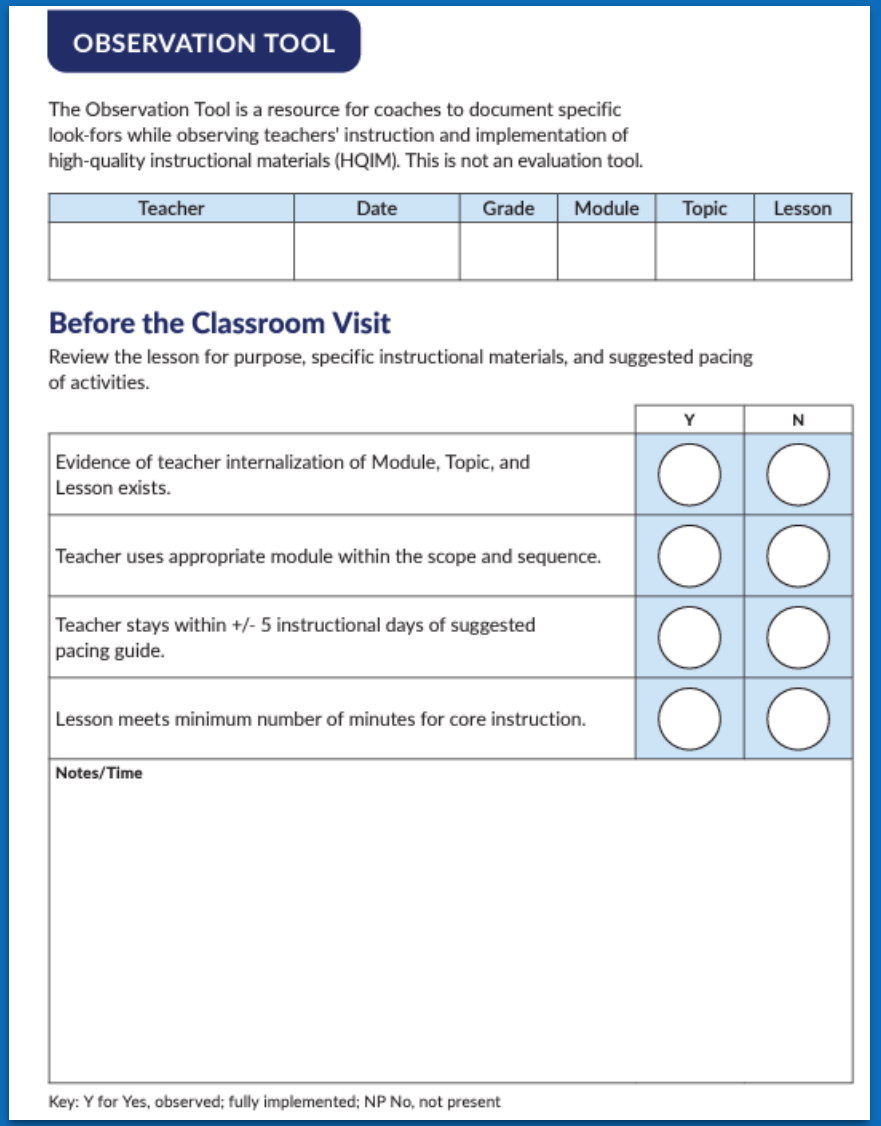
Consider and be ready to share:

What is the purpose of this tool?

What are the key steps/ components of this tool?

When should this tool be used with teachers? How should it be used with coaches?

What connections are you making to the RBIS?



OBSERVATION TOOL

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Teacher	Date	Grade	Module	Topic	Lesson

Before the Classroom Visit

Review the lesson for purpose, specific instructional materials, and suggested pacing of activities.

	Y	N
Evidence of teacher internalization of Module, Topic, and Lesson exists.	○	○
Teacher uses appropriate module within the scope and sequence.	○	○
Teacher stays within +/- 5 instructional days of suggested pacing guide.	○	○
Lesson meets minimum number of minutes for core instruction.	○	○

Notes/Time

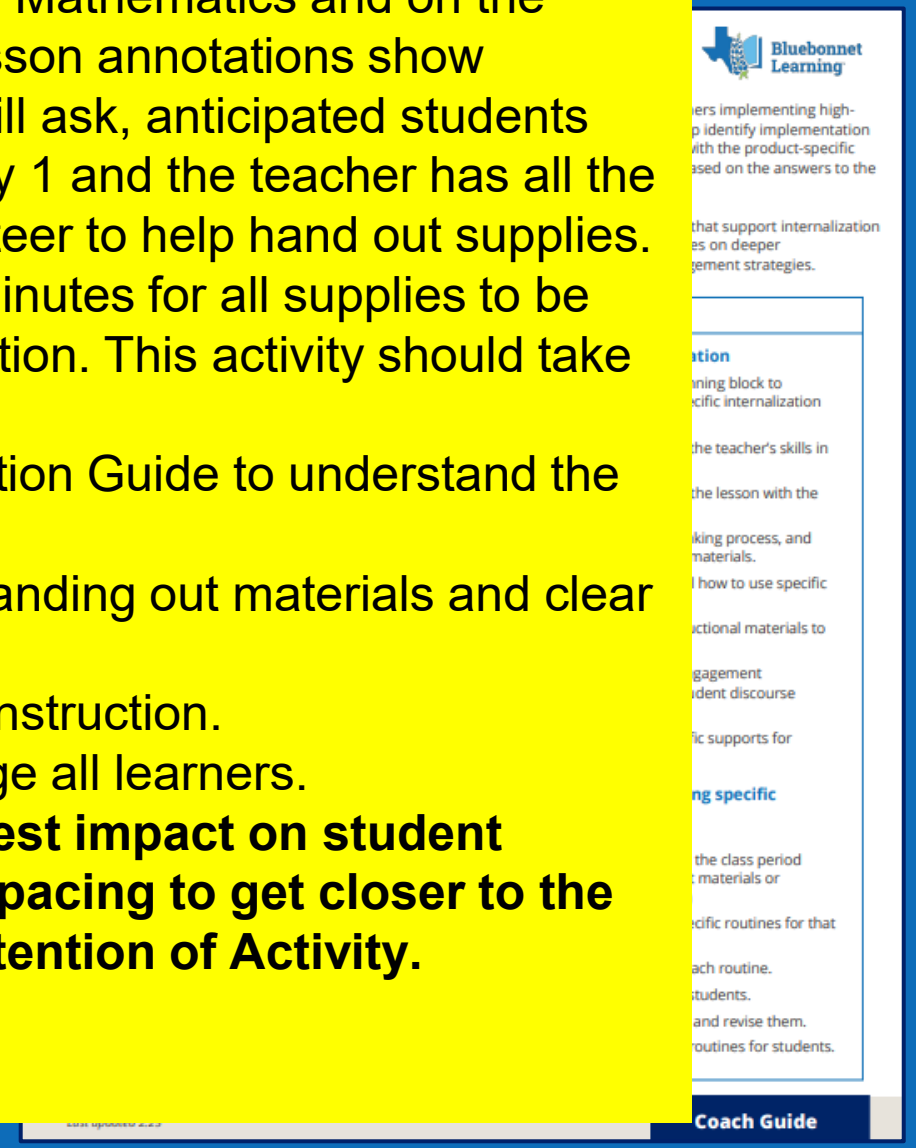
Key: Y for Yes, observed; fully implemented; NP No, not present

Exit Ticket # 3

Choose the highest-leverage action step that will help the teacher improve in the following scenario. A teacher is teaching Bluebonnet Learning Secondary Mathematics and on the appropriate lesson according to the pacing guide. The digital lesson annotations show highlights in multiple colors to indicate questions the teachers will ask, anticipated students responses, and what materials are needed. You observe Activity 1 and the teacher has all the materials ready as indicated in the lesson. She asks for a volunteer to help hand out supplies. One student begins handing out the supplies. It takes about 4 minutes for all supplies to be handed out, and students could not begin without further instruction. This activity should take about 7 minutes total.

A. When internalizing lessons, use the Course Implementation Guide to understand the knowledge and skills that students build in the lesson.
B. Establish an efficient routine for supplies that includes handing out materials and clear student expectations.
C. Facilitate connections to prior learning when facilitating instruction.
D. Use embedded support strategies in the lesson to engage all learners.

Correct Answer Rationale: The step that will have the greatest impact on student learning is an efficient routine. This will allow the teacher's pacing to get closer to the suggested time and will help align student actions to the intention of Activity.



Agenda- After Observation

STRONG FOUNDATIONS
Implementation

Before Observation

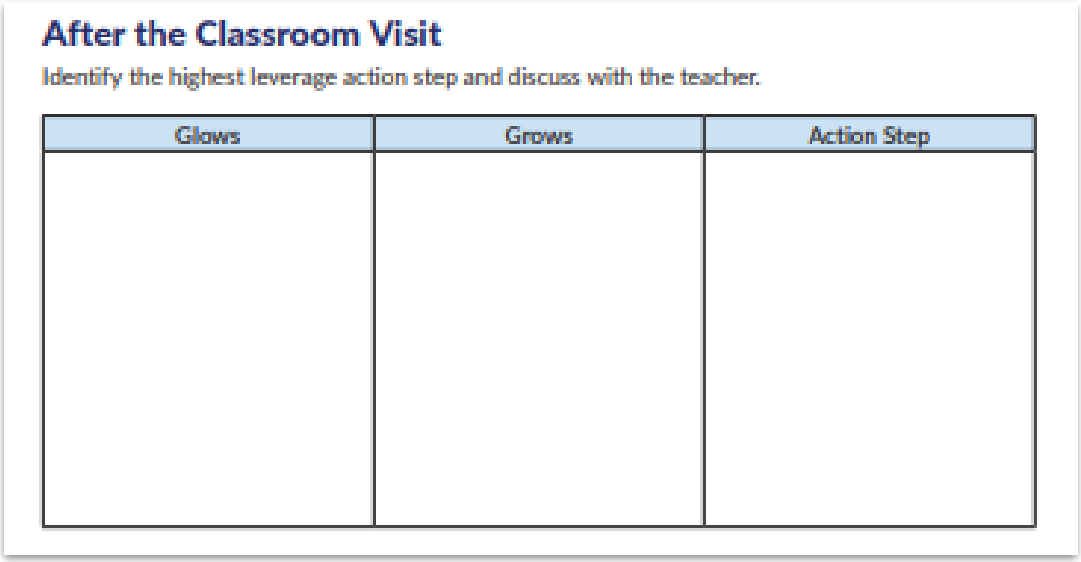
During Observation

Introduction

After Observation

Closing

“After” Section Deep Dive Part 1



After the Classroom Visit

Identify the highest leverage action step and discuss with the teacher.

Glows	Grows	Action Step

The “After” section is where you:

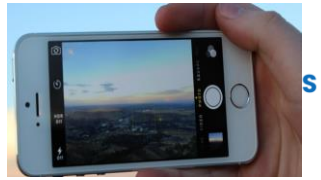
- Gather your thoughts upon completing an observation
- Start planning for a follow-up meeting
- Identify where the teacher did well (glow)
- Reflect where the teacher could improve (grow)
- Draft an action step for the teacher

“After” Section Deep Dive Part 2

1. Imagine you were preparing for a post-observation debrief meeting with a teacher, focusing on the lesson we read earlier in this session, Bluebonnet Learning Secondary Mathematics Grade 7 Module 1, Topic 3 Lesson 3

1. Reread each of the three elements in the “After” section.

1. Answer these guided questions:
   - **What “glows” would you hope to celebrate with a teacher who recently delivered this lesson?**
   - **What “grows” might you anticipate documenting? What one “grow” might you anticipate being the highest priority for discussing with the teacher?**
   - **What will you want to keep in mind as you design and share a strong teacher action step?**

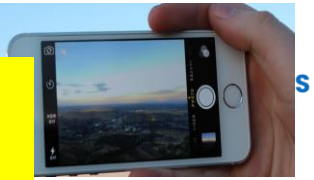


Exit Ticket # 5

Choose the highest-leverage action step that will help the teacher improve in the following scenario: A class has just begun working on the DEVELOP as you enter the room. The Lesson shows students should work with a partner. Though there are 12 minutes allotted for this DEVELOP Problem, the partner work lasts for about 2 minutes, when you observe the teacher stop the class and begin to fully explain the problem on the board. When you glance around to look at student work, most students have already drawn an appropriate diagram, but none have had enough time to finish working through the entire problem.

A. Adjust the delivery of the DEVELOP based on student data; give students more partner time and opportunities to share their thinking whole class.
B. Encourage students to draw a picture for problem solving.
C. Ask students to work silently and solo.
D. Use a timer to help students work more quickly through the DEVELOP problem.

Correct Answer Rationale: Students can benefit greatly from interacting with their peers during the DEVELOP Problems, so there is no need to encourage silent work. The timer is also unnecessary- with 12 minutes allotted, and only 2 minutes used, timing is not an issue at this point.



Exit Ticket # 4

Choose the highest-leverage action step that will help the teacher improve in the following scenario:
You observe a teacher teaching a lesson which is 2 lessons ahead of the district pacing. Their lesson internalization is on a clipboard by the door, and you notice that he has annotated the student-facing pages. You do not see the lesson overview. All student-facing pages are completed with exemplar responses and the appropriate models. They are in the last 20 minutes of class and students are working independently. The class is silent and focused. On the board, you see "Activity #2." The teacher is at their desk, and as students finish Activity 2, they come up to the teacher checks their work. If they are correct, the teacher hands them the Talk the Talk. If they are not correct, the students go back to their seat to try again. Most students finish within a few minutes, and they are able to end class early.

A. Allow students to work together during the Talk the Talk to increase the joy in the room.
B. When internalizing lessons, examine embedded supports and select the appropriate supports to use for diverse learners.
C. Strategically select Assignment problems for students to complete after the Talk the Talk so they are working during the entire class.
D. When internalizing lessons, annotate the Teacher Edition and follow the Bluebonnet Learning Secondary Mathematics Lesson Internalization Protocol to determine the most critical takeaways from each key component.

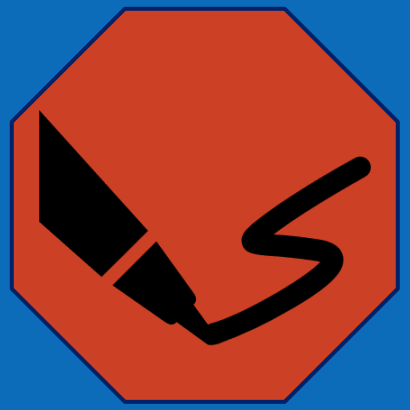
Correct Answer Rationale: If the teacher identifies the critical takeaways from each key component using the facilitation guidance in the TIG, he will begin to think more strategically about the purpose of each Activity and create a plan that provides all students with enough practice.

Agenda - Closing

STRONG FOUNDATIONS
Implementation

- Before Observation
- During Observation
- Introduction
- After Observation
- **Closing**

Synthesize Your Learning



Consider high-leverage action steps and supporting teachers with fidelity of implementation for Bluebonnet Learning Secondary Math and answer the essential question:

- **How can the Observation Tool and Action Step Guide strengthen the support you offer teachers as they seek to implement Bluebonnet Learning Secondary Math effectively?**