



**Secondary
Mathematics**

EDITION 1

**Coach
Lesson Internalization
Protocol**

Acknowledgment

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Notice

These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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Coach Lesson Internalization Protocol

TEACHER PREWORK

- Re-read the Topic Overview and big ideas from internalizing the topic.
- Read the Teacher's Implementation Guide (TIG).

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 conversations about clarity and coherence within their instruction.

STEP
1

Understand the lesson purpose and objectives.

Use the TIG and Topic Overview:

Read the Lesson Overview, Texas Essential Knowledge and Skills (TEKS), TEKS Mathematical Process Standards, English Language Proficiency Standards (ELPS), and Essential Ideas. Highlight and/or record your understanding. Determine the knowledge and skills students will gain as a result of this learning experience. Consider both the Learning Together and Learning Individually experiences.

Guidance for Coaches

RECOMMENDED TIMING: 10 MINUTES

PURPOSE OF THIS STEP

In this step, teachers will understand the content of the lesson and why it is important. This helps teachers analyze the student thinking required in the lesson and begin to make connections around how this thinking is developed in this current lesson and beyond.

IMPLEMENTATION

During collaborative planning time, guide teachers as they read the lesson overview, objectives, TEKS, and ELPS, prompting them to highlight, 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

meetings, observations, and feedback meetings. Structure time for teachers to complete formative assessment items. Specifically, when a lesson spans multiple days, guide teachers to use problems from the lesson or assignment to assess students' understanding rather than recreating or purchasing supplemental materials from alternate websites or sources.

GOING DEEPER

- Name coherence between the prior lesson, current lesson, and the upcoming lesson. This will enable you to support teachers to understand the coherent nature of each lesson and leverage students' prior knowledge when introducing new concepts.
- Determine performance levels and success criteria for each formative assessment that indicate how students are progressing towards proficiency of the TEKS and share them with teachers. Doing so will support teachers as they strive to understand how their students are progressing towards proficiency.

STEP
2

Understand the sequence and pacing of activities.

Use the TIG

Read the TIG, including the Lesson Structure and Pacing, to understand how the lesson unfolds and identify suggested number of days (pacing) for each lesson as well as the time (pacing) for each activity. Highlight, annotate, and/or record your understanding.

Use a blank copy of the Student Lesson:

- Complete the lesson's Getting Started, Activities, and Talk the Talk to display exemplar responses.
- Determine appropriate locations within the lesson for aligned and appropriately-rigorous, formative assessments, considering the exemplar responses, to help determine the placement of Learning Individually days within the Topic Pacing from the Module and Topic Internalization.

Guidance for Coaches

RECOMMENDED TIMING: 15 MINUTES

PURPOSE OF THIS STEP

In this step, teachers will develop familiarity with the sequence and pacing of activities and problems within the lesson. This is important because this understanding will support teachers in appropriately pacing the lesson in the time they are given for each class period.

IMPLEMENTATION

During collaborative planning time, structure time for teachers to note how the lesson unfolds, including the number of days needed to teach the lesson and the pacing for each activity. Structure time for teachers to do the math of

the lesson. As they work, teachers should display exemplar models on a copy of the TIG or a blank student copy of the lesson.

GOING DEEPER

- Identify optional or extension activities found in the lesson.
- Add any additional time stamps as needed for pacing.

STEP
3

Prepare to teach each activity with an activity deep dive.

Use the Lesson

- Examine how each lesson component builds to support the learning of the objective of the topic/lesson.
- Determine the most critical takeaways from each key component and make instructional decisions for lesson delivery aligned to the specific purpose of each component. Use the Stamp the Learning icon to identify appropriate moments in the lesson to model, explain, and communicate the essential ideas to be learned directly and explicitly.
- Create or identify exemplar and example responses to questions and tasks. Use the Problem-Solving Model Graphic Organizer to create an exemplar response and use the Modeling Moment teacher notes to facilitate moments of productive struggle when applicable.
- Examine embedded supports and select the appropriate supports to use in the lesson for diverse learners (emergent bilingual, gifted and talented, and 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.

Guidance for Coaches

RECOMMENDED TIMING: 15 MINUTES

PURPOSE OF THIS STEP

In this step, teachers will complete an activity deep dive to determine big ideas and mathematical strategies for each problem. This is important because it enables teachers to deeply understand each problem and the strategies that they must leverage to support students in their journey towards proficiency.

IMPLEMENTATION

Guide teachers to determine the big ideas, mathematical strategies, and engagement strategies that should be leveraged in each problem as well as examine any supports provided in the TIG. Structure collaborative planning time so teachers may engage in this work. Prompt teachers to summarize these ideas and prioritizations on a copy of the TIG. During this collaborative planning time, utilize lesson rehearsals to practice addressing the most critical take-aways from each lesson. This collaboration will ensure all teachers are aligned with key questions, checks for understanding, and parts of the lesson narrative that build student understanding of knowledge and skills.

GOING DEEPER

- Outline or describe how each problem in the lesson aligns to the TEKS and ELPS. Share this outline with teachers as they are internalizing each lesson.
- Identify follow-up or additional probing questions that are not listed in the TIG and share these with teachers as they are internalizing each lesson. As teachers progress in their lesson internalization skill level, it may be appropriate to prompt them to begin brainstorming follow-up or additional probing questions.
- Plan for and develop just-in-time supports and problems that address student common misconceptions needed. Analyze student work to plan for and develop additional supports and/or differentiation strategies to meet the needs of all learners.
- Consider engagement strategies, such as those listed in the Facilitation Notes of the TIG. Share these problems, supports, and strategies with teachers as they internalize each lesson and prompt them to summarize and/or annotate when and how what they will use on their copy of the TIG.
- Provide opportunities for teachers to rehearse how they will model, explain, and communicate the essential ideas to be learned directly and explicitly at appropriate moments within the lesson.

STEP
4

Organize your resources.

Use the Materials portion of the TIG

- 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.

IMPLEMENTATION

This is also an opportunity for teachers to review the materials recommendations for the lesson within the TIG, consider the needs of students within their classroom, review student 504s and IEPs, and plan for additional items that they may need to support their students through the module.

GOING DEEPER

- Brainstorm systems and structures to create a timely system for materials requests.
- Provide opportunities for lesson rehearsal(s) using lesson materials/ manipulatives to support systems and routines.

- Plan for additional collaboration between general educators, special educators, interventionists, and bilingual program staff to ensure students are provided with aligned support.
- Guide teachers to review the materials recommendations, consider the needs of students within their classroom, review student 504s and IEPs, and plan for additional items to support their students through the module.

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