

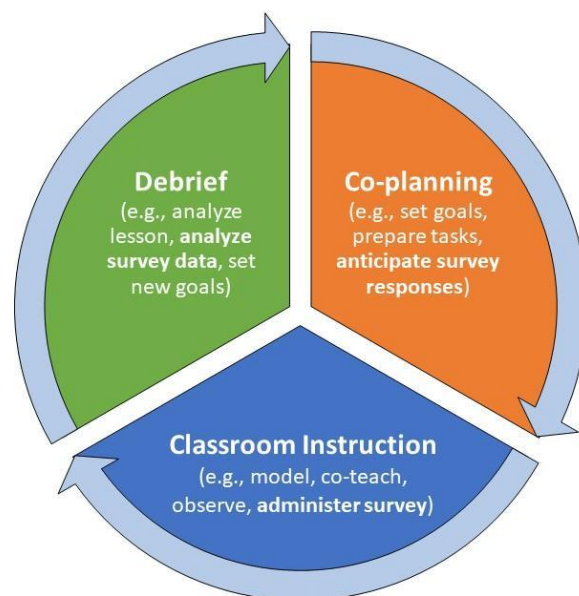
Incorporating Practical Measures into One-on-one Coaching Cycles

How can coaches and teachers use practical measures productively in one-on-one coaching cycles?

Overview

This is the last protocol in the sequence of seven one-on-one coaching protocols. In this protocol, we focus on how mathematics coaches can incorporate [classroom practical measures](#) into [one-on-one coaching cycles](#). The classroom practical measures take the form of student surveys that focus on key aspects of the classroom learning environment that prior research has linked to student learning.

When analyzed alongside other types of data from a lesson, students' survey responses can help coaches and teachers (a) decide whether an instructional change they have made improves students' learning opportunities and (b) identify new instructional changes to try in teachers' own classrooms. Below, we describe how to incorporate the student surveys into each phase of the coaching cycle.



Phase 1: Co-Planning

Below, we describe how coaches can incorporate the student surveys into co-planning conversations. [Click here](#) for an in-depth description of how coaches can facilitate co-planning conversations productively.

1. **Consider the agreed upon instructional improvement goal and goal(s) for students' mathematics learning** – It is important for coaches and teachers to first remind themselves of the instructional changes they intend to make and why they think the intended changes will benefit students' learning.
2. **Select the student survey that best aligns with the instructional improvement goal** – For example, if the goal is to ask questions that can support students in making sense of other students' explanations in a whole-class discussion, select the Whole Class Discussion.
3. **Schedule survey administration in Edsight.io** – Use [Edsight.io](#) to choose the appropriate version of the survey, schedule the survey, and generate a link for participants.
4. **Identify focal student survey items and anticipate how students might respond** – Working together, coaches and teachers then identify which survey items are most relevant given the agreed upon instructional improvement goal. For example, if the goal is to ask

questions that can support students in making sense of other students' explanations, coaches and teachers might consider focusing on items 3 and 5 of the Whole Class Discussion Survey.

5. **Plan to document data beyond the student survey** – Coaches and teachers might also plan to collect data on *students' learning and experiences*, such as collecting copies of students' written work. In addition, coaches and teachers may also collect data to document *instruction*. These data are helpful for explaining why students responded to the student surveys in the ways that they did.

Phase 2: Classroom Instruction

1. **Administer the student survey** – When first introducing a survey, coaches and teachers should help students understand why they are taking the survey. Showing this [video](#) can be helpful in this regard. [Edsight.io](#) will compile data representations for coaches and teachers. It should take three minutes or less for students to complete the survey.
 - The Launch Survey is administered immediately after tasks have been introduced when the survey items are most relevant.
 - The Small Group and Whole Class Discussion Surveys are administered at the end of the lesson (or immediately after the discussion).
2. **Collect data beyond the student survey** – Additionally, coaches and teachers collect the data on students' learning, students' experiences, and instruction, as discussed in the planning conversation.

Phase 3: Debrief

Below, we describe how coaches can incorporate the student surveys into debriefing. [Click here](#) for an in-depth description of how coaches can facilitate debriefing conversations productively.

1. **Analyze students' mathematical learning and students' experiences** – It is important to keep students' learning and experiences at the forefront of debriefing conversations. We therefore suggest that coaches and teachers analyze students' written work and any other data collected to document what students actually learned and experienced in the lesson *prior to* examining the student survey data.
2. **Revisit the agreed upon instructional improvement goal** – Next, to frame the analysis of the student survey data, coaches and teachers remind themselves of the agreed upon instructional improvement goal for the lesson.
3. **Predict students' survey responses based on the lesson** – Coaches and teachers can next predict how students actually responded to the focal survey items *before* analyzing data. This can aid coaches and teachers in clarifying their current understanding of whether they made progress toward the shared instructional goal.



4. **Analyze students' survey responses** – Next, coaches and teachers analyze the student survey responses. It is extremely beneficial to also look at the other data from the lesson when analyzing the student survey responses (e.g., students' work, coaches' notes), as doing so can enable coaches and teachers to explain how instruction influenced student learning. Coaches and teachers might consider answering the following questions when analyzing the student survey data:
 - Did students respond to focal items in the ways you anticipated? Is there anything surprising?
 - What happened in instruction that might explain students' learning and survey responses? *What else* happened in instruction that might explain students' learning and survey responses?
 - Look across students' responses to the remaining items. Do students' responses to any of the other items surprise you? Why?
5. **Assess progress towards the agreed upon instructional improvement goal** – Drawing on the above analysis, coaches and teachers can identify current instructional strengths and potential areas for improvement. Then, on that basis, they can determine whether the teacher has made progress toward the agreed upon instructional improvement goal.
6. **Negotiate new instructional improvement goal** – If appropriate, coaches and teachers can then negotiate a new instructional improvement goal, drawing on the student survey responses as one data point for determining the next instructional change.

Appendix I: Sequence of Protocols

The one-on-one coaching protocols are intended to parallel a sequence of coach professional development (PD) sessions that have proven effective in supporting mathematics coaches to enact one-on-one coaching cycles effectively with teachers.

In the PD, coaches are introduced to the ideas in the protocols in the following order:

1. [Overview of One-on-one Coaching Cycles](#)
2. [Tailoring Coaching Cycles to Teachers: Learning about Teachers' Current Practices and Perspectives](#)
3. [Debriefing After a Lesson](#)
4. [Preparing for Debriefing Conversations: Identifying Productive Instructional Improvement Goals](#)
5. [Deep Dive on Debriefing Conversations: Negotiating Productive Instructional Improvement Goals](#)
6. [Co-Planning a Lesson](#)
7. **Incorporating Practical Measures into One-on-one Coaching Cycles**

