Mississippi Department of Education Mathematics Instructional Coaching Services

15 July, 2022

Contents

**Assets & Needs Assessment**

April 2022

As part of the second Assets & Needs Assessment, Teaching Lab conducted a variety of data collection activities, including an Ongoing Coaching Feedback Survey, Lesson Plan Analysis, and Classroom Observations.

Summary of Results

- **Participating teachers have given positive feedback so far for their coaches, especially regarding coaches' preparation, clarity, knowledge, and adjustments based on their needs.**

- **Approximately half of teachers have been observed twice using the IPG rubric, although a few have had three or more observations. We see similar percentages of overall positive ratings on the IPG rubric for the first and second round of observations and marked increases for the few teachers who have been observed four or five times.**

- **The results of the lesson plans analyses indicate that the majority of lesson plans are aligned with Core Action 1 of the IPG rubric, but do not explicitly include opportunities related to Core Actions 2 and 3.**

1 Section 1: Participant Feedback

1.1 Quantitative Ongoing Coaching Feedback

(5) Strongly agree	(4) Agree	(3) Neither agree nor disagree
(2) Disagree	(1) Strongly disagree	
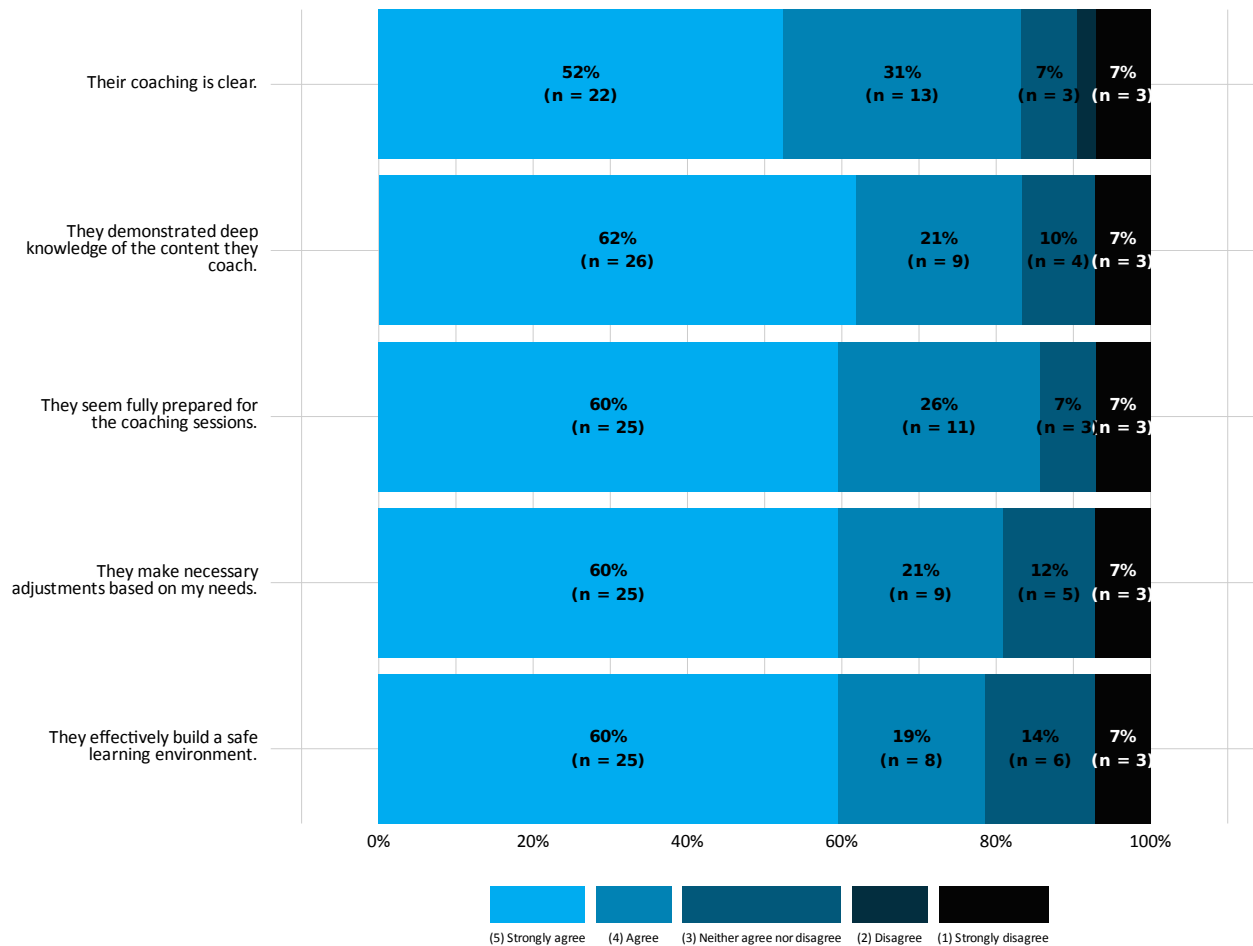
- **83% strongly agree or agree that the coach demonstrated a deep knowledge of the content they coach.**
- **79% strongly agree or agree that coach effectively build a safe learning environment.**
- **81% strongly agree or agree that the coach made necessary adjustments based on needs.**
- **86% strongly agree or agree that the coach seemed fully prepared for the coaching sessions.**
- **83% strongly agree or agree that the coaching is clear.**

1.2 Qualitative Ongoing Coaching Feedback

1.2.1 What went well?

What has gone well in your coaching sessions?
Strategies and planning
All of the **teaching** methods she supplied me with during my coaching time was amazing. She taught me several methods I can use for upcoming **students**.
Getting my **students** more prepared for their math test.
I have been given several examples of new **teaching strategies** to try.
I have learned how to broaden my mind as a first year teacher, and I have learned different **teaching** activities to incorporate.
Learning to use new approaches to **teaching**.
Ms. Boone has provided adequate feedback to assist me with further developing my **students**.
My coach shared practical **strategies** to improve small group instruction.
Resources and different suggestions that helped to prepare my **students** for testing.
She has observed and offered support where needed to help me become a better math teacher and increase **student** performance.
She has taught me better **strategies** to use when **teaching** my lessons.
She's very patient. Very knowledgable about the content and **strategies** to help increase **student** learning.
The coach models examples of **strategies** to use in the classroom.
The feedback and team **teaching**
The new **teaching** ideas.
Trying out new **teaching strategies**
We have been able to work together to aid the **students**.
We have been able to work together to create a plan to prepare my **students** for their upcoming state test.
We work together. Coach offers different **strategies** for **students** to use.
Mr. Youngblood provides excellent feedback in a timely manner. He is always willing to support and help with whatever I need.
Brainstorming. Outlining plans for future
Great ideas of adjustments to instructions
Everything
There is no new information from the last survey. I have not had any sessions since the last survey was sent out.
Everything
Being able to see the concept to be utilized in action.
He has helped me to understand where I need to start as far as centers go.
strategic planning
Data driven individualized instruction
Specific feedback and ways to improve that can be immediately put into action.
I have been provided clear feedback which has helped me to plan my lessons better.
Modeling and planning strategically
Instructional methods
Data discussions and planning
Everything
Implementing suggestions for state test review.
Great open conversation, effective tips to improve learning outcomes, data analysis

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1.2.2 What could have been better?

What could be better about your coaching sessions?
As of now everything was perfect if anything could change I would wish it was more **time** for one on one with certain students.
More **sessions** would provide a better opportunity for learning and implementing strategies.
More **time** and start off with coaching at the **beginning** of the year
More **time** with the coach.
Nothing could be better. I just wish we could have started sooner (like at the **beginning** of the year.) He has really helped me grow professionally.
Nothing. My **sessions** have been amazing.
Scheduling meeting **time**s
There is no new information from the last survey. I have not had any **sessions** since the last survey was sent out.
Nothing
Everything is excellent so far.
Nothing
Currently we have not been able to focus on specific teaching techniques due to us being in test prep season. It also has often felt like any decision I have made for my students is not trusted and is questioned and not always to me.
Everything has gone well except severe weather condition
I really cannot think of anything!
There's nothing else.
My coach does an outstanding job.
Due to us being in testing season, it feels like we haven't been able to focus a lot on actual coaching.
Nothing
I think she does a great.
All is well so far.

1.2.3 Additional Feedback

| What additional feedback do you have about their coaching skills, if any? |
|---|
| **Excellent** people skills and professional |
| He is **excellent**! I'm a first year teacher and he has been awesome with developing engaging activities! |
| Mrs. Hawes is an **excellent** coach and very knowledgeable. I truly enjoy working with her, and she has helped me to unlock some of the misconceptions I have had when it comes to teaching the content. |
| Ms. Richardson (Mercadel) is very encouraging and supportive. She is able to recognize areas of improvement and offer recommendations immediately. She follows up to see if the recommendations made were implemented and whether they are successful. She is willing to jump in and help in whatever way she is needed. My **students** LOVE her also! I can tell by her words and actions that she has a deep concern for the success of my **students**. She is not afraid to speak up about things that she sees that need improvement from a **classroom**, school, and district perspective. I cannot say enough how valuable this experience has been for me. I was able to immediately use what she recommended for me and implement it in my **classroom** and see immediate results for the better! |
| She has brought new ideas to my **classroom** that I love |
| She is full of ideas to help me better reach my **students**! I appreciate her willingness to share those with me! |
| Provide examples, articles of teaching strategies |
| None |
| He made it comfortable when he was around. It did not seemed as if I was being pressured but I felt like he sincerely was here to help. |
| Tommy is very helpful. |
| Very great skills.! Learned a lot from my coach. |
| She has a wonderful personality. |
| We didn't have a session. |
| none |
| Some of the information is usuable. |
| Flexibility in scheduling |

2 Section 2: Teacher Practices

2.1 Classroom Walkthroughs

Teaching Lab identified core actions 2c, 3b, 3c, and 3d as the highest leverage areas for coaching after reviewing ANA 1 results and receiving coach feedback. Therefore, coaches supported teachers in developing and implementing instructional strategies that allowed for deliberate checks for understanding and mathematical discourse.
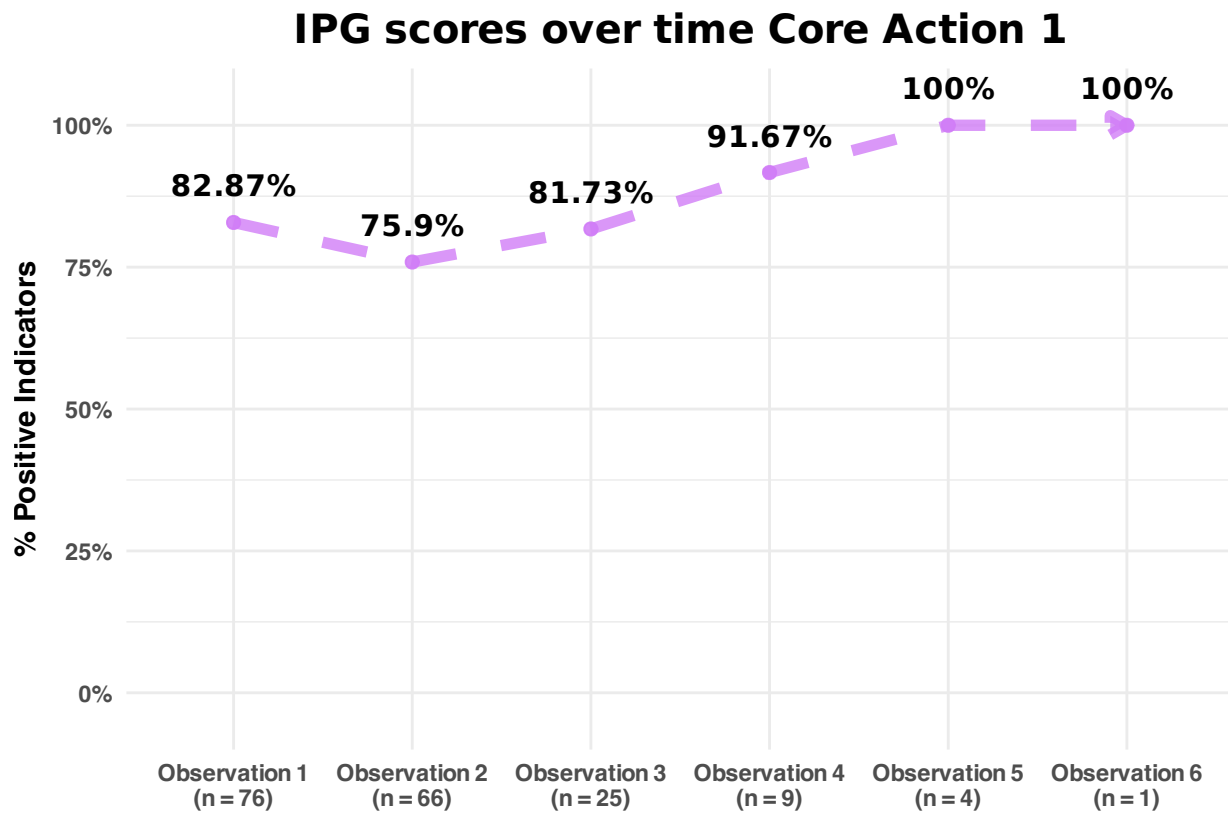
Teaching Lab staff observed teachers using the IPG rubric. Ratings of 3 and 4 on 4-point Likert scales and Yes on a Yes/No items were considered positive.

2.1.1 Overall

IPG scores over time
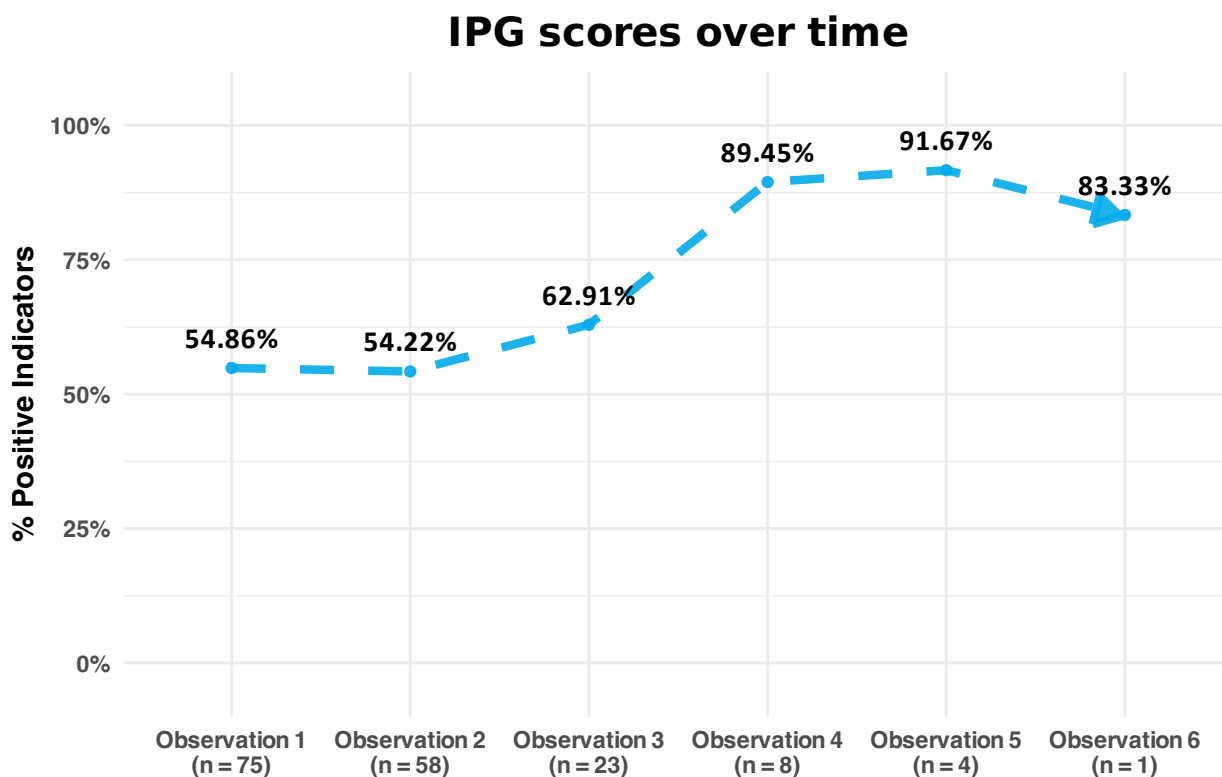
Note: n sizes are average of the n sizes for Core Action 1, 2, 3, which can vary slightly.

IPG scores over time Core Action 1

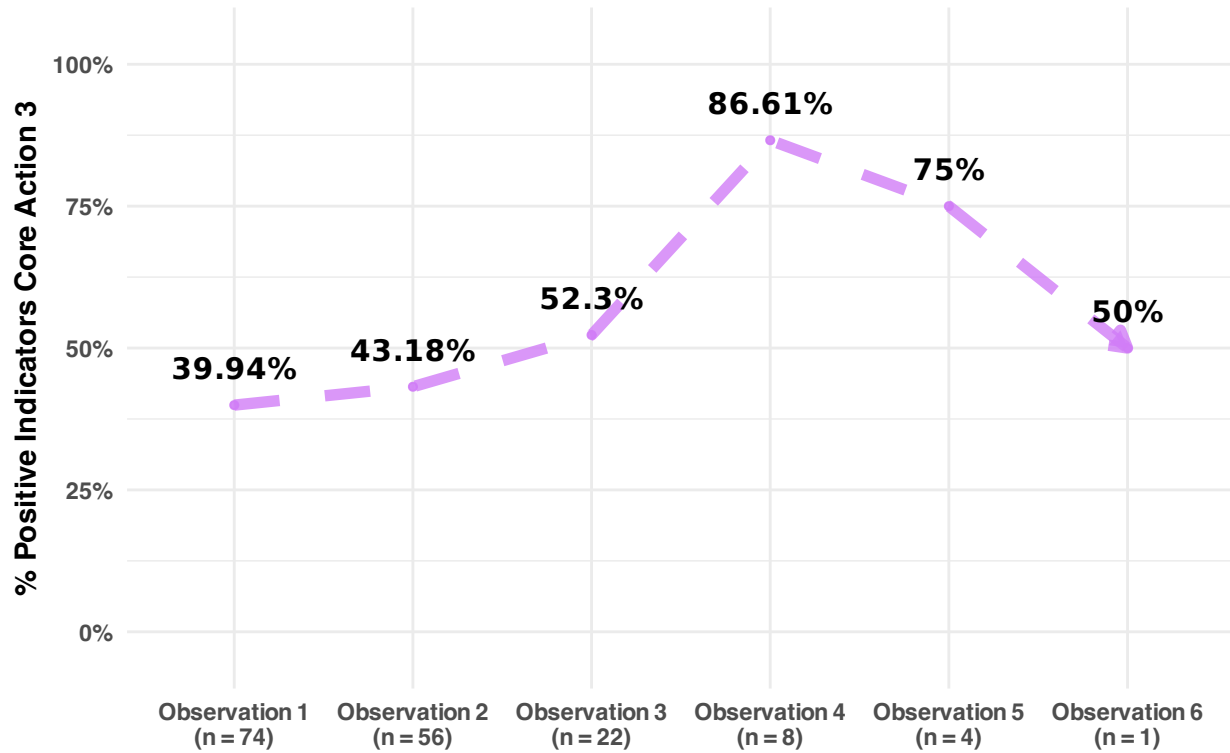|	Observation 1	Observation 2	Observation 3	Observation 4	Observation 5
CA1a. The enacted lesson focuses on the grade-level cluster(s), grade-level content standard(s), or part(s) thereof	91.03%	93.94%	96.15%	100.00%	100.0
CA1b. The enacted lesson appropriately relates new content to math content within or across grades	76.62%	77.27%	76.92%	100.00%	100.0
CA1c. The enacted lesson intentionally targets the aspect(s) of Rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed	52.70%	61.54%	70.83%	88.89%	100.0

2.1.3 Core Action 2

IPG Scores Over Time Core Action 2
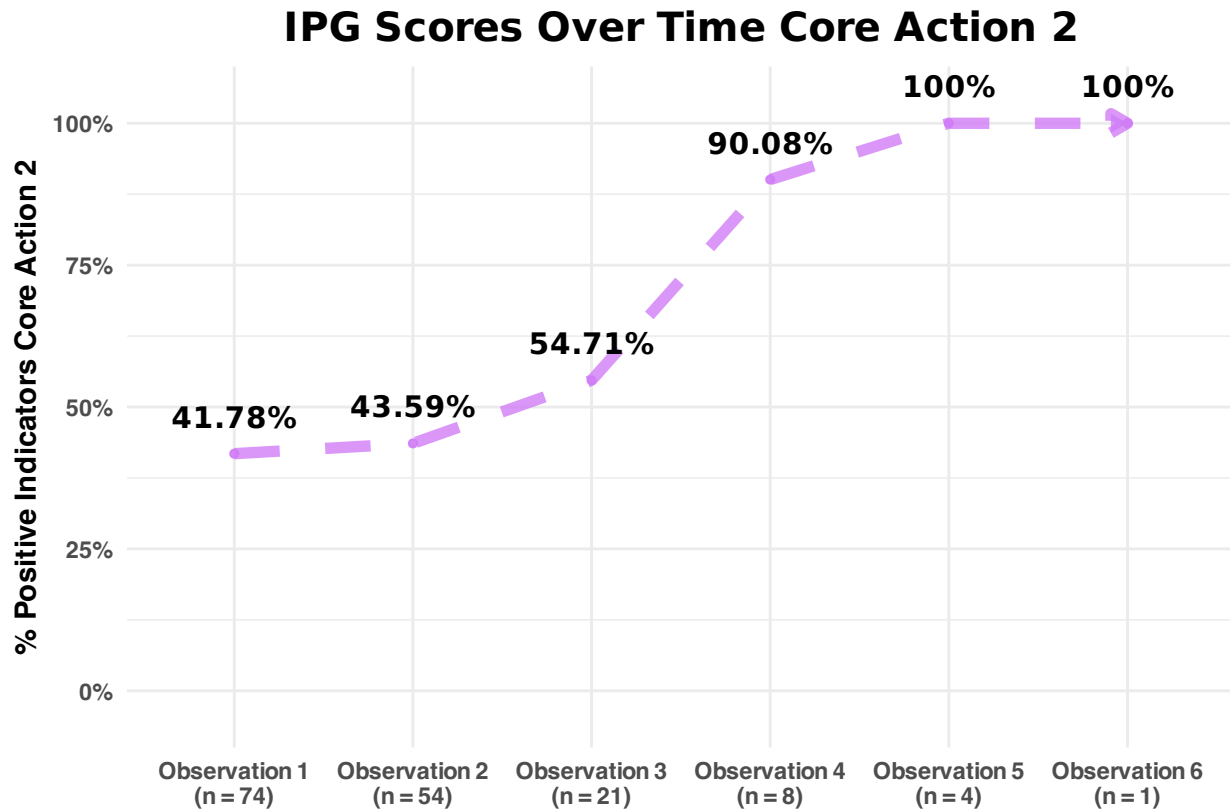
	Observation 1	Observation 2	Observation 3	Observation 4	Observation 5	Observation 6
CA2a. The teacher makes the mathematics of the lesson explicit through the use of explanations, representations, tasks, and/or examples	42.47%	50.00%	68.00%	100.00%	100.00%	100.00%
CA2b. The teacher strengthens all students' understanding of the content by strategically sharing students' representations and/or solution methods	15.38%	36.21%	42.86%	66.67%	100.00%	100.00%
CA2c. The teacher deliberately checks for understanding throughout the lesson to surface misconceptions and opportunities for growth, and adapts the lesson according to student understanding	35.94%	51.52%	58.82%	100.00%	100.00%	100.00%
CA2d. The teacher facilitates the summary of the mathematics with references to student work and discussion in order to reinforce the purpose of the lesson	29.63%	42.86%	64.29%	83.33%	100.00%	100.00%

2.1.4 Core Action 3

IPG Scores Over Time Core Action 3

	Observation 1	Observation 2	Observation 3	Observation 4	Observation 5	Observation 6
CA3a. The teacher provides opportunities for all students to work with and practice grade-level (or course-level) problems and exercises; Students work with and practice grade-level (or course-level) problems and exercises	60.00%	65.52%	72.00%	100.00%	100.00%	100.00%
CA3b. The teacher cultivates reasoning and problem solving by allowing students to productively struggle; Students persevere in solving problems in the face of difficulty	23.33%	50.00%	52.94%	85.71%	100.00%	100.00%
CA3c. The teacher poses questions and problems that prompt students to explain their thinking about the content of the lesson; Students share their thinking about the content of the lesson beyond just stating answers	26.15%	32.08%	50.00%	88.89%	100.00%	0.00%
CA3d. The teacher creates the conditions for student conversations where students are encouraged to talk about each other's thinking; Students talk and ask questions about each other's thinking, in order to clarify or improve their own mathematical understanding	14.81%	33.33%	50.00%	66.67%	75.00%	0.00%
CA3e. The teacher connects and develops students' informal language and mathematical ideas to precise mathematical language and ideas; Students use increasingly precise mathematical language and ideas	16.33%	44.83%	46.15%	100.00%	0.00%	

2.2 Lesson Plan Analysis

Teaching Lab adapted the IPG rubric to create a similar tool for analyzing teacher lesson plans. Ratings of 3 and 4 on 4-point Likert scales and Yes on a Yes/No items were considered positive

	Percent
Overall % positive Lesson Plan ratings	44%
% positive ratings Core Action 1	73%
% positive ratings Core Action 2	30%
% positive ratings Core Action 3	29%

2.2.2 Core Action 2

	Percent Positive
Overall % positive IPG ratings	30%
CA2a. The lesson plan makes the mathematics of the lesson explicit through the use of explanations, representations, tasks, and/or examples.	35%
CA2b. The lesson plan includes opportunities for the teacher to strengthen all students' understanding of the content by strategically sharing students' representations and/or solution methods.	26%
CA2c. The lesson plan includes opportunities for the teacher plans to deliberately check for understanding throughout the lesson to surface misconceptions and opportunities for growth.	26%
CA2d. The lesson plan includes a summary of the mathematics with references to student work and discussion in order to reinforce the purpose of the lesson.	32%
n ranges from 31 to 31	

2.2.3 Core Action 3

	Percent Positive
Overall % positive IPG ratings	29%
CA3a. The lesson plan includes opportunities for all students to work with and practice grade-level (or course-level) problems and exercises.	42%
CA3b. The lesson plan cultivates reasoning and problem solving by allowing students to productively struggle.	29%
CA3c. The lesson plan includes opportunities for the teacher to pose questions and problems that prompt students to explain their thinking about the content of the lesson.	27%
CA3d. The lesson plan includes opportunities for the teacher to create the conditions for student conversations where students are encouraged to talk about each other's thinking.	23%
CA3e. The lesson plan connects and develops students' informal language and ideas to precise mathematical language and ideas.	23%
n ranges from 30 to 31	