

Coaching Session 1 Agenda (Group)

Meeting date, time, and location	Date Time Zoom meeting (or) Location of event City, State
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Participants	
Objectives	<ul style="list-style-type: none"> Share reflections on computational thinking (CT)-integrated lessons and collaboratively brainstorm solutions to challenges. Identify opportunities to use student-focused practices in your lessons. Practice planning lessons to incorporate CT strategies.

Time	Topic and description	Materials	Facilitator
5 minutes	<p>Welcome</p> <p>The coach will welcome participants and review the goals and the agenda for the session.</p>	Slides 1–3	Coach
30 minutes	<p>Group reflection on implementing CT-integrated lessons</p> <p>The coach will facilitate a group reflection around implementing teachers’ first CT-integrated lessons. Teachers will be prompted to reflect on and answer the following questions in a round robin:</p> <ul style="list-style-type: none"> What has gone well when integrating a CT-integrated lesson into your teaching? What challenges have you faced when introducing a CT-integrated lesson, and what solutions have you attempted to address these challenges? 	Slides 4–5	Coach
20 minutes	<p>Revisit student profiles</p> <p>Prior to this session, teachers should have participated in the Student Profile activity. During this activity, participants were asked to review a series of student profiles, identify a profile that reflected their lived experience as a middle school student, and identify characteristics, strengths, and suggestions for working with them as a student.</p> <p>In this session, teachers will be asked to reread the student profiles, this time thinking about students in their classroom with profiles that are different from their own. As teachers read the student profiles, they will be instructed to highlight or note strengths that each type of student included in the profile would bring to the classroom.</p>	Slides 6–8 Handout: Student profiles	Coach

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Time	Topic and description	Materials	Facilitator
	<p>In small groups, the coach will then facilitate conversations on identifying students with whom each teacher has had more difficulty connecting, identifying the strengths of the student (or group of students), and how they could use the strengths and lived experiences of these students to enrich their instruction.</p>		
45 minutes	<p>Plan lessons with CT</p> <p>The coach will facilitate a group discussion about what teachers noticed and wondered about in ENACT coaching videos 6–10, using a segment of coaching video 7 as an example. The coach will guide the discussion to highlight the following:</p> <ul style="list-style-type: none"> • The videos show the launch and summary of the lesson. • The videos show the teacher/coach foreshadowing the CT opportunities and following up on those opportunities (but less of the teacher walking the students through the details than was shown in videos 1–5). <p>Next, the coach will connect the format of videos 6–10 to the ENACT observation tool introduced. Specifically, the coach will highlight that these videos are designed to illustrate CT dimension 1: Framing a lesson around CT. The coach will also invite teachers to reflect on which student-focused dimensions they noticed in coaching video 7 and remind them that the video viewing guides can support them in connecting each video to the student-focused dimensions.</p> <p>Finally, the coach will describe how foreshadowing the way students use CT in a lesson could help both teachers and students focus on key ideas in the lesson. The coach will walk teachers through a suggested planning process:</p> <ul style="list-style-type: none"> • Identify a key mathematical idea in a lesson. • Find the parts of the lesson plan that best support students to engage with that idea. • Think about how a CT practice might support students to focus on key ideas and tasks. <p>The coach will explain the process used to plan the lesson in the video. Teachers will have time to practice following this planning process with an upcoming lesson and share their experiences.</p>	Slides 9–14	Coach
5 minutes	<p>Close and next steps</p> <p>The coach will thank participants for their time and provide an overview of upcoming coaching tasks and research requests. Participants will have an opportunity to have any lingering questions clarified.</p>	Slides 15–17	Coach