

Coaching into the Closing:

Assisting Teachers with Making the Learning Stick for All Learners

By: Stephanie Eleck
Math Specialist
Southington Public Schools

Coaching into the Closing



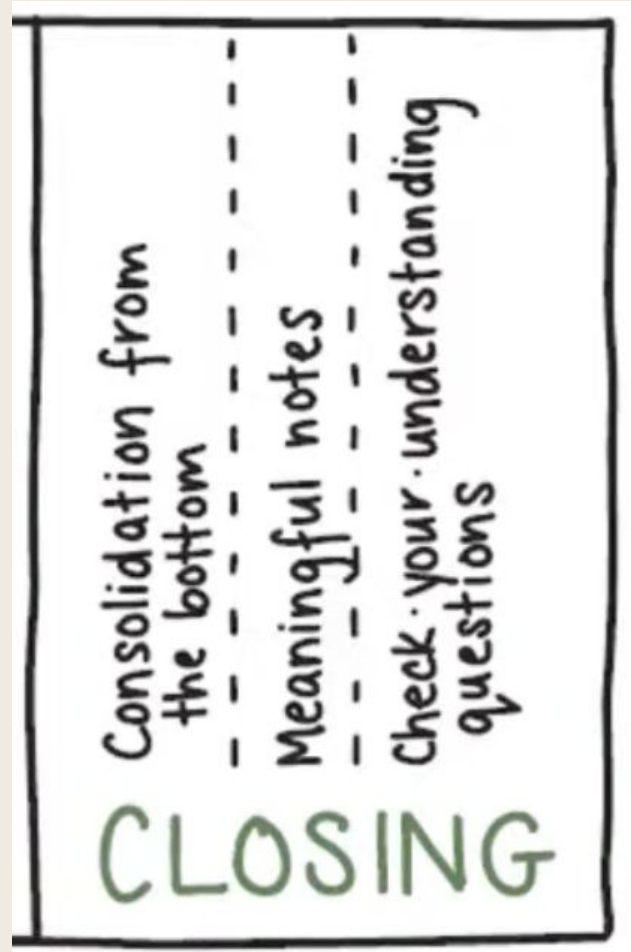
Monday June 29, 2026 10:50am - 11:45am EDT

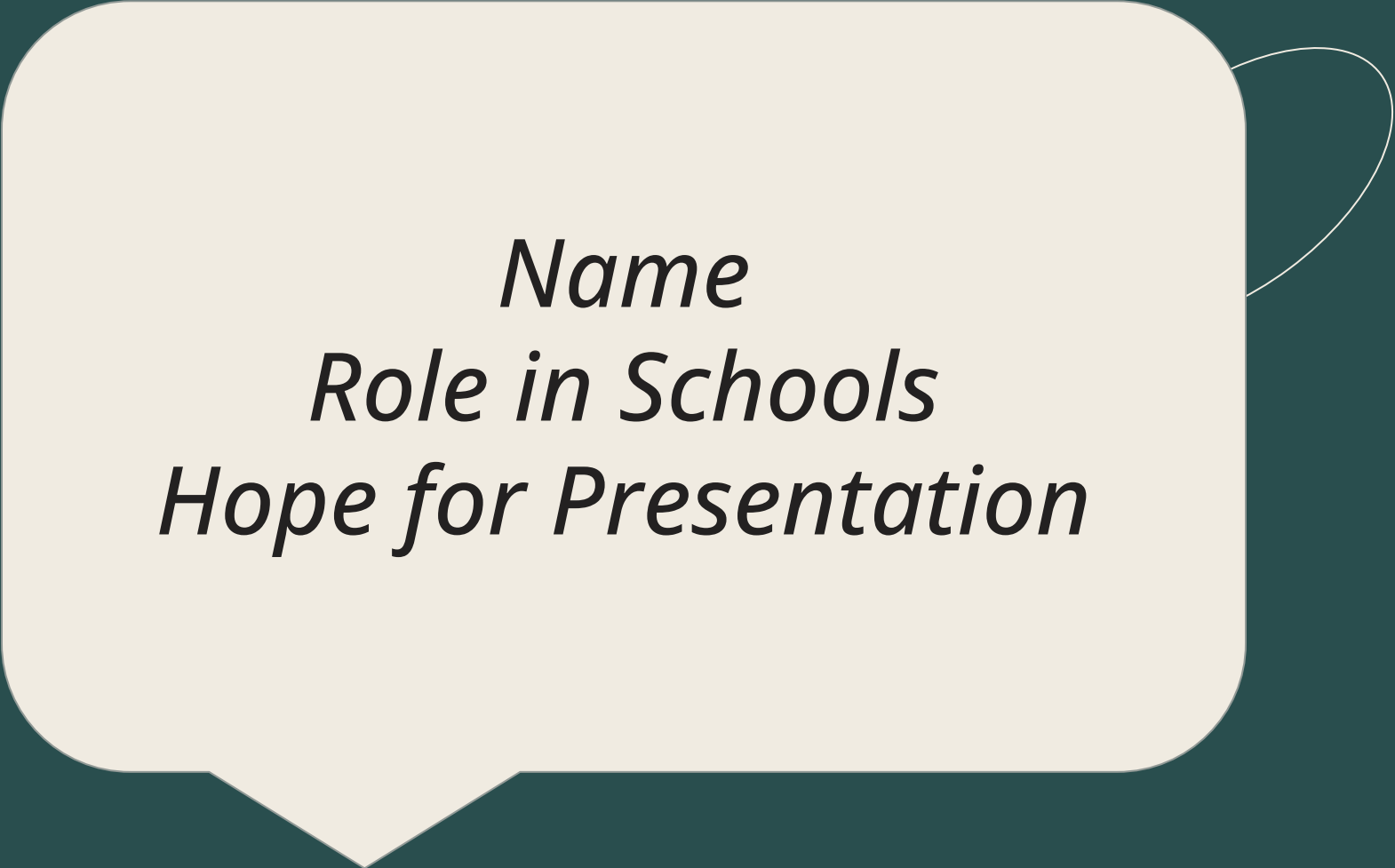
Cooperative Arts and Humanities High School - Room 239

Coaching into the Closing:

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Making the Learning Stick
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Name
Role in Schools
Hope for Presentation

Learning Goals

- Understand the importance of coaching into the closing
- Identify strategies for formal professional development centered on closing practices
- Utilize student-centered conversations to coach into closing strategies to meet the needs of learners
- Identify strategies for low-prep, in the moment coaching

No significant
learning occurs
without a
significant
relationship
- James Comer-



Consolidation from
the bottom

Meaningful notes

check your understanding
questions

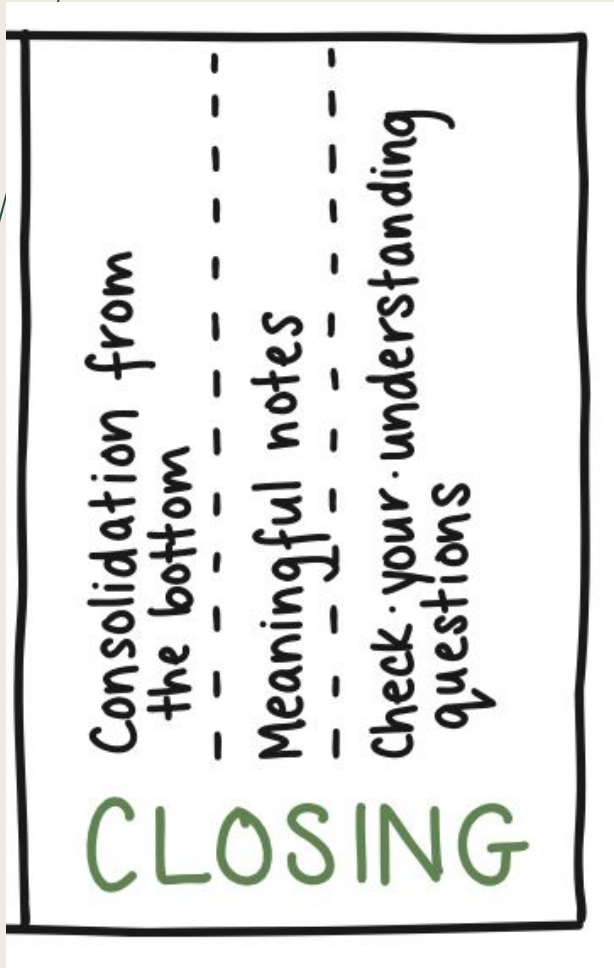
CLOSING

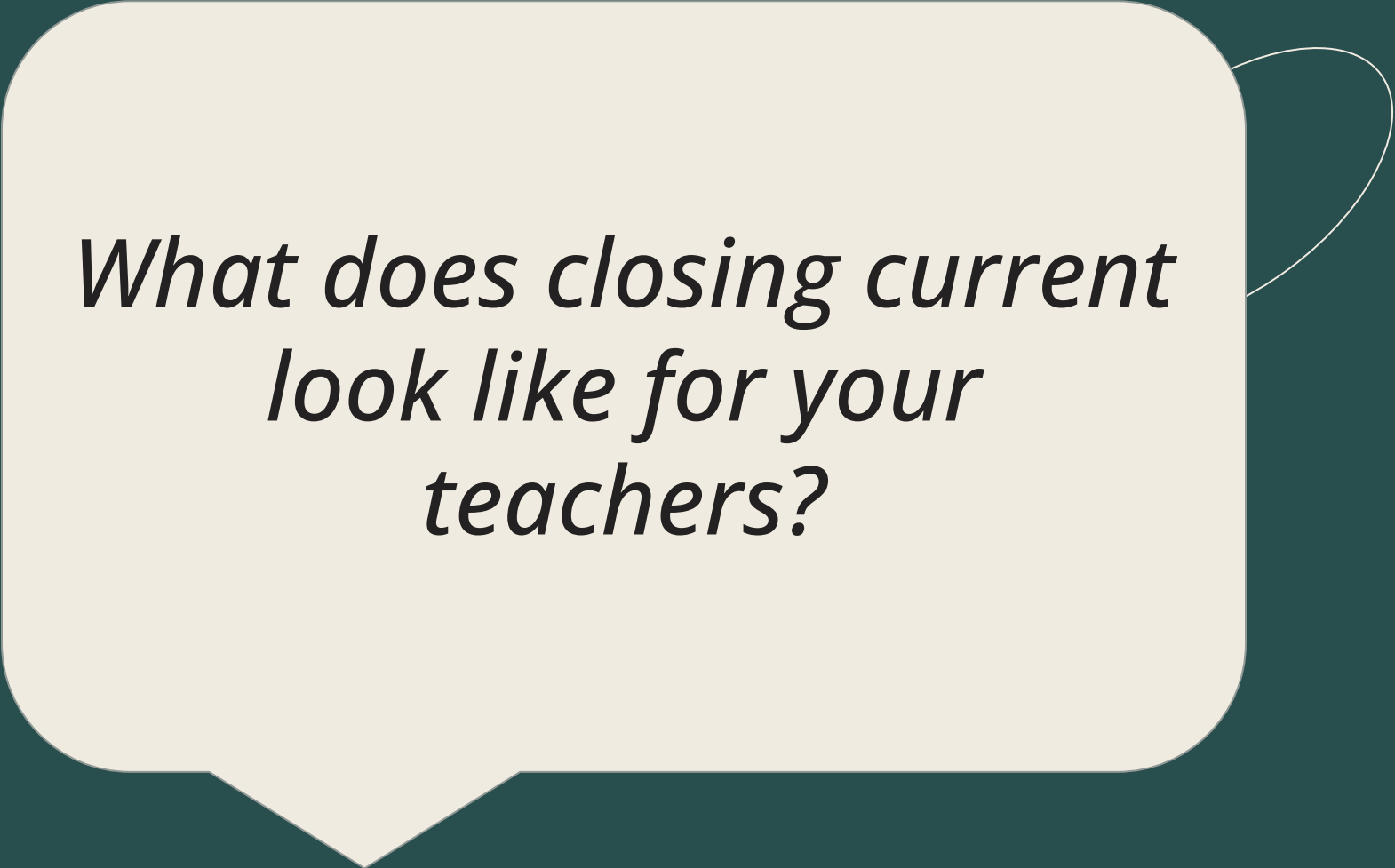
01

Why Coach into the Closing

Importance of the Closing

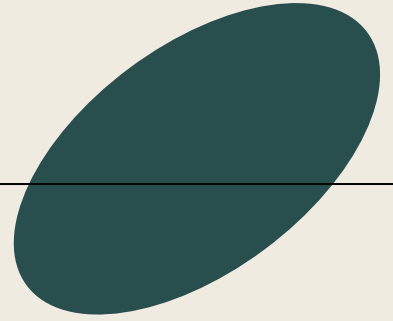
- Turning Meaning Making into Meaning Made
- Data shows that biggest improvement in student performance on standardized testing comes from teacher using closing practices.
 - Above 10% improvements
 - Without closing, learning doesn't happen.





*What does closing current
look like for your
teachers?*

Overview



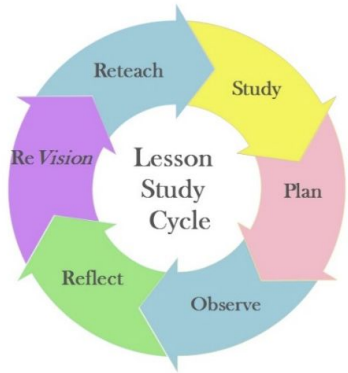
- Formal Strategies with Teachers
 - Lesson Study
 - Content Area Coaching
 - Student-Specific challenges
- In the Classroom Coaching
 - Math Specialist Modeling
 - Teacher Try with Support
- Closing: Meaningful Notes to Take With you

02

Lesson Study



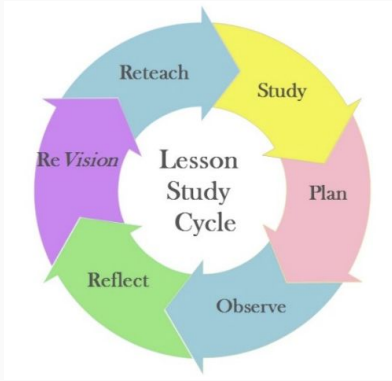
Making the Math Stick: Using the Lesson Study Cycle to Refine BTC Consolidation



Goals:

- Learn about BTC Consolidation Strategies
- Engage in a Lesson Study -ISH format
- Co-Plan 2 upcoming lessons and prepare to have a grade-level partner observe

Lesson Study: Realistically



- **Study/** Learn together
 - Consolidating a Lesson
- **Do Math!**
- **Plan** a few sessions together
- **Observe** each other implementing the sessions we planned together

The background is white with colorful, hand-drawn abstract shapes in the corners. These include a pink shape at the top left, a yellow and black striped shape, a blue shape, a pink shape, and a green shape at the top right. On the left side, there is a yellow star-like shape, a pink shape, and a blue shape. On the right side, there is a blue circular shape, a yellow shape, and a pink shape. At the bottom, there is a blue shape, a green shape, a yellow flower-like shape, a pink shape, and a pink shape.

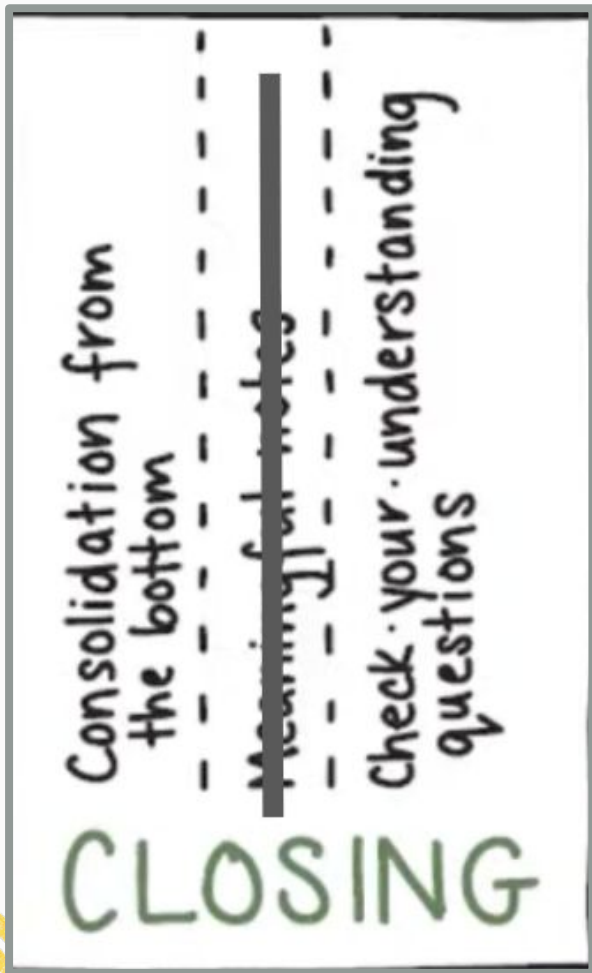
Closing a Lesson
~ Last 20 Minutes ~
for BTC



Every Lesson

Purpose of a Closing

- For me, as a teacher, to help students organize, structure, and formalize their thinking
- Turning meaning making into **meaning made**
- Turn thinking into learning



The Importance of the Closing

The Importance of the Closing

Golf Analogy
By Peter - 4 minutes

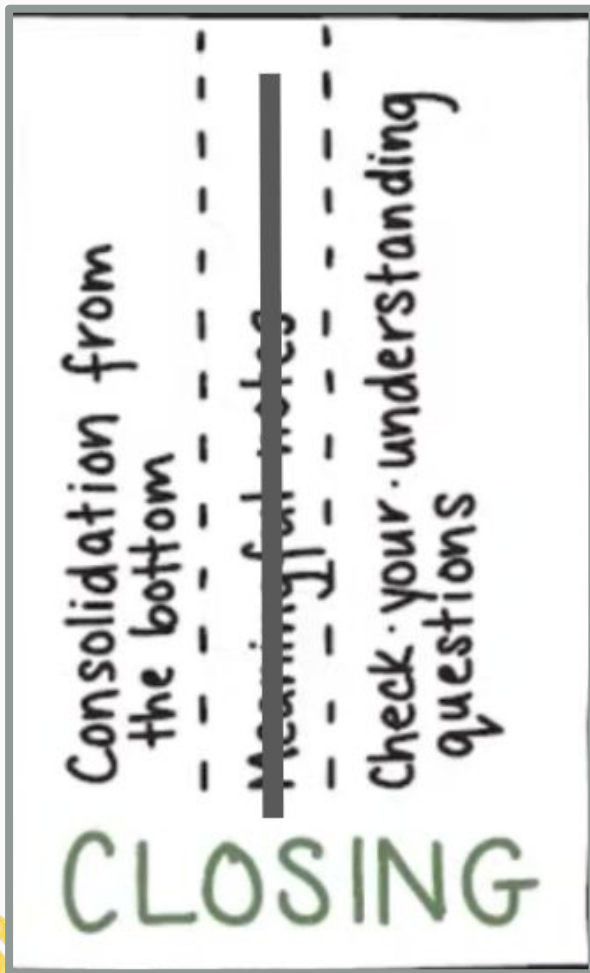
Turn and Talk:

- What do rings true to you?
- What do you want to challenge?

A Closer Look at the Closing

- Do it while students still have energy at the boards.
 - Don't let them keep going and then burn out for the closing.
- Must do at least **1** type of closing. Do whichever ones seem suitable, but do them in the order of consolidation from the bottom, ~~meaningful notes~~, and check-your-understanding questions.
- Data shows that biggest improvement in student performance on standardized testing comes from teacher using closing practices.
 - Above 10% improvements
 - Without closing, learning doesn't happen.





Consolidation Strategies (BTC & iReady)

- Guided Gallery Walk
 - Great with a divergent task - where students solve the same problem differently
 - (Ready's) Selecting and Sequencing
 - Concrete to Representative to Abstract
 - OR easy to complex.
- Conversation around a 1 single big idea
 - Examples:
 - How do we know when to regroup for subtraction?
- Gather and Solve a Problem with Teacher as Scribe
 - Here's a problem. How do I solve it?
 - Great convergent task - when students solved the problem the same way

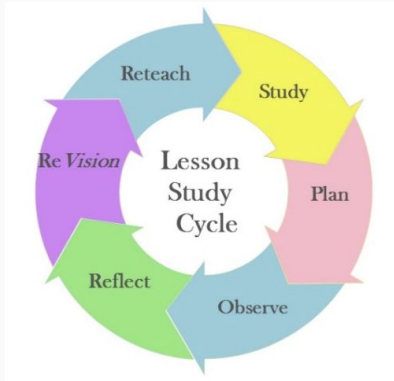
Focus: Meaning Made with Students

The background of the slide is white and is decorated with various colorful, hand-drawn abstract shapes. These shapes include a pink circle in the top left, a yellow starburst on the left, a blue spiral on the right, and several other irregular shapes in colors like blue, green, yellow, and pink scattered around the edges. The shapes have a textured, crayon-like appearance.

Lesson Study

How do we turn the meaning making
into meaning made *with* students?

Lesson Study



Study (Learn together)



Do Math!



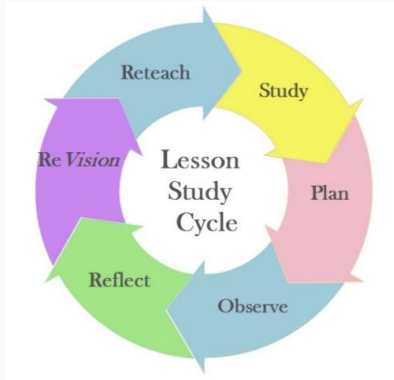
Plan a few sessions together



Observe each other implementing the sessions we planned together

Lesson Study

Do the Math



- Pick 2 lessons
- Choices:
- L26 S2
 - L26 S3
 - L27 S2
 - L27 S3

How might
students solve
the problems?

Do the math for the Try It Problem of the
Lesson

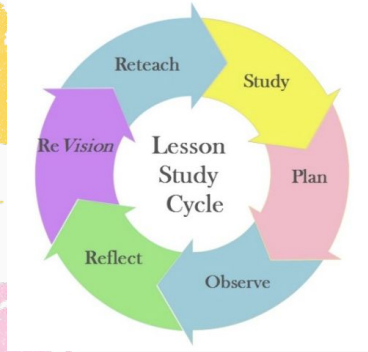
Do the Math

Solve the problem with a number line.

Owen builds a fort that is 49 inches tall. His little sister builds a fort that is 27 inches tall. Use the number line to find how much taller Owen's fort is than his sister's fort.

Benefits of Doing the Math

- Build math content knowledge
- Discuss standard - 2.MD.B.6
 - Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a **number line diagram**.



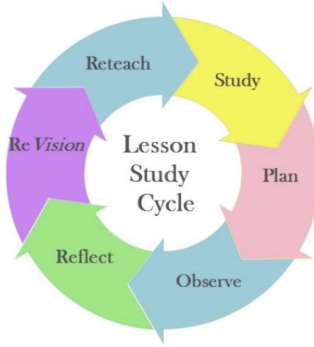
Do the Math

Solve the problem with a number line.

Owen builds a fort that is 49 inches tall. His little sister builds a fort that is 27 inches tall. Use the number line to find how much taller Owen's fort is than his sister's fort.

Benefits of Doing the Math

- Provide the big idea behind the concept
- Discussed learning progression & instructional strategies of comparison problems
 - 1st Grade Comparison Word Problems
 - Rhenrack as a strategy
 - 2nd Grade Comparison Word Problems
 - Comparison of child's heights
 - Graphic Organizer



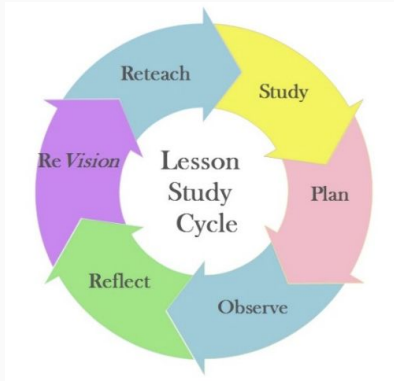
Compare

larger amount

smaller amount

difference

Lesson Study



Study (Learn together)



Do Math!



Plan a few sessions together



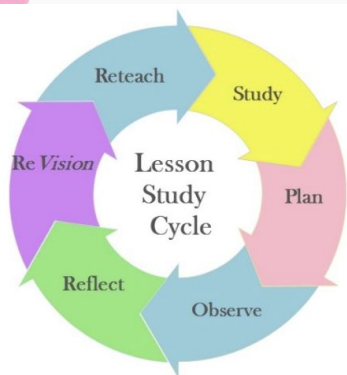
Observe each other implementing the sessions we planned together

Plan a Consolidation for an Upcoming Lesson

- Plan your closing.
 - Consolidation from the Bottom
 - Conversation around a 1 Single Big Idea
 - Teacher – Scribes (Solves a problem)
 - Guided Gallery Walk
 - Check Your Understanding – What can kids practice independently?
 - Mild – Medium – Spicy

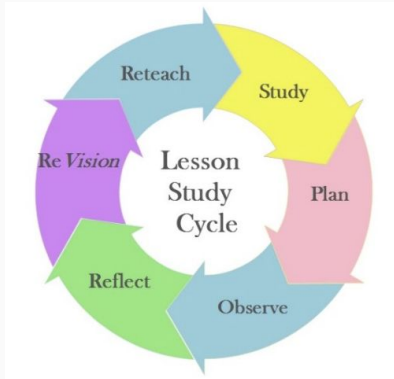
Plan a Session (or 2)

Used the planning session to highlight quality questions from the teacher guide to embed into the consolidation discussion



Types of Closings		
Gather in the center of the room before guided gallery walk - Compliment behaviors		
Consolidation: Which technique will you use?	☐ Big Idea Conversation	If more than one way, gallery walk
	☐ Teacher Scribes	If everyone is the same way, then big idea conversation or teacher as scribe?
	☐ Guided Gallery Walk *May use "Select and Sequence" Strategy from Ready	Use Model It p. 640, how is it similar to the number line ___ created, how is it different? Where is the height of Owen's fort? His sister's fort? Where is the difference?
	☐ Analyzing 3 Problems	Questions to Ask: - Where should you start on the number line? - Where does the number line show the height of Owen's Fort? Where does the number line show the height - What do the jumps represent? <i>The difference in the heights of the towers</i>
		What ideas do you want your students to walk away with? - We can do different strategies on the same number line. - The number line can be used to find the difference of heights.

Lesson Study



Study (Learn together)



Do Math!

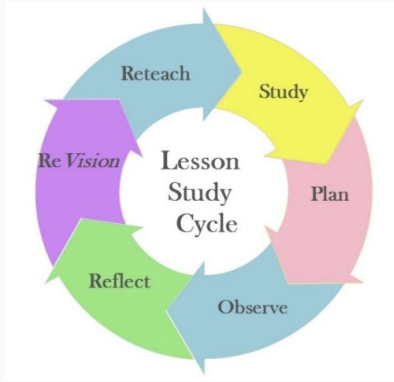


Plan a few sessions together



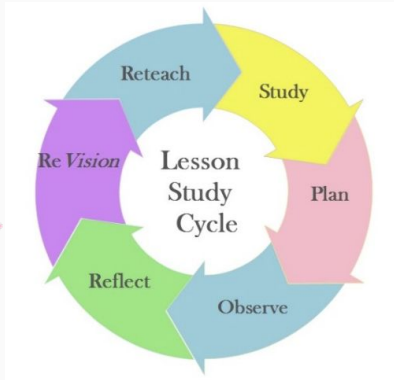
Observe each other implementing the sessions we planned together

Observe Each Other

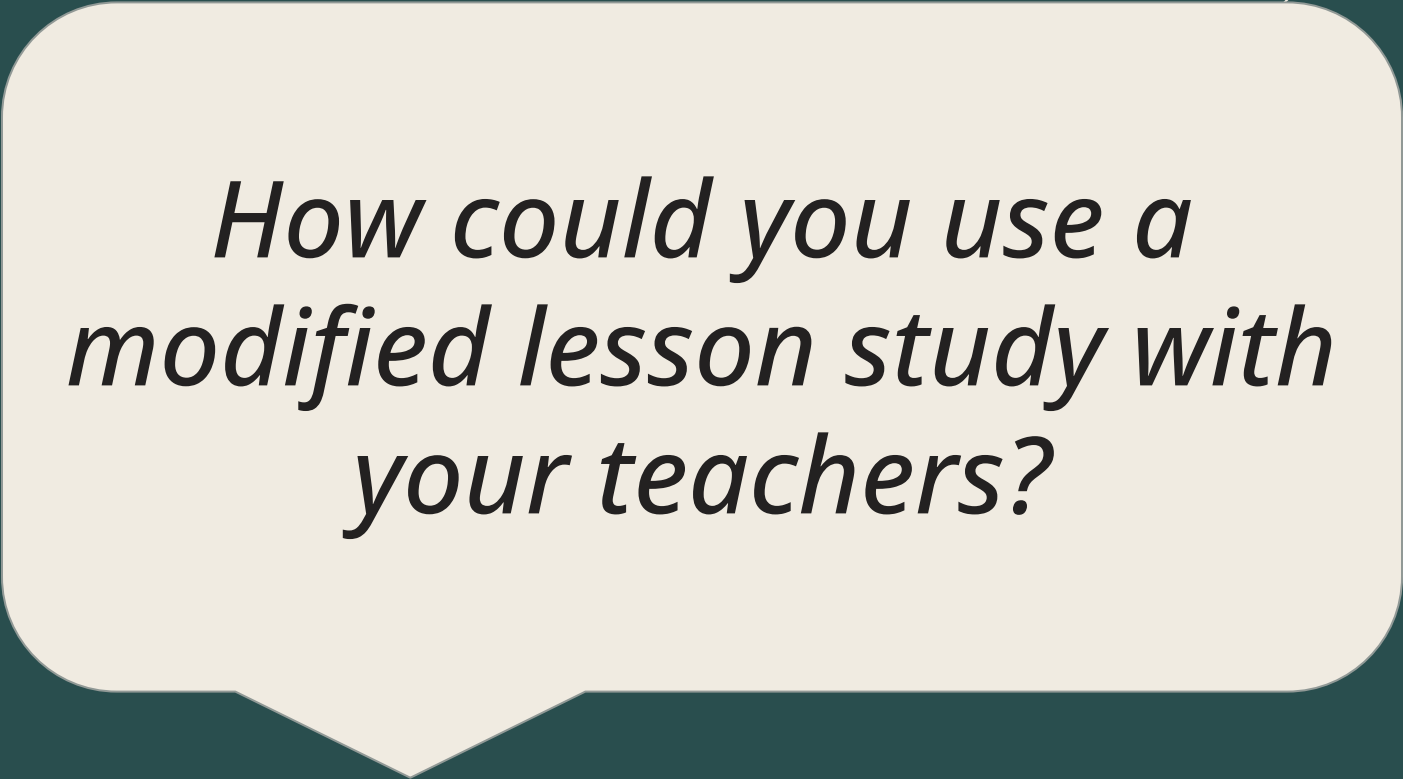


- **Goal:** It should be a safe lesson to teach for a peer as we planned it together. If the lesson flops, I own it.
- **Coverage:** Always a challenge. Worst case my tutor and I provide the coverage.
- Fortunate to have coverage, I attended a session and talked to a new teacher about instructional moves.

Observe Each Other



- Celebration of the Learning Together
- Builds capacity and confidence in my teachers as we engage in this throughout the years



*How could you use a
modified lesson study with
your teachers?*

Mathematical Content Sessions

Teacher Information for Grade 5 Lesson 15

Created by Stephanie Eleck

Kalil is using small square tiles for an art project. The side length of each tile is 0.8 inch long. He glues 6 of the tiles together in a row with no gaps as shown. How long is the row of tiles?

Can start with manipulatives

I can use manipulatives

- I have 6 groups of 8 tenth sticks. Do I need to draw all 6 groups? Or can I use multiplication?
- $8 \text{ tenths} \times 6 = 48 \text{ tenths}$
- So now...48 tenths - well how many wholes is that (again may use manipulatives). It's 4 wholes and 8 tenths left over so 4.8

1:1 Mathematical Content Sessions

What?

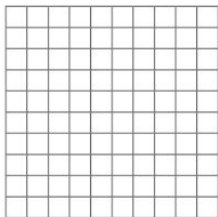
- Preview curriculum content being taught
 - What mathematical strategies are being taught?
- Identify a struggle for students
 - Identify a strategy to overcome the struggle

Addition and Subtraction of Tenths and Hundredths

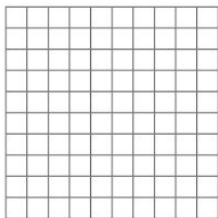
Solve Problems by Adding and Subtracting Tenths and Hundredths

Use a model. Write an equation. Solve.

- 5) I bought a new pack of 100 stickers. Yesterday, I gave away $\frac{2}{10}$ of my stickers to students. Today, I gave away $\frac{14}{100}$ of my stickers. What fraction of my stickers did I give away in all?



- 6) I bought a new pack of 100 note cards. Yesterday, I gave away $\frac{3}{10}$ of my note cards to students. Today, I gave away $\frac{28}{100}$ of my note cards. What fraction of my note cards did I give away in all?



Result: 88% of her class scored at/above on Smarter Balanced Assessment

- Struggle: Remembering to use common denominators for adding decimal fractions
- Strategy: Provide students opportunities to solve with conceptual models

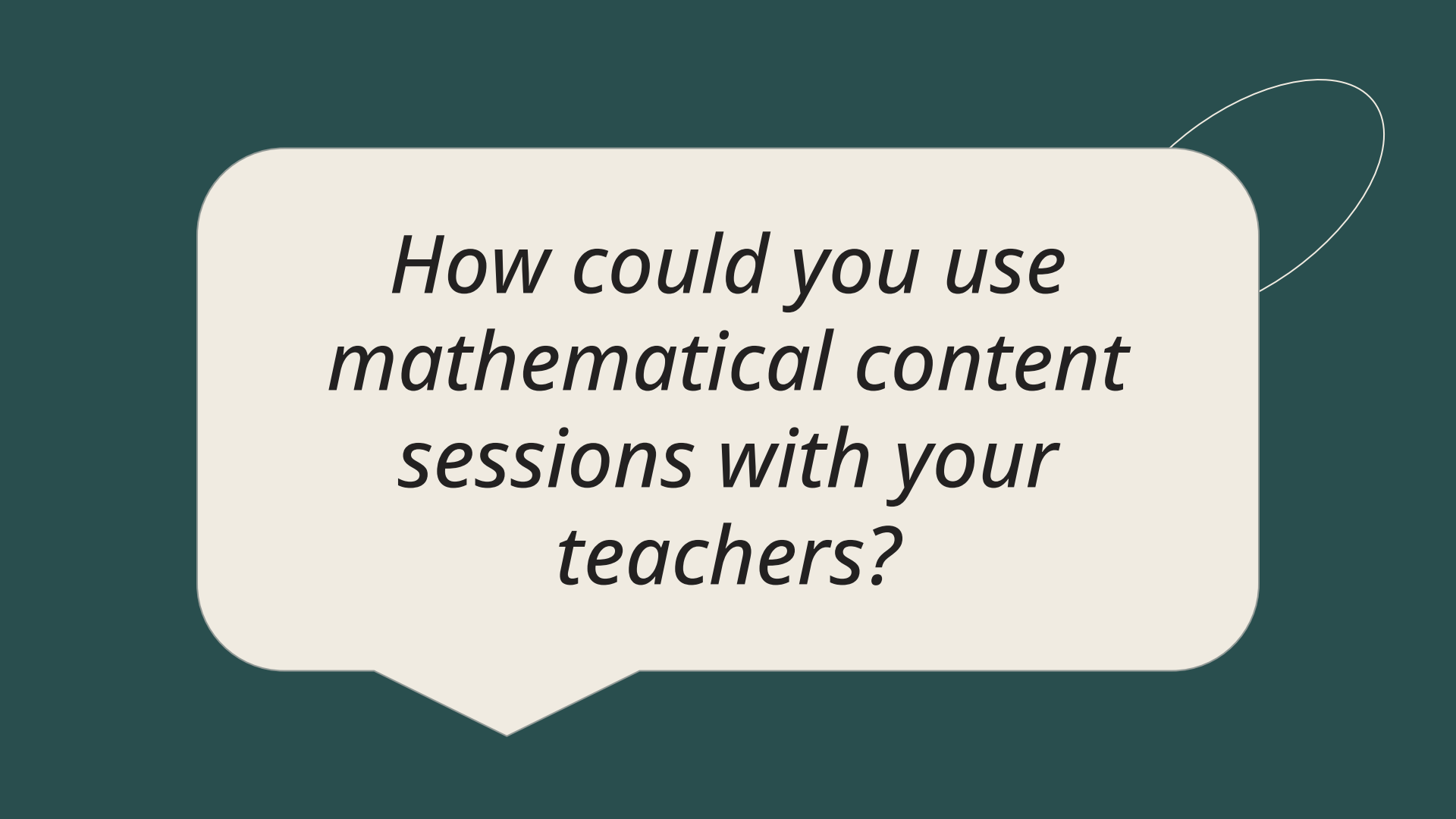
1:1 Mathematical Content Sessions

- How do I meet students where they are at?
 - How may we support those struggles with instruction?
 - During Check Your Understanding
 - Representational Scaffolds
 - Small Group Instruction
 - How may we challenge those who are ready for it?
 - During Check Your Understanding
 - Curriculum Based Enrichment
 - Use AI to create some challenging problems

1:1 Mathematical Content Sessions

When?

- Every 3 weeks or so - depending on the curriculum during the teacher's prep time
- Provide coverage for a teacher's duty and meet during their prep
- Logistics: I take notes and share them out after the meeting



*How could you use
mathematical content
sessions with your
teachers?*

03

Coaching for Learners to Make it Stick

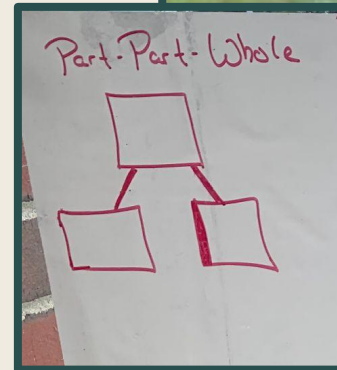
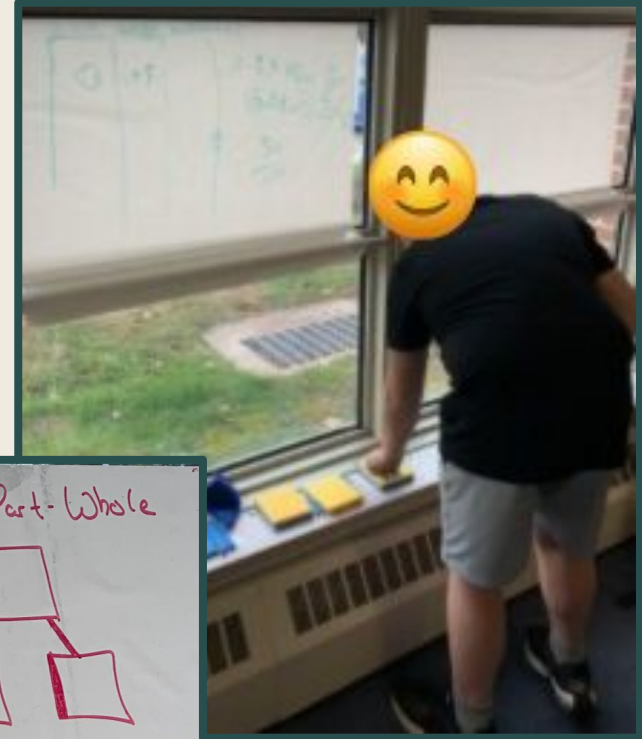


Student-Centered Conversations

- May occur
 - During mathematical coaching
 - During student-centered conversations (SRBI/ MTSS)
 - When teachers are complaining about student behavior
- Discussions:
 - What behaviors do we want to encourage? How?
 - How do we meet them where they are mathematically?

For the Mathematical Concrete Child

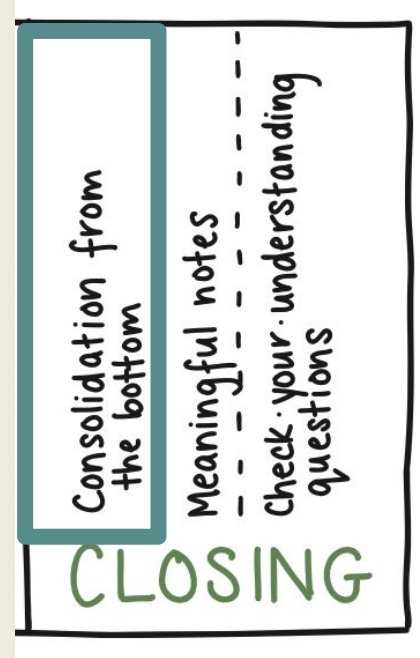
- Bring the manipulatives to the board
- Create a static cling board with an organizer/ place value chart on the board with permanent maker



For Students

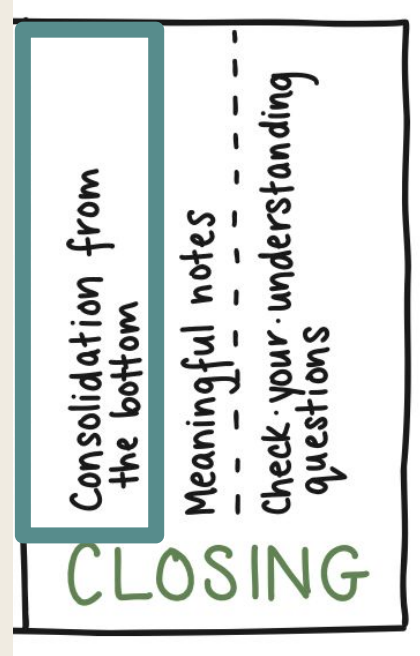
Who Need Extra Processing Time

- Start a whole class conversation
- Whisper to Child A that you are going to have them repeat an idea in a moment
- Child B shares idea, Child C restates
- Have Child A (Extra Processing Time) restate the idea again



For the Math Anxious Child

- Pose a question to the class.
- Embed a turn-talk.
- Praise the student's good idea within the turn and talk and preview with them that you are going to call on them. **Goal: Make sure the child knows they have a great idea to share.**
- When in whole class conversation, call on the child with tons of praise.



For the Child Who Benefits from Scaffolding

- CYU: Mild
- May also start with small group as needed -
 - Just in Time Support, not Just in Case

Consolidation from
the bottom
Meaningful notes
Check your understanding
questions

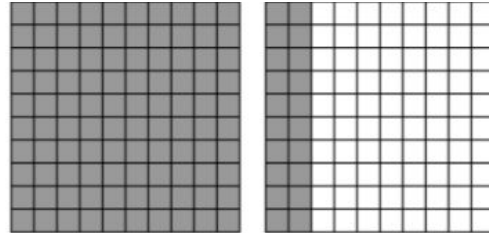
CLOSING

1. For 3.12, fill out the chart below. Standard form is done for you.

Standard Form	3.12								
Place Value Chart	<table border="1"> <thead> <tr> <th>Ones</th> <th>Tenths</th> <th>Hundredths</th> <th>Thousandths</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Ones	Tenths	Hundredths	Thousandths				
Ones	Tenths	Hundredths	Thousandths						
Draw It									
Word Form	Start within hundredths instead of thousandths								
Expanded Form Decimal Version									
Expanded Form Fraction Version									

Start with Representations

A koala weighs 1.2 grams at birth, as shown in the model. It gains 0.69 grams in one week. How much does the koala weigh after one week?



For the Child Ready for a Challenge

- CYU: Spicy
 - Open Middle Problems

OPEN MIDDLE - Greatest Difference of Two Decimal Numbers
Directions: Using the digits 0 to 9, at most one time each, fill in the boxes to create two numbers that both round to 5 and have the greatest (or least) possible difference with 5.
Tags 5.NBT.4 DOK 3 MIKE WIERNICKI

. .

Smallest Difference
(type in below)

Largest Difference
(type in below)

0 1 2 3 4 5 6 7 8 9

Consolidation from
the bottom

Meaningful notes

Check your understanding
questions

CLOSING

For the Child Ready for a Challenge

- CYU: Spicy
- Model using AI to make challenging math problems

The number is **greater than 8.4**, **less than 8.46**, and its **hundredths digit is twice its tenths digit**.

What could the number be?

Rounding Confusion – True or False

Decide if each statement is **true or false**, and justify with examples.

If a number rounds up when rounded to the nearest hundredth, it will also round up when rounded to the nearest tenth.

2 step-word problems

- 1) Mr. Henderson has a rectangular backyard that is 80 square yards. He uses $\frac{3}{4}$ of the yard for a garden. If $\frac{2}{3}$ of that garden is dedicated specifically to apple trees, how many square yards of his backyard are apple trees?

Consolidation from
the bottom

Meaningful notes

Check your understanding
questions

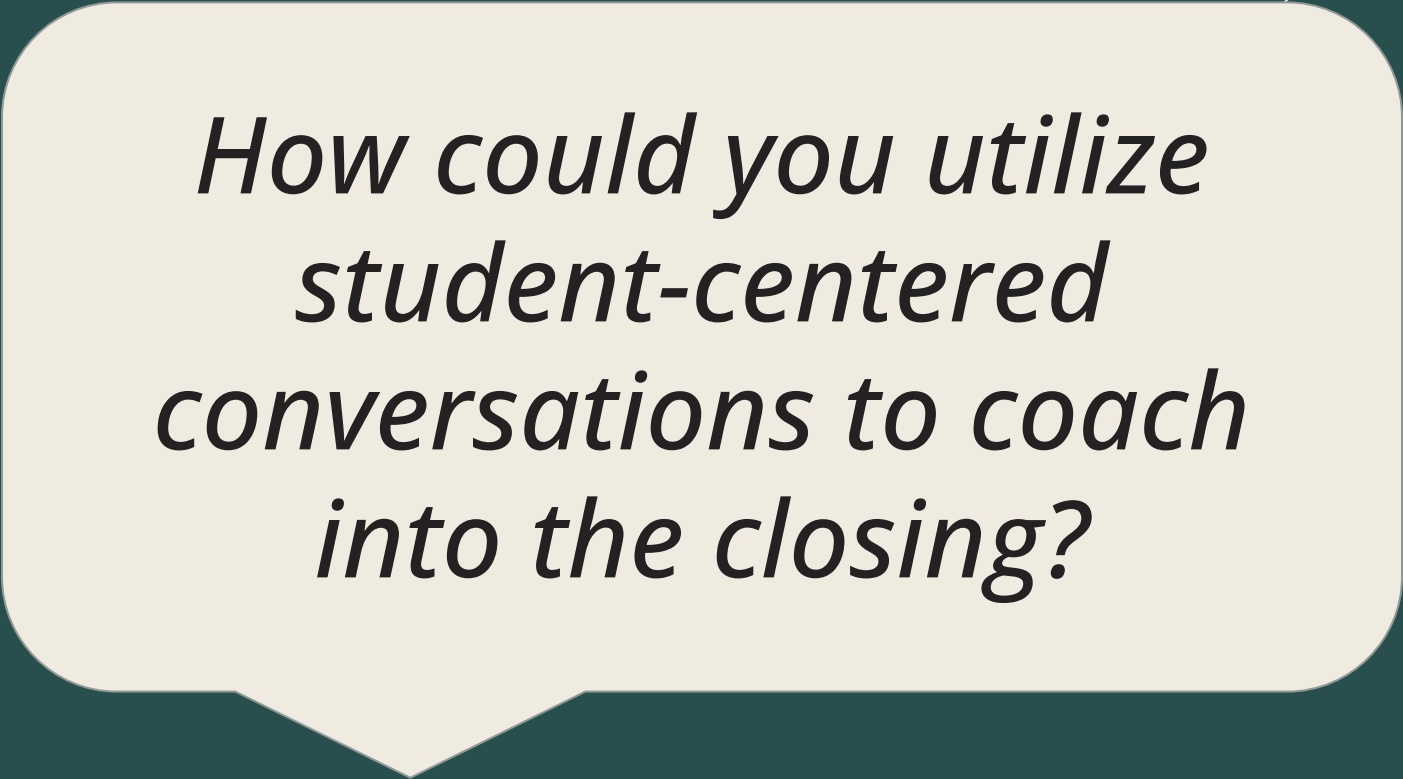
CLOSING

Let's Try AI to Create Spicy Problems

- Create an answer key to go with it
 - This may fix errors on problems
- Double check the problems
- May have AI create more of the same problem time

<https://gemini.google.com/app>

- 3rd Grade:
Three-Digit Addition
OR
- 5th Grade: Rounding
Decimals



*How could you utilize
student-centered
conversations to coach
into the closing?*

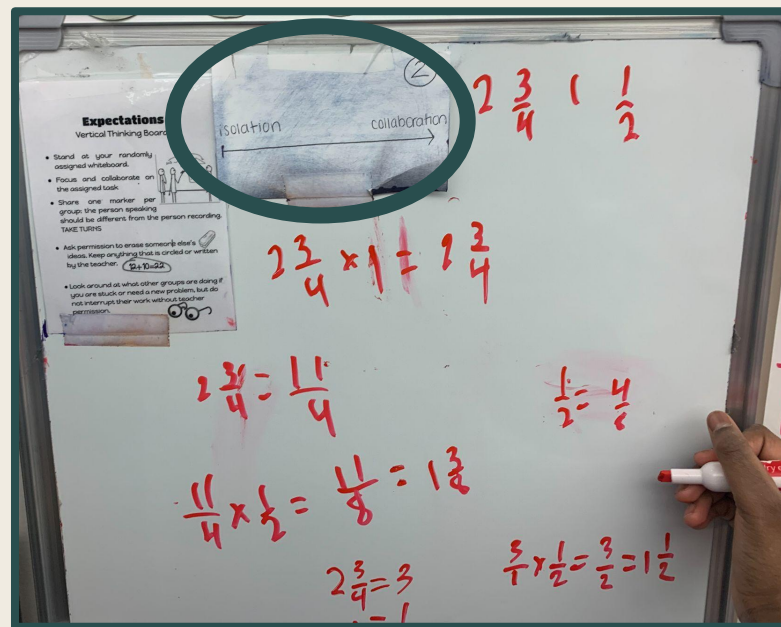
03

In the Classroom Coaching



In the Moment - Behavior Rubric

- “I learned something new. May I share it with you?”
- Describes isolation vs collaboration to students. Draws continuum on board. During lesson, checks in with students about behaviors.
- A bit later, see it on boards. Teachers are using it.



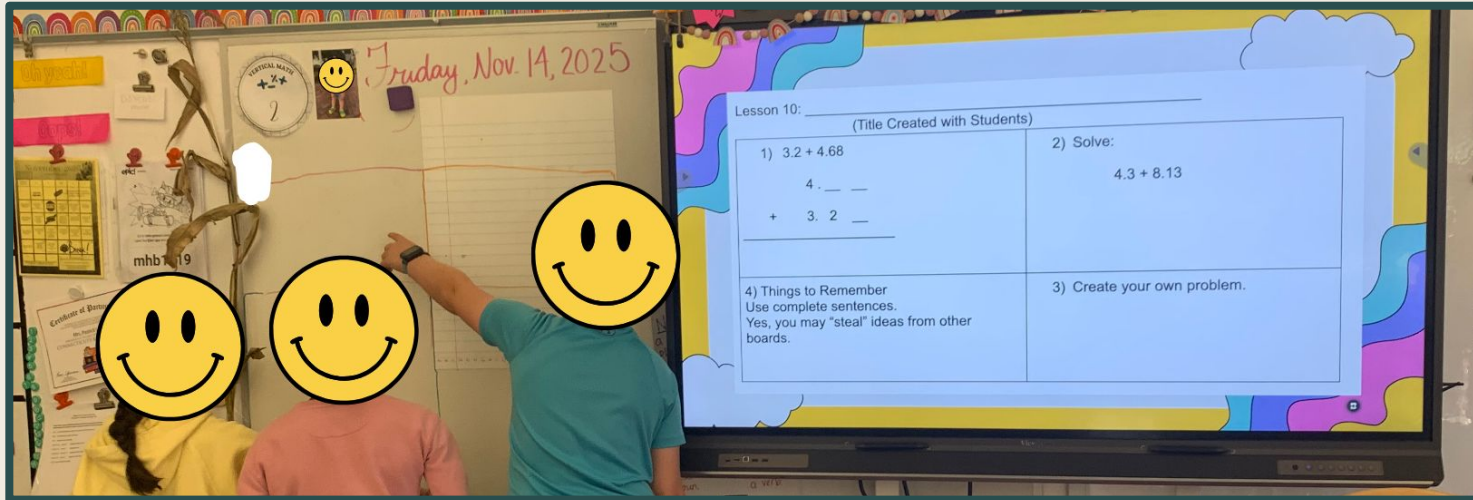
In the Moment - Modeling

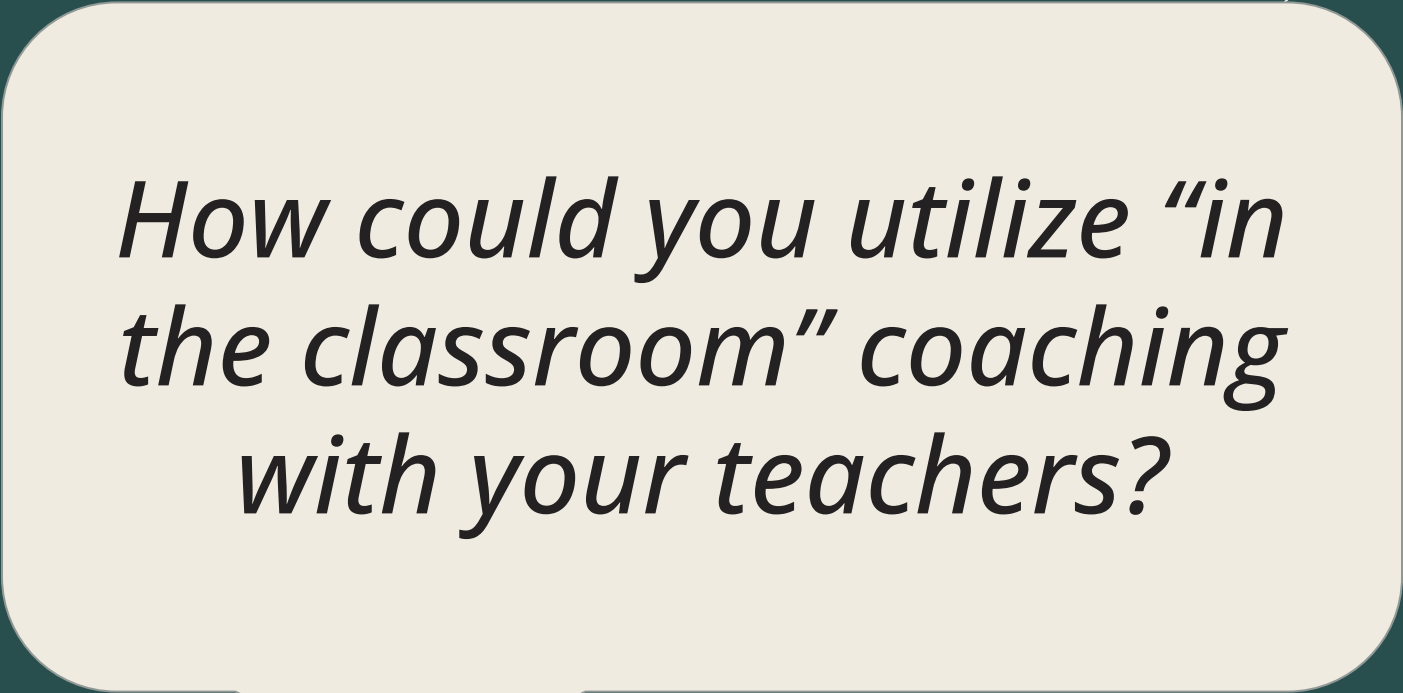
May I Tag In?

- When in classrooms, based on the content lesson of the day,
 - Modeled “Whole Class Conversations”
 - 5th Grade: Understand in a multi-digit number the digit in one place represents 10 times as much as the place to it's right
 - Models “Teacher as Scribe”
 - 5th Grade: Multiply numbers using the standard algorithm
 - What do I do next?
 - Embed Turn and Talks to increase student participation

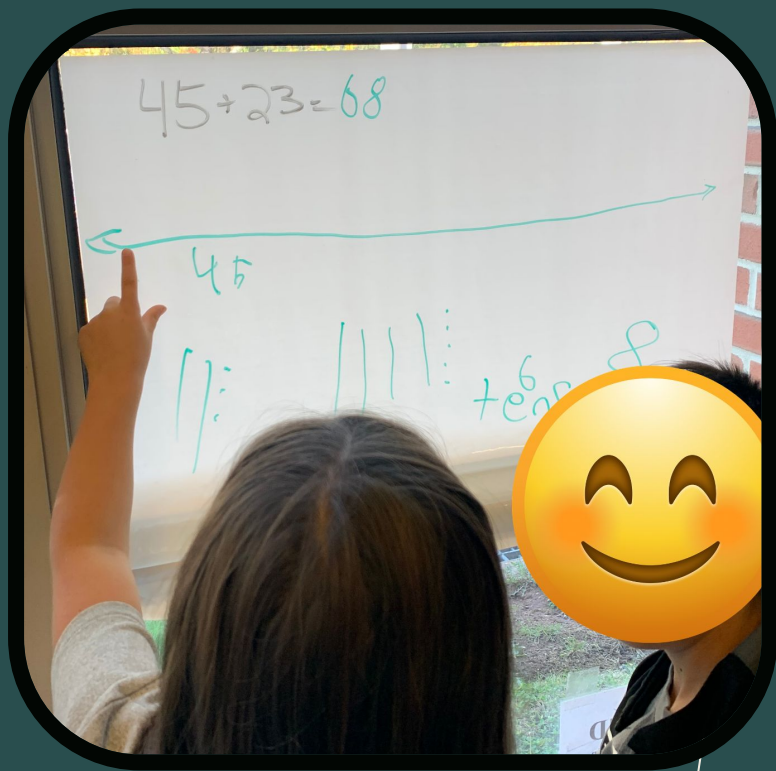
Pre-Planned - Teacher Tries Note-Taking

- Share a note-taking organizer for an upcoming topic
- Let the teachers try it.
- Pop in as teachers are trying it.
 - My Goal: To be a safety net for the teacher





How could you utilize “in the classroom” coaching with your teachers?



All the little coaching
actions add up to big
changes for students
and teachers.

Meaningful Notes to Bring Home

What coaching strategy/ strategies may assist your teachers the most?

Pick a strategy. How might you use the strategy to fit the your needs/your teachers' needs?

Things to Remember:

Pick a 2nd strategy. How might you use the strategy to fit the your needs/your teachers' needs?

Coaching into the
Closing



Coaching into the
Closing



Thank you!