

Math Instructional Coaches

Moving your school/district forward

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MATHEMATICS INSTRUCTIONAL COACHES

GRANBY, CONNECTICUT OCTOBER 23, 2015

Goals:

1. How is our **time**, as coaches, used to move our schools forward?
2. How do we, as coaches, help **teachers to become more effective**?
3. How we, as coaches, use **school and district data** to move forward?

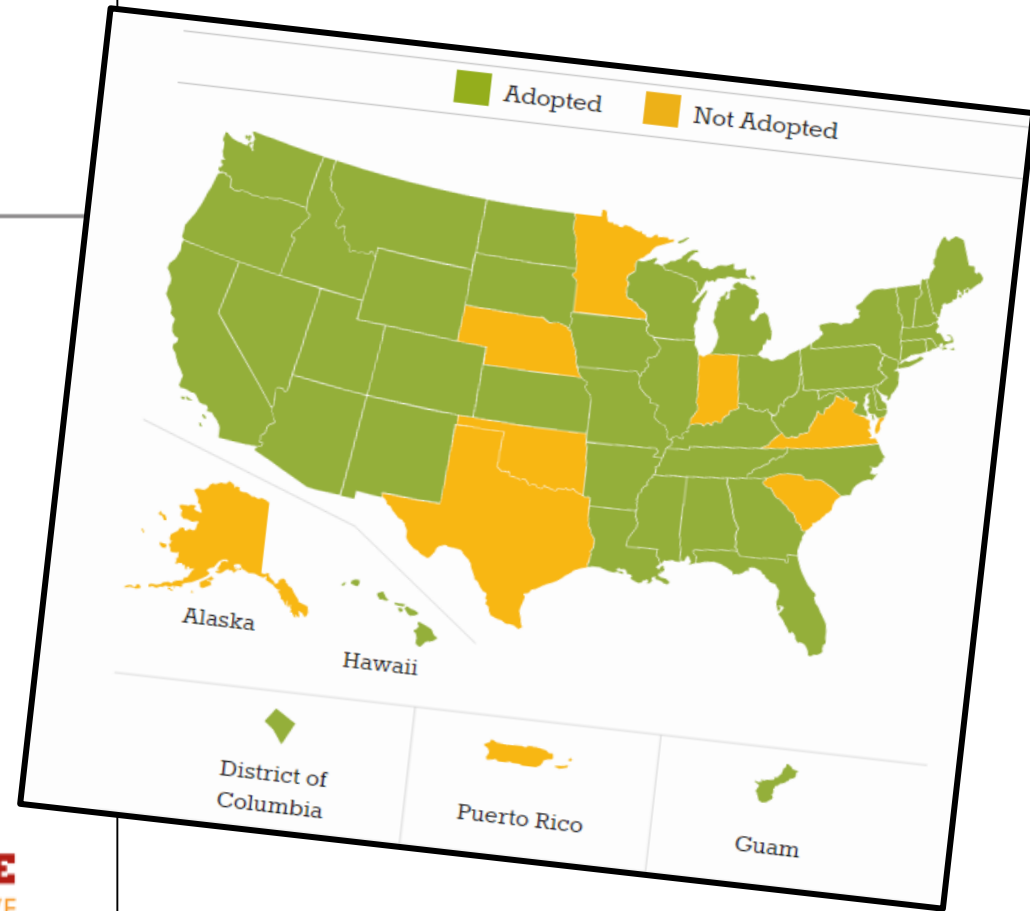
Coaching is like...because...



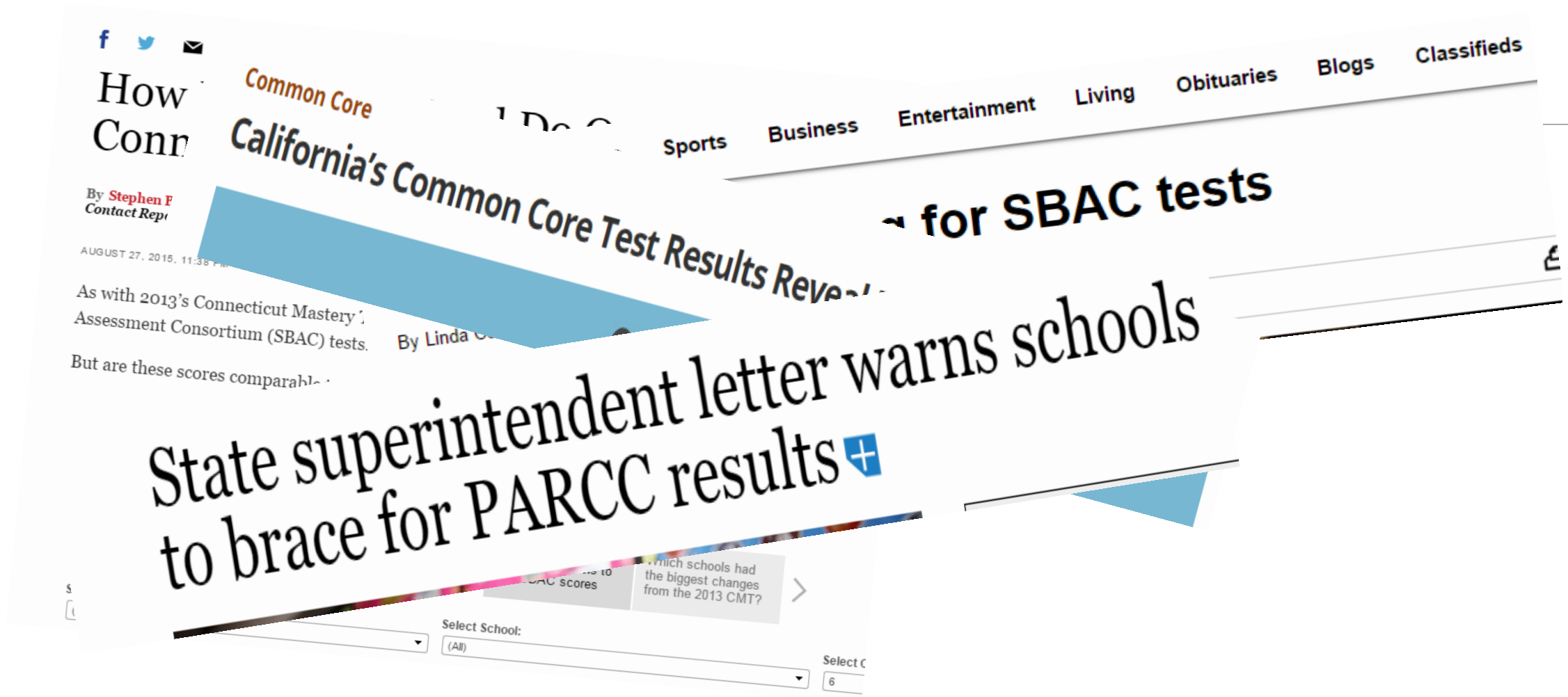
COMMON CORE STATE STANDARDS FOR

Mathematics

2012-today



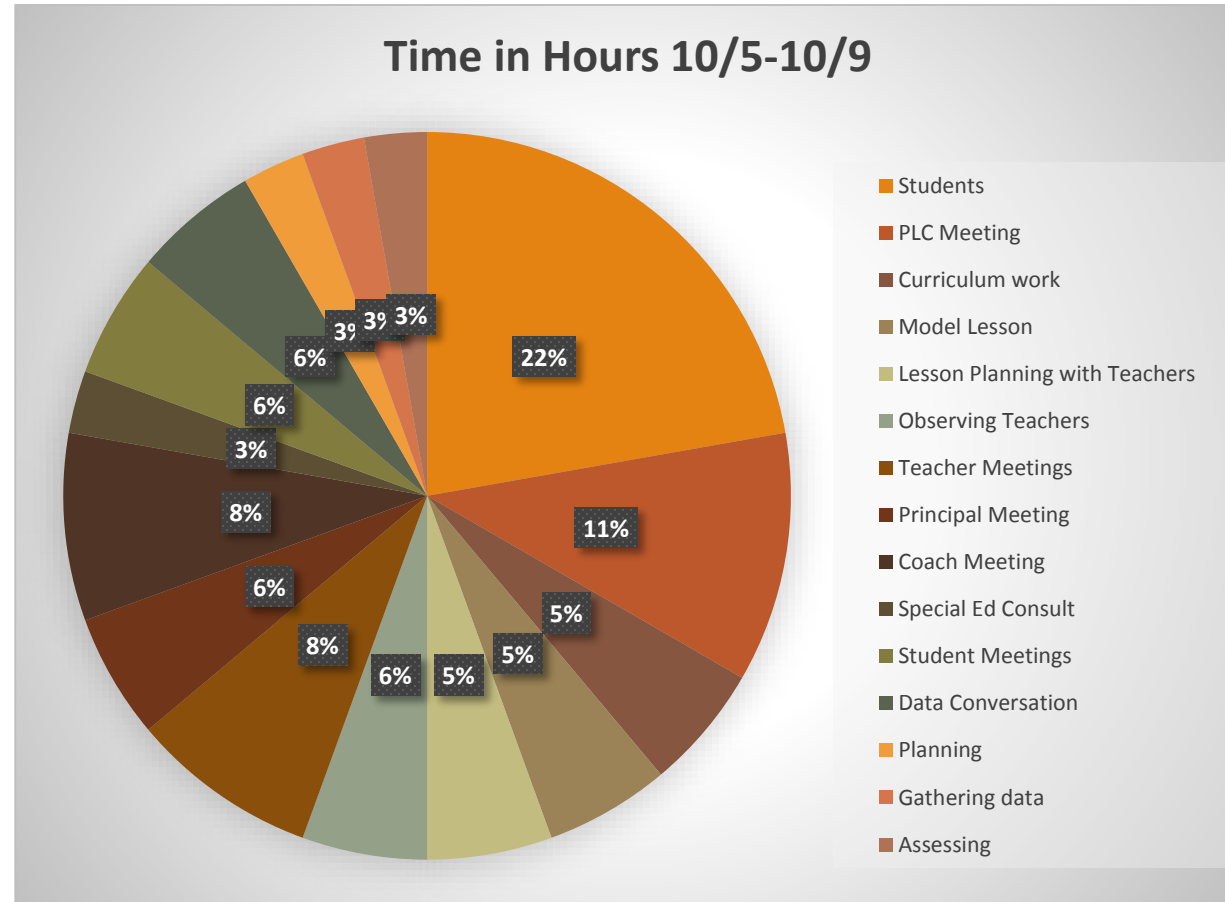
What do we mean by *moving forward*?





**KEEP
CALM
AND
COACH
ON**

What does our time look like?



COACH IN CLASS

Blue: Designated times for CIC

Green: Meetings PLC, math planning, data, teams

Yellow: Students

10:00-10:15	Meeting	10:00-10:45 Boivin Coaching	Tier 3 (MM, TM)	Armentano Red Team Coaching	9:45-10:30 Proto Math (GG, RS, JZ) Tier 2/Coaching
10:15-10:30				10:15-10:45 Plan with 5th	
10:30-10:45	10:30-11:10 Armentano Red Team Coaching	10:45-11:15 Grade 5 Tier 3 (AM, JZ)	10:30-11:10 Armentano Red Team Coaching		10:30-11:10 Armentano Red Team Coaching
10:45-11:00				11:00-11:30 4th Grade Tier 3 (RS, GG, JZ, TS)	
11:00-11:15					11:10-11:35 Grade 6 Tier 3 (CC, RM, &AT)
11:15-11:30	11:10-11:35 Grade 6 Tier 3 (CC, RM &AT)	6th Green (Tier 2E)	11:10-11:35 Grade 6 Tier 3 (CC, RM, &AT)		
11:30-11:45					
11:45-12:00		5/6 PLC		11:45-12:15 5th Grade Tier 3 (AM)	3rd PLC
12:00-12:15		12:40-1:05 3rd Grade Tier 1	4th PLC		4th Grade Tier 1 Mtg 12:15-12:40
12:15-12:40					
12:40-1:05	3rd/4th Principal Mtg		5th/6th Principal Mtg.		5th Grade Tier 1 Mtg
1:05-1:30	1:05-1:35 Grade 5 HG	1:05-1:30 Grade 5 Tier 3 (AM)	1:05-1:30 Grade 5 Tier 3 (AM)		1:05-1:30 Grade 5 Tier 3 (AM)
1:30-1:45	1:30-2:00 5th Grade Red Coaching	1:30-2:15 5th Grade Purple (AM) Tier 3/Coaching	1:30-2:15 5th Grade Yellow Coaching	Tier 2 Intervention Meetings 1:05-1:45 Grade 6 Green (Tier 2E) when no meeting	1:30-2:00 6th Grade Tier 2E
1:45-2:00					
2:00-2:15	6th Green (Tier 2E)				
2:15-2:30					
2:30-2:45		SIT Meeting (1st, 3rd, 4th weeks)			
2:45-3:00					2:00-3:00 Renzulli

Keep a Personal Coaching Log

Date/Time	Who	What	Reflections
August 26	Grade 5, 6 math teachers	taught PT and UR sprints from Eureka workshop.LP and PE repeated.	Powerful. Took a risk for me. Impactful as actions spoke louder than words.
Sept 1	KO's homeroom	Gave a sprint with the class as KO supported and listened	Felt good to practice in front of a class. T saw it in action and was able to replicate rest of the classes.
Sept 2	Grade 3 and 4 teachers, sped teachers, DTP 12:15-12:45 in room 2	Taught how to do a sprint-- did one acting as students to feel process.	Got positive feedback from teachers about the sprints. Gave teachers grade level below and on with teacher directions in mailboxes and followed up with email outlining expectations and why.
Sept 3	Grade 3 teacher OR with WO in OR's room 7:45 am	Seemed confused re:mini pd yesterday. Wanted to touch base.	OR was positive about them-- was glad to hear we were starting at adding and not multiplication. Positive attitude.
Sept. 3	AP	Planned joint staff meeting on compacting. Sent agenda out early.	Feel great talking openly about plans for meeting. Open to critiques. Glad it's not done last minute
Sept.3	PT	Heard a student in the hall tell me they did a sprint today and they loved it.	Great-- teachers are trying them!

Date	Topic	Discussion	Outcomes and Next Steps	Next meeting
	SBAC, Pre-tests)	2. Observe each other teaching from Engage lessons. 3. Suffield: McAllister (?) piloting Eureka math and Investigations. Contact there? 4. Pretest data-- purpose of recording? 5. What do the 3 data points say about the student?	Everyone come to next meeting with SMART goal ideas for 2015-16.	SMART Goal ideas and plans Did you set a time to visit each other's classrooms? Yes-- RF to observe JJ's stations in 5th grade Thursday 10/1 and/or Friday 10/2 morning 8:30-9:30. If your SMART goal focuses on writing - explaining your thinking, then an action step would be to find exemplars and other opportunities for them to share their thinking. Still working out SMART goal. If we use writing-- how do we accurately score? Should not be an extra "thing" on top of Eureka. Were you asking why you had to record pre-test results? We did not address this at

Who Receives Coaching?



Rationale— Why Math Coaching?

“Quick fixes never last and teachers resent them; they resent going to in services where someone is going to tell them what to do but not help them follow up. Teachers want someone that’s going to be there, that’s going to help them for the duration, not a fly-by-night program that’s here today gone tomorrow.”

Lynn Barnes, instructional coach Pathways to Success

Effective Coaching formula:

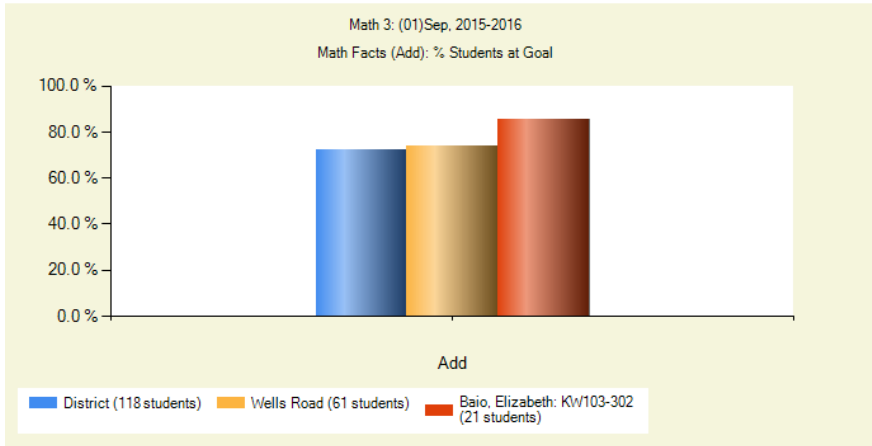
$$\text{Teacher Change} = \text{Clarity of Instructional Vision} \times \text{Quality of Feedback} \times \left(1 - \text{Fixed Mindset Tax} \right)$$

Credit: Coursera Coaching Teachers: Promoting Changes that Stick

Paradigm Shift:

* Change the focus of a school/district from teaching to *LEARNING*

So much data!



Student Name	Scaled Score	Percentile Rank	Test Date	Instructional Groups
Justin	593	10	10/16/2015	--
John-David	630	18	10/7/2015	--
Glenn	636	19	10/7/2015	--
Richard William	638	20	10/7/2015	--
Joseph	639	20	10/16/2015	--
Ubreen Dawoud	682	34	10/16/2015	--
Elizabeth	683	34	10/7/2015	--
Timothy	711	44	10/7/2015	--
Exis Nicole	713	45	10/7/2015	--
Alexandra	736	55	10/7/2015	--
Corrine	739	58	9/3/2015	--
Rose	743	60	9/3/2015	--
Ederic Chambers	746	61	9/3/2015	--
Nicholas	746	61	9/3/2015	--
Dean A.	759	64	10/7/2015	--
James	772	70	9/3/2015	--
Carly Isabelle	782	72	10/9/2015	--
Matthew Trevor	799	80	9/18/2015	--
Latelyn Elise	804	82	9/3/2015	--
Steven Thomas	813	85	9/3/2015	--
Lauren	816	86	9/3/2015	--
Essie Rose	876	96	9/18/2015	--

Reserved. About Renaissance Place

Name	SASID	Gender	BirthDate	Ethnicity	Language	Status	YOG	GPA	Credits
Dierra	4824135436	F	20070908		001-English A	A	2025	0.0	0.0

School	Teacher	ELL	SpecialEd	DaysEnrolled	DaysAbsent	AttendanceRate
Wells	Baio	N	N	31	1	96.8%
Kearns	SHERMAN	N	N	180	3	98.3%
Kearns	RICHARD	N	N	180	5	97.2%
Kearns	KORTIS	N	N	180	6	96.7%

Assessment	TestDate	AssessmentDate	LastTestInYear	ExtendedTime	ScaledScore	PercentileRank	GradeEquivalent	PerformanceLevel
Math	n/a	06/09/15	Yes	No	593	83	3.90	4-At/Above Benchmark
Math	3-Spring	04/06/15	Yes	No	619	93	4.20	4-At/Above Benchmark
Math	2-Winter	12/15/14	No	No	563	92	3.50	4-At/Above Benchmark
Math	3-Spring	04/09/14	Yes	No	465	84	2.50	4-At/Above Benchmark
Math	2-Winter	12/04/13	No	No	380	77	1.70	4-At/Above Benchmark
Math	1-Fall	09/20/13	No	No	319	72	1.20	4-At/Above Benchmark

ScaleScore	Level	Reading	Listening	Writing	Inquiry

ScaleScore	Level	Concepts	Analysis	Reasoning

Verbal	NonVerbal	Quantitative	Composite

TestDate	Skill	StudentScore

State Benchmark	ISF	LNF	PSF	NWF	ORF	MAZE
ng	Yes					
er	Yes					

Data Conversations

Score Benchmark Legend
Scores - Ascending Edit Instructional Groups

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	Actual number	Who are they?	Goal	How are you going to reach the goal?
Number of Students AT goal.				
Number of students CLOSE to goal.				
Number of students FAR from goal.				

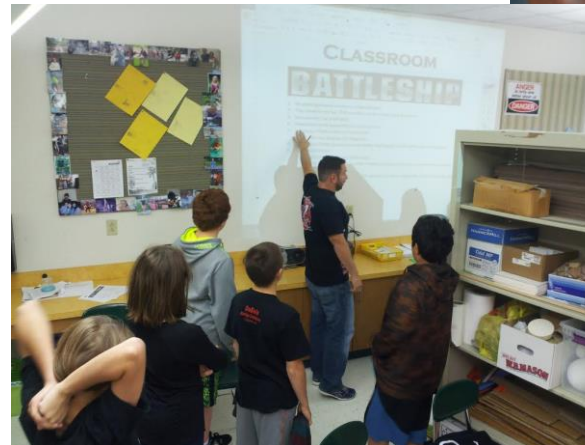
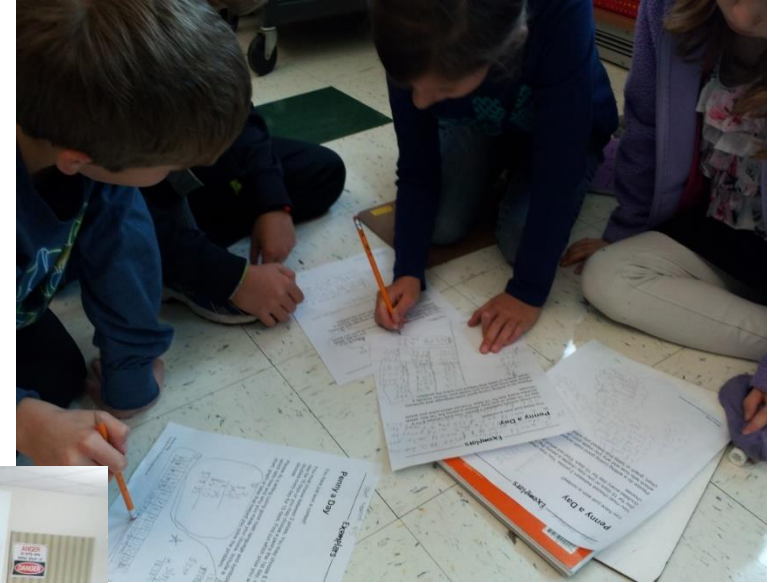
Translating the Data



Then



Now



Differentiation

At Wells Road we
Keep Moving Forward

-	+	
I'm not good at this.	⇒	What am I missing?
I made a mistake.	⇒	Mistakes help me improve.
This is too hard.	⇒	THIS MAY TAKE SOME TIME AND EFFORT.
I give up.	⇒	I'LL USE SOME OF THE STRATEGIES I'VE LEARNED.
"I can't do it."	⇒	I can't do it yet

#Helpers*
 (class)
 • Neighbor
 • friend
 • Mrs. Herb
 • Dr. B
 • Mr. Miller
 • Dr. Mac
 • TA's
 SADS
 • Mr. Claugy
 • Ms. Wyles
 • Mr. Brown
 Mr. K
 Nam
 Dad
 Shilong
 Mr. Jackson
 Mr. Ashley

ty-two

TIE STATIONS

Protocols between 3 different stations
max lesson

T - teacher (students work in small groups with teacher)
(value 1-2)

I - Independent (students work by themselves)
(value 0)

E - Engagement (work with 1 or 2 partners)
(value 1-2)

Use for Engagement Plans

MATH WORKSHOP

Mini lesson → Independent
 Most do Blue → Can do Green

Independent - students work by themselves (value 0)

Most do Blue - students work by themselves (value 0)

Can do Green - students working not up to this. Multiple options (value 0)

Use for... *comprehension*

Framework to explain

SAMPE

How do you know coaching is working with teachers?

Have teaching practices **changed**?

Do we **hear ourselves** being quoted back to us?

Do we **hear students echoing lessons** that teachers have developed? Do we see their math thinking that reflects these math lessons?

Do **teachers ask** for help/an opinion/a sounding board?

How're We Doing?

Teacher Leaders: Do they get on board? Do they seek us out? Is their practice changing?

Reluctant Teachers: Do they get on board? Do they seek us out? Is their practice changing?

Math Progress Monitoring: Data is shared with us and talked about at data team meetings.

Data: Performance assessment data; what does it say?

Our Next Three Years...

- ❑ *Continued state testing familiarity (SBAC, PARCC) as well as **what do the results mean for student learning?**
- ❑ *Continually **building relationships** with teachers and administrators; both established and new
- ❑ ***Continuing our own professional development**; how can we improve our practices?
- ❑ *Further strengthen **tier one** support in the math classroom

Questions?



Resources:

Instructional Coaching; A Partnership Approach to Improving Instruction by Jim Knight ©2007.

Pennsylvania Institute for Instructional Coaching (PIIC); A partnership of the Annenberg Foundation and the Pennsylvania Department of Education

Susan K. Woodruff Instructional Coaching Group; Instructional Coaching Scale

www.coursera.org

Dan Meyer Blog—Dy/Dan

Mindset: The New Psychology of Success by Carol Dweck

Various resources from Granby Public Schools, Granby, Connecticut

Contact us:

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Katie Busbey Busbeyk@granby.k12.ct.us

Thank you!