

Frequency	Percentage
Never	0%
Rarely	0%
Sometimes	0%
Often	0%
Always	100%



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Building Your Bridge! Of Instructional Leadership



- ✧ Vision
- ✧ Relationship
- ✧ Influence
- ✧ Passion
- ✧ Feedback
- ✧ Focus
- ✧ Impact



VISION



What would visionary instruction look like?

State in 18 words or less!

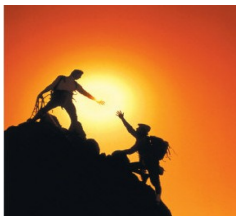


“Expertly teach ALL 21st Century math learners to think & communicate collaboratively & creatively.”



Relationships:

The All Important Question:



How can I best serve you?



Influence

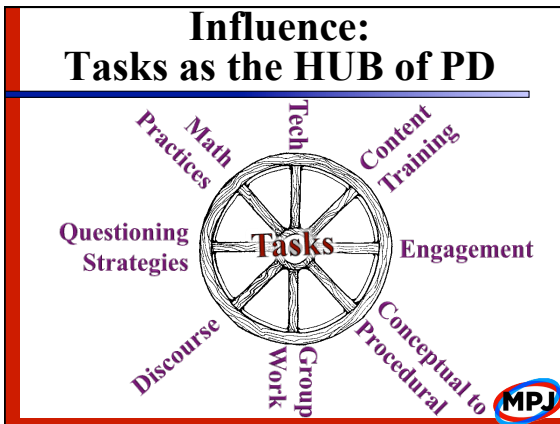
Influence Your North

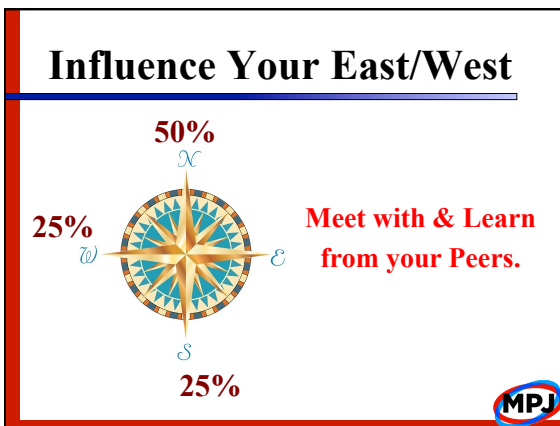
**Advocate for
the 3 Giant Needs**

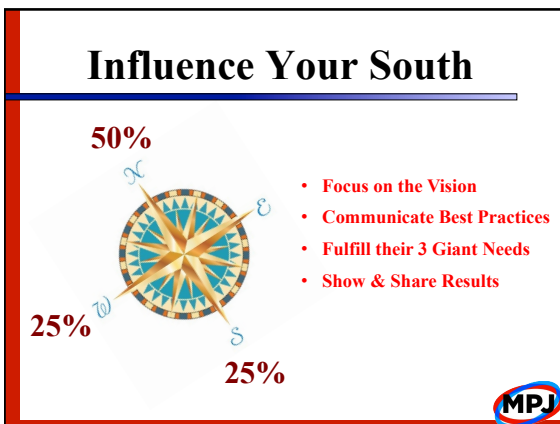
Influence: The 3 GIANT Needs

Time	Resources	Training
<ul style="list-style-type: none"> Late Start Release Day 	<ul style="list-style-type: none"> Tasks Tasks more Tasks 	<ul style="list-style-type: none"> After School Non-Student Days Task Centered Peer Observation

Curate, don't Create.







Influence: The Spectrum of Coaching Effectiveness

The diagram shows a horizontal spectrum with three points: **Resources** (represented by a laptop and books), **Co-Teaching** (represented by two teachers in hard hats), and **Teacher Reflection** (represented by a person thinking). Above the spectrum is a green arrow pointing left labeled "Spectrum of what teachers want." Below the spectrum is a green arrow pointing right labeled "Spectrum of what works."

Dr. Maggie McGatha, University of Louisville, NCSM, Boston, 2015

Influence: Lesson Reflection

The diagram shows a table with various components of lesson reflection, including Math Goals, Context Target, Practice Target, Meaningful Discourse, Purposeful Questioning, Procedural from Conceptual, Productive Struggle, and Evidence of Student Thinking. It also includes a section for Tasks & Access and a Rigor scale.

Influence: Post-Observation Reflection

The diagram shows a process for post-observation reflection: **Affirm**, **Frame**, **Listen**, **Ask**, **Tell**, **Results**, **Encourage**, **Offer**, **Follow-Up**. It also includes an image of a teacher and a student, and a section for Tasks & Access.

Passion for Dual Targets: Content & Practices

Make Sense of Problems and Persevere in Solving Them

I can understand a problem, devise a strategy, execute a plan and evaluate it's success.

What exactly is this problem asking of me?
What information do I have?
What information do I need and how do I get it?
What is the best plan?
Is my answer reasonable?
If not how should I change my strategy?

Organize
Strategize
Change Strategies
Evaluate

• Understand
• Plan
• Execute
• Check
• Repeat until successful.

Think and don't give up.

SOLVE

available at mathprojects.com

Feedback: Goal #1 = Move the Whole Train.

Average Teacher = Greatest Potential for Improvement

Feedback: Goal #2 = Close the True Gap

21st Century Standards

Focus Gap { Majority Group
Sub-Groups

Goal #2 = True Gap

Feedback: Collect and Reflect



Compare
Team Data to the Vision

not

Teacher Data to Teacher Data



Focus: The Common Scourge



The Action Plan

IMPACT

How will you ...

- create and communicate your **Vision**?
- serve your teachers in **The 21st Century Classroom**?
- influence your **North, East/West & South**?
- fire up teachers for **Dual Targets**?
- develop data protocols that move the **Whole Train**?
- Stay focused and avoid **Herd Ba^u**?



A Plan is Born




A man with dark, wavy hair, wearing a blue button-down shirt and a dark tie, is shown from the chest up. He is looking off to the left. On his left chest is a logo that reads 'LOCAL 8 NEWS' with a large '8' and 'abc' below it. The background is a plain wall with a small framed picture.




A logo in the bottom right corner consisting of the letters 'MPJ' in a bold, sans-serif font, enclosed within a blue oval with a red outline.

[illegible][illegible][illegible]

Next Steps



2-Week Rule



Leadership is Critical



We **NEED** You!

"Indeed, there are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader."

-- Dr. Kenneth Leithwood, University of Toronto



Lead that 21st Century Classroom ...

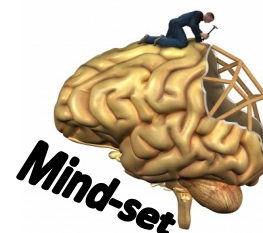


**...with the faith that they can learn it,
and that we can teach it to them,
because what teachers do matters the most;
but they can't do it without you.**

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Teaching Students to THINK, COMMUNICATE, COLLABORATE & CREATE through Effective Teaching Principles



4 Claims:

Concepts & Procedures, Problem Solving, Communicate Reasoning, Modeling & Data Analysis

Math Goals

(Dual Targets)



Content Target:

Practice Target



1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



Representations

(Multiple Representations)

Meaningful Discourse

(Feedback)

Purposeful Questioning

(Dig Deeper & Reach Higher)

Procedural from Conceptual

(Progression)

Tasks & Access

(Engagement & Low Floor/High Ceiling)



Productive Struggle

(Monitor & Adjust)

Evidence of Student Thinking

(Collect & Reflect)

Rigor: Fluency, Deep Understanding, Application, Dual Intensity

Our Noble Cause

21st Century Skills

Think & Communicate



Claims-Based Grading Technology

PLC Focus =
What do we do when they know it?

Mile Marker



Principles to Action Lesson Study (SMP) Learning Walks (ECI)

No Option Engagement

PLC Focus =
What do we do when they don't know it?

Mile Marker CASSP



Principles to Action 1st Instruction Training
(Progression:
Conceptual > Procedural > Practice thru Tasks)

PLC Focus =
How do we know if they learned it?

Mile Marker
+2% Final Exam
+1% EAP CASSP



Boot Camp Intervention (Tier 2)

Data Analysis/External Measures (MDTP)

Revisit Pathways/Placement

Mile Marker
+2% Final Exam
+1% EAP CASSP



Curriculum Support
UPO's/Pacing Guides/CIA's
Resources
Release Days (District & Site Strands)
After School Content Training

PLC Focus =
What do we want them to learn?



Boot Camp Intervention (Tier 1)

Rubric Grading/ Calibrate Grades

Infrastructure
Dual Web Site: Blog & Haiku
Organic Curriculum