

Linfield's Framework for Math Coaching



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Axiom #1

“The greatest influence in the quality of the education that a student receives is the decisions that a teacher makes on a daily basis.”

-- Dr. William Schmidt, University of Michigan



**Teacher
action is the
difference.**



Axiom #2

“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



We NEED You!

**Leadership
action is
critical.**



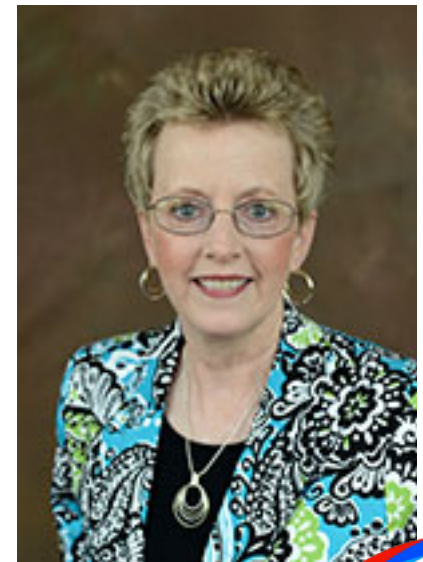
Axiom #3

“The meta-research shows that math coaches are effective. We see small bumps in student data in years 1 & 2, and large spikes in years 3 & 4.”

-- Dr. Maggie McGatha, University of Louisville



**A program and
a plan are
imperative.**



The Action Plan



IMPACT

How will you ...

- create & communicate your **vision**?
- build **capacity**?
- **serve** your teachers in the 21st Century Classroom?
- find **time, resources & training**?
- Build **structures & systems** to influence teachers?
- develop your **PLC & data protocols**?
- Focus on **Engagement, Boot Camp, HOTS**?



What is your Vision?

VISION

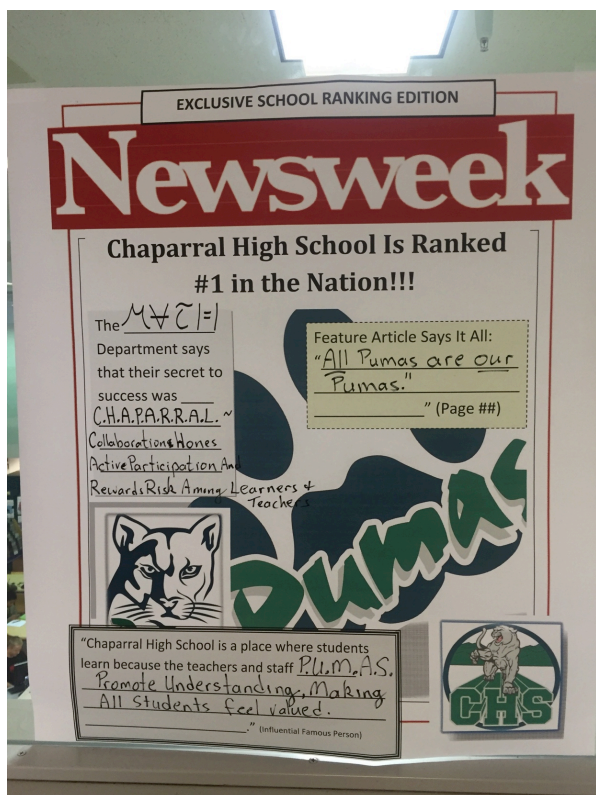
1 Statement
18 Words or Fewer



What the Ultimate Math Class
would look like...

Vision Model

Our vision is to inspire, engage, and support
ALL students in their success through
knowledge, collaboration and relationships.



Expertly teach all 21st Century
learners to think & communicate
collaboratively & creatively.



Vision Model

Chaparral High School

Our Mission is to prepare every student for a self sustained future by assuring that all students graduate and are ready for:
Post secondary education,
Entry level career opportunities, and
Active citizenship in a global society.

Teacher: _____ Date: _____ Per: _____

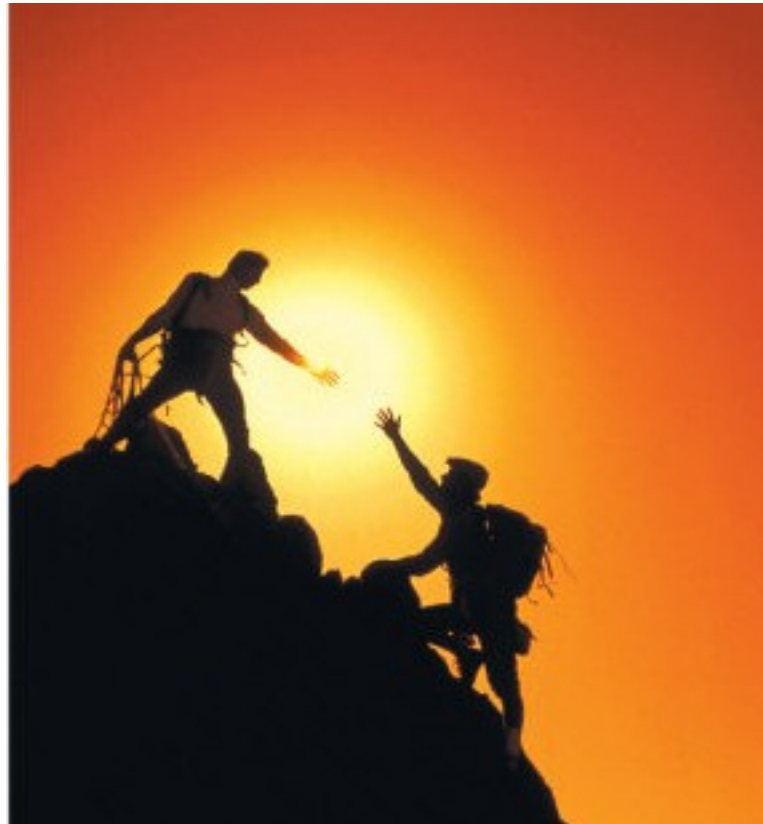
Today I observed:

<p><u>Questioning</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Teacher asked questions that engaged students.<input type="checkbox"/> Teacher asked questions that led to content-driven, higher-level conversations.<input type="checkbox"/> Teacher asked question that required students to summarize their thinking or learning.<input type="checkbox"/> Teacher gave opportunities for students to think.	<p><u>Collaboration</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Student seating arranged to facilitate collaboration.<input type="checkbox"/> Students were talking to students about content.<input type="checkbox"/> Students were observed explaining their thinking.<input type="checkbox"/> Students were observed listening to the thinking of other students.<input type="checkbox"/> Students disagreeing, questioning, or defending their thinking.
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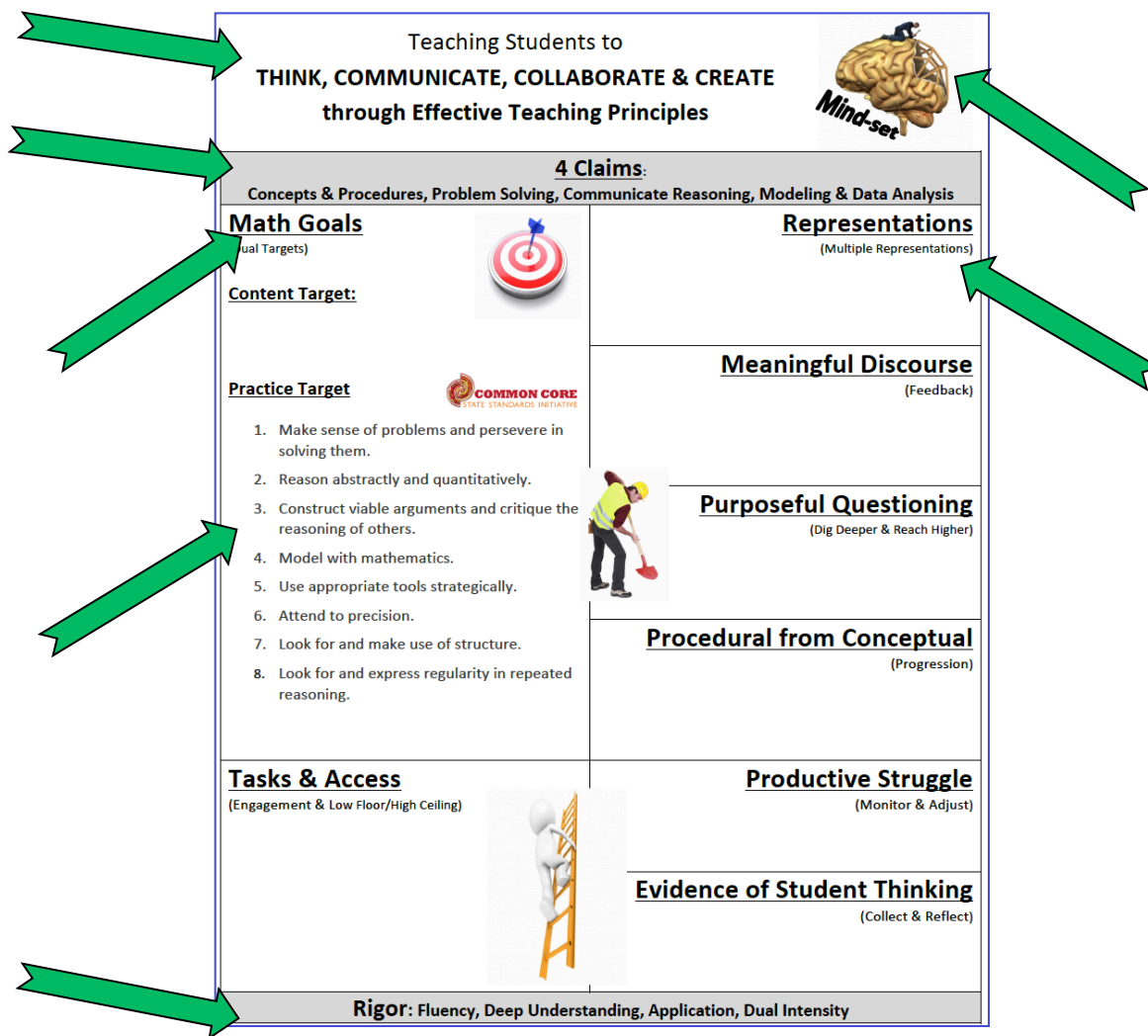
Comments: _____

Ask the All Important Question.

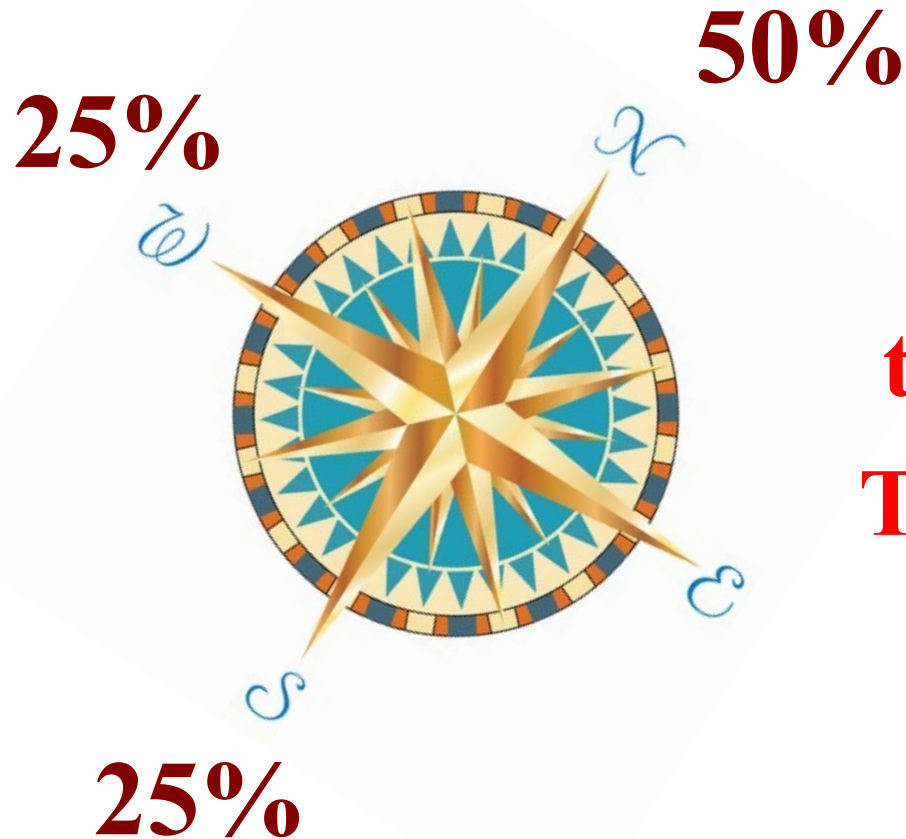
How can I best serve you?



Lesson Reflection

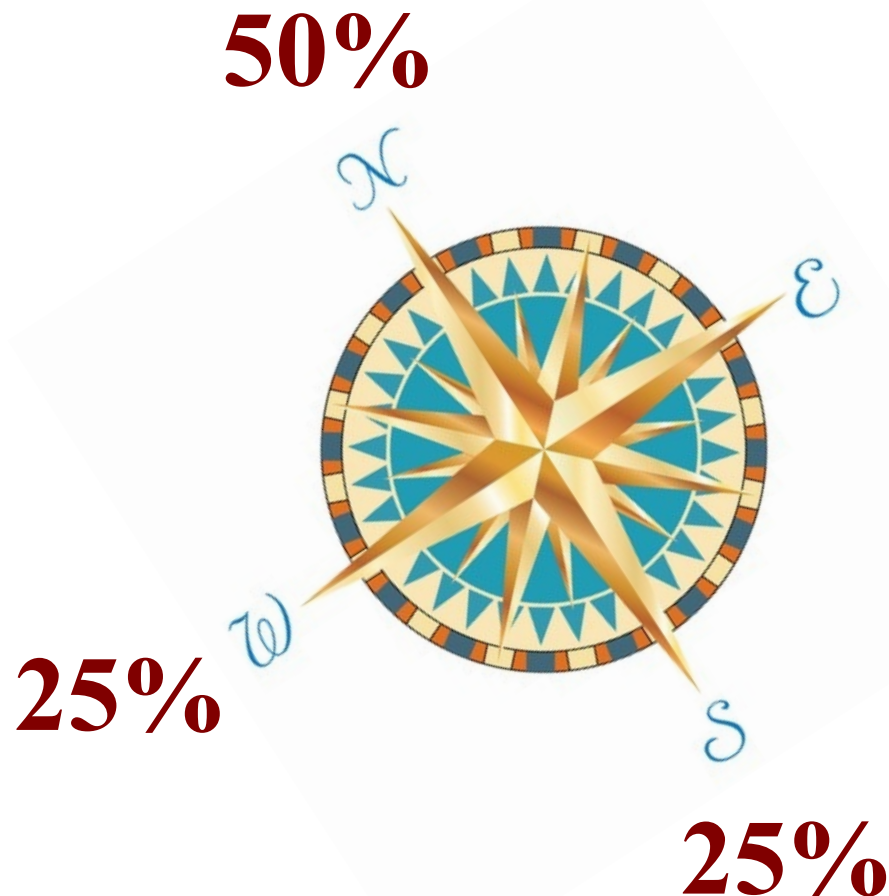


Influence Your North



**Advocate for
the 3 Giant Needs:
Time/Resources/PD**

Influence Your South



- **Frame the Dialogue**
- **Communicate Best Practices**
- **Show & Share Results**
- **Fulfill their 3 Giant Needs (TASKS)**

Influence Your South

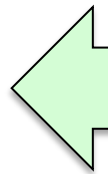
Need	Systems	Structures
Time	Pre-Conferences Post-Conferences	Late Starts Release Days New Staff Meetings
Resources	“Curate, don’t create”	Google Drive Wed Site Learning Management System (Haiku) 180 Blog
Training	Elbow Coaching Observation Feedback Long-Term P.D. After School P.D.	Lesson Study Learning Walks Hotties Peer Fairs/Mini-Conferences



Tasks should be the HUB of PD



The Spectrum of Coaching Effectiveness



Spectrum of what teachers want.



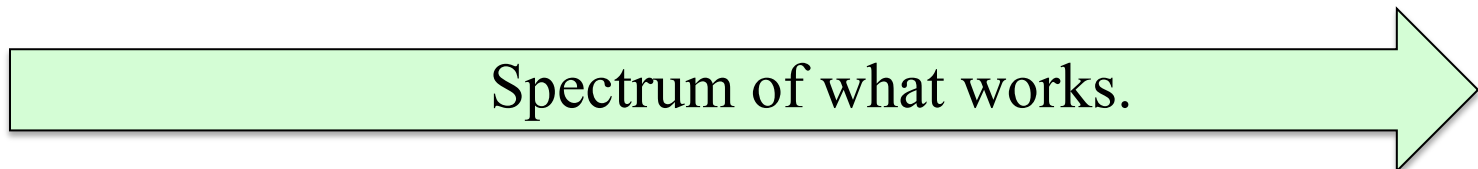
Resources



Co-Teaching

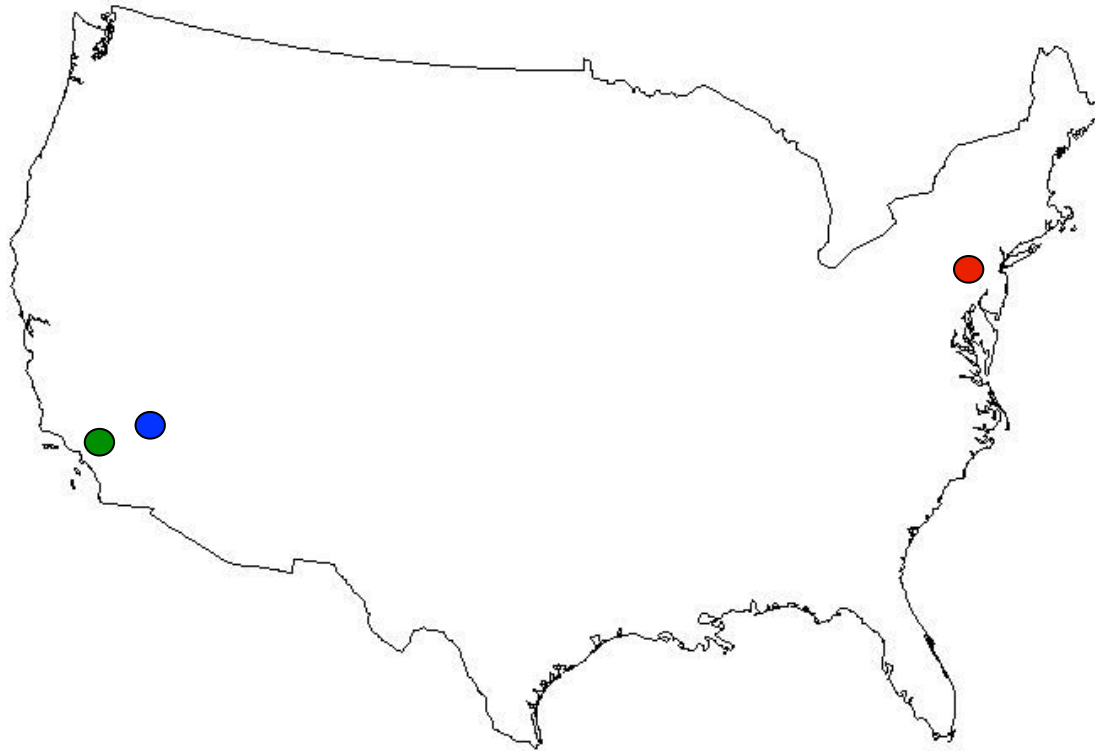


**Teacher
Reflection**



Spectrum of what works.

With the *faith* that they can learn it, and that we can teach it to them.



31%

Actively Engaged

57%

Disengaged

12%

Actively Disengaged

GOAL #1 = MOVE THE WHOLE TRAIN

Average Teacher = Greatest Potential for Improvement



Close the True Gap

21st Century Standards

Focus Gap { **Majority Group**
Sub-Groups

**Goal #2 =
True Gap**

Collect and Reflect



**Compare
Team Data to the Goal**



**not
Teacher Data to Teacher Data**

Indicators

Leading (inputs/control)



Lagging (outputs/goals)

The Common Scourge



A Model



Schedule It



2-Week Rule



10%

Coaching Makes a Difference, too.

“Few people can be more confident that they are making a difference than a coach.”

“If you want to make our world a better place, there are few ways more powerful than being a coach.”



Teachers need their coaches.

-- Jim Knight, University of Kansas

