

SVMI Coaching Conference September 26th - 28th

Notes from Conference

Questions from group and comments from a panel of coaches

How do you implement in High School?

SVMI - We focus on elementary / middle school. Do not fund directly high school coaches. We are working with high school teachers on “Algebra for all”

How are teachers selected for participation in coaching?

Ideally, teachers will request and recruit themselves.

In Leyani Von Rotz’s district (small, 60 teachers) everyone is coached.

In some cases, the parents have persuaded their children’s teachers to participate.

Sometimes the principal suggests teachers.

It is great if you can get at least two teachers at the same grade level within a school.

Sometimes the grade level that needs help is identified, and we recruit from there.

The first year at a school is spent building relationships, you meet teachers through demonstration lessons and problem of the month, and those relationships turn into coaching.

It was considered to be an honor to be asked the first year, so we had a lot of participation.

Sometimes teachers identified as “leaders to be” are coached.

New teachers often do not work as well.

We identify 5 teachers to bring to the August institute.

Coaching works best with teachers that are good already.

How have the principals been able to extend the effects of coaching?

Some principals have created a Math Leadership Team, with reps from K - 5.

Some select research articles to examine

One principal took the coaching course during the summer with the teachers.

Some go into the classrooms and plan with the teachers

They invite coaches to curriculum meetings

It takes courage for a middle school administrator to protect the teacher while they are in the “learning curve”.

What tools do you use in coaching?

California Standards for Teaching

Mathematics Teaching Rubric

Some have created their own form to record objectives, big ideas, and where to focus attention during the lesson.

Comments from district groups – 2-3 things that they think will be useful

Washington

Characteristics of good coaches

Lifelong learners

Excellent people skills

Sincere belief that all students can learn

Passion for mathematics

Importance of training for coaches

Coaching math is different from literacy

How do you assess the content knowledge of potential coaches?

When are we finished coaching?

What is the role of the coach when the teacher does the math incorrectly?

How are you able to convince literacy that math is different? Surprised that this program can do this.

Denver

35 coaches district wide. Work is focused on working with the district coaches.

Yesterday gave us a chance to reflect on priorities.

We are taking away the idea of being strategic with choosing the people to work with coaches. How do we build capacity at school level?

Provide time for coaches to reflect on whom they work with, so that if coaching goes away, there will be someone at the school to carry on.

We have been role-playing this year; want to start audio-taping the coaching so they can reflect on what they are doing.

There are a lot of things we can change.

How can we get the most of what we have?

Yesterday we saw the coaches had a common vision.

Boston

Scale matters!

Focus matters

Teacher selection by need/grade/ administration

Curriculum

Does coherence in content and instruction matter?

Shifting the culture around math teaching and learning.

Assessment provides focus, clarity, and tools for examining practice.

New York

Separation from politics at central board level would make things so different, we spend so much time dealing with the mayor's office, ect.

Quality coaching, focus of raising expectation of teachers

Assessments we lost were performance based.

We can't reach principals.

We need to preserve the pre and post conference.

Size of schools is a problem.

Try not to fight the unions and politics but try to work with them and keep focus.

Richland One

We have curriculum resource teachers, like coaches. Utilized as the description of the principal.

We have access to other lead teachers in the schools; we can use this knowledge from the conference with them to help them look at themselves at coaches.

A plus is to be able to network; we have more in common than different.

We had some confirmations that we are moving in the right direction.

Have a rubric that we are trying to implement.

Brodrick and Jeanne

How do you promote a framework for math learning, equip the principals to use these different lenses when talking about math, but without it turning into evaluation tools, and what is the problem with this happening?

Externality – how do you avoid politicizing the MARS assessment in schools?

What do you do with the administrators, how do you prevent them from parading the scores?

How do you separate the evaluating tools from the self-assessment tools?

Chicago

Prioritize support

How do we build this coaching model into existing PD?

Visit yesterday was powerful.

Developing a toolkit is a high priority for us.

Problems for us are doing this on a large scale and what is reasonable to do within a school.

Dilemma of two headed loyalty of coaches that work with AIO and schools, working from above and below.

Tuesday discussion

How does one select what the guiding principles will be?

New York State has changed standards this year, the state doesn't look to city administrations for choosing standards but wants us to implement.

Afraid teachers are going to panic when given the new standards.

External funding to remove coaching from the state model would help.

In Noyce's case, one entity and many districts, what would a one to one, foundation and district, would politics play a greater role?

The Dana Center can ignore politics of the district because we work with so many districts.

Chicago could work with the university of Chicago in this capacity.

There is a difficulty of appearing to support one school over another; this is difficult to do from within the district.

Sustainability is a problem; work with Universities is sometimes revolving. Noyce works long term, one goal with one mission that is sustained over a long time.

An example from science is MERCK.

A problem with University work is that the funding is unclear, you don't know from year to year if the money will be there.

Noyce has sustained commitment.

MARS – most of the money spent on test is borne by the district, not Noyce.

Dana has moved from being all grant funded to being funded by district so that there is more consistency.

Tuesday Next Steps

What are the issues most important to you now?

Phil Daro– Something at the secondary level – Issues about Algebra for all, how to prepare students for algebra, supporting AP in small schools.

High School focused work

Small school focused work

Middle School focused work

How do you sustain the work done at K-8 when the students go to high school?

Can we locate solutions or get together and solve them?

What are the support structures that can increase capacity of numbers of teachers able to teach advanced courses help teachers learn to teach advanced courses while teaching them?

The routes into teaching are more diversified now, induction becomes more important.

Boston (Ed)- Most of our math teachers did not go through math Ed curriculum

Rick – Individual success plans. Informal groupings of kids in categories, how do you use diagnostics?

Special populations - ELL, special Ed,

South Carolina – Teacher recruitment of highly qualified teachers. Recruiting teachers from abroad and second career teachers don't have teaching tools. A lot of middle schools offer high school courses, need licensed teachers

Is there a guide or tips for smaller districts implementing coaching – districts with no funds but a good heart!

Helping elementary teachers build content knowledge in math.

VMI Vermont initiative working on content knowledge in math

How do you take content knowledge and put it into district professional development?

This kind of coaching this week was really Value added coaching model

Boston - What about coaching people who are not prepared to teach? Look at coaching from a different perspective. The coaches we work with are in different environments, work with teachers who have 3-4 different grade levels at the same time, special Ed, testing heavy environment.

New York is bringing in ELL specialists and 50 math coaches together; sometimes workshops are math, ell, ect. So that effective strategies for ELL students in math classrooms, want to document the process and see what we get.

Denver – Trying to get special educators and ESL on board. Need to ramp up the implementation of Everyday math and connections so that the focus is really on student learning? High school curriculum.

Mary Jo – Looking at developing assessments, how to support teachers in the use of them. In what ways can we use technology to support assessments?

Linda Davenport – Question of how you use coaching to move to whole school change? How do strong teachers influence the culture of the schools?

Rick – Study of enacted curriculum. Survey of teachers to see if they are teaching what they think they are teaching.

Uri – Kids in danger of being held back – what to do with these kids?

Julie – Is there a successful model of coaching at the high school level we could look at?

Ed - The difference from middle and high are great in coaching

Linda Curtis-Bey – PD and support at high school goes to math department chair, makes things different.

Ed- Culture of high school math department at the small school without experienced mathematics.

Small schools are attracting people that like to work with children, but not necessarily love mathematics.

How to proceed?

Meet twice a year, loose structure but in a place with interesting work.

There is a large # of districts that want to participate, don't want to make it too big, but maybe a few more.