Supporting Teachers in Action

Green Lake 2017
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Introductions

Introductions:

      Name

      District/Organization

      Share the ways you support math teachers?

Who's in the Room

Goals of this session

Define and experience ways to make Professional Development active in order to support teachers to get the most out of the PD offered to them.

Learn ways to support math teachers to be reflective and improve practice through Instructional Coaching that is embedded into the action of teaching.

Provide an opportunity to network with others who support math teachers!

Active Professional Development -- What does it look like?

Think-Ink-Pair-Share

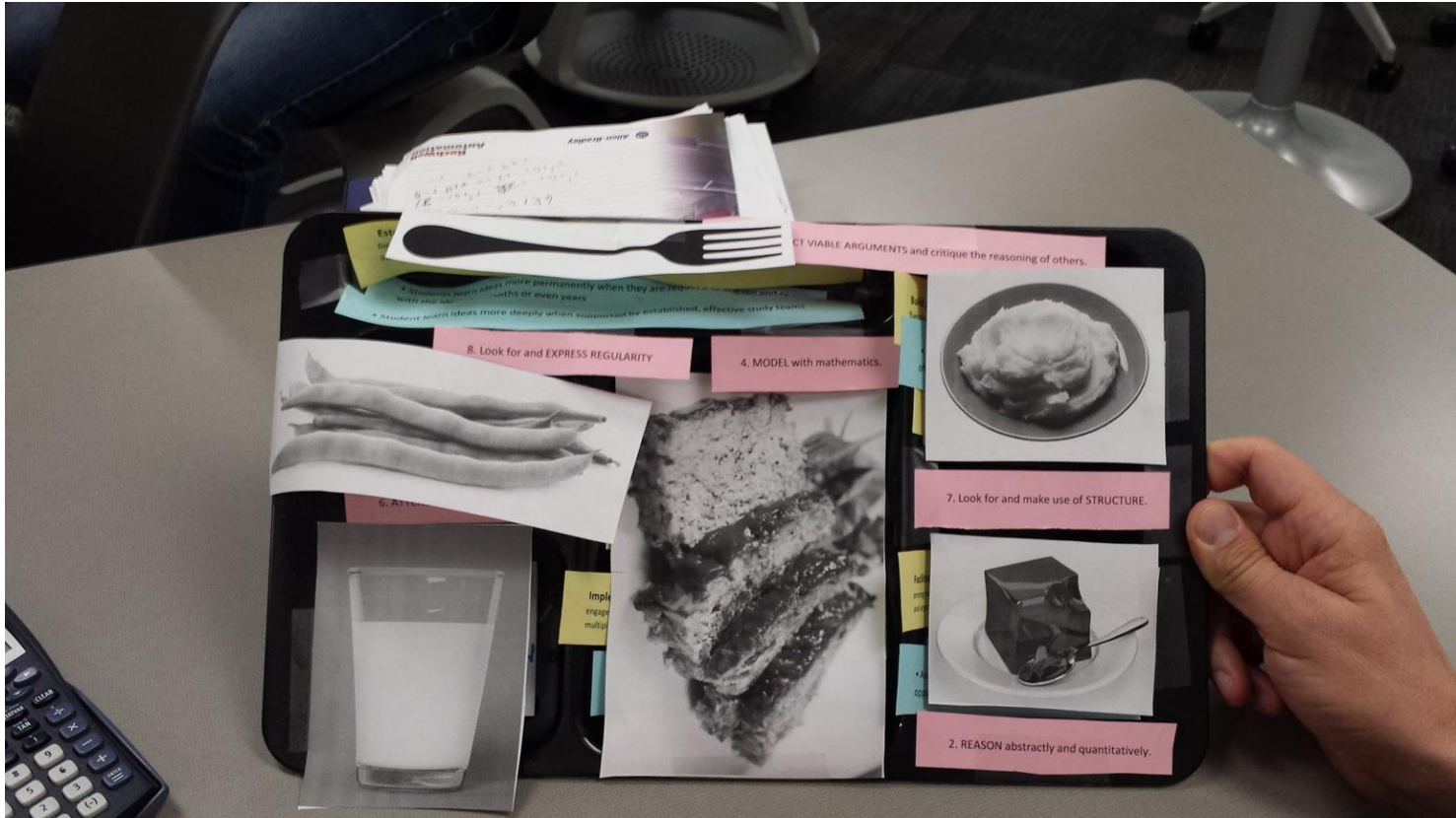Examples: Non Examples:

Example of Active PD: Making Connections Mind Map

Use the 8 Math Teaching Practices from Principles to Actions (NCTM) and make connections to the 8 Standards for Mathematical Practice (CCSSM)

What overall connections can be made between the two sets of Practices?

Reflection

Proximity Partner:

What did it feel like to be a learner in the last activity?

What did you learn, how might you apply what you learned...

Instructional Coaching

Math Chat:

What job embedded support has been helpful for your teachers?

What else is needed?

MMSD: Great Teaching Cycle

Instructional Coaching

Setting a <u>SMART*E* goal</u> for coaching work is helpful--or use a goal already determined by the teacher(s).

Next Up: What types of support can a coach provide at each of the different stages of teaching? What tools can be used in each of the different stages?

Plan

Teach

Reflect and Adjust

What might purposeful planning look like?

Teammates Consult (2 minutes to respond on your own in writing and then 1 minute each to share out ideas)

What questions might you ask to push towards more purposeful lesson planning?

Lesson Planning Tool

What might a coach do during the Teach phase?

Student Centered Data Collection based on the Standards for Math Practice

Video #1

Video #2

What might a reflective debrief look like?

Listening Post

Practice in Trios

Making Connections

Reciprocal Teaching

In what ways does the discussion around the coaching work of **planning a lesson** or **reflecting on a lesson** connected back to the 8 Math Teaching Practices?

Maximizing Coaching Work
Building Collaboration and Peer Coaching (Collaborative Protocols)

Table 1.1:
Seven Stages of Teacher Collaboration

Stage	Questions That Define This Stage
Stage one: Filling the time	What exactly are we supposed to do as a team?
Stage two: Sharing personal practice	What is everyone doing in his or her classroom for instruction, lesson planning, and assessment?
Stage three: Planning, planning, planning	What should we be teaching during this unit, and how do we lighten the load for each other?
Stage four: Developing common assessments	How will we know if students learned the standards? What does mastery look like for the standards in this unit?
Stage five: Analyzing student learning	Are students learning what they are supposed to be learning? Do we agree on student evidence of learning?
Stage six: Adapting instruction to student needs	How can we adjust instruction to help those students struggling and those exceeding expectations?
Stage seven: Reflecting on instruction	Which lesson-design practices are most effective with our students?

Source: Graham & Ferriter, 2008.

Closure

Whiparound

What is a key idea you want to remember from this session?

Action Plan for you to take back to your district:

How will you share your thinking?

What supports will you need to implement?

Who in the room today might be a good support?

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Our Ultimate Goals

All the knowledge about good teaching feels connected and makes sense.

Educational Leaders are supported and know how to support teachers.

Math Teachers are supported and grow as professionals.

Each and every student understands more mathematics!!!

THANKS FOR ALL YOU DO!!