

Principal Feedback



Elementary Math Coach

"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives."

- Robert John Meehan

Research on Coaching

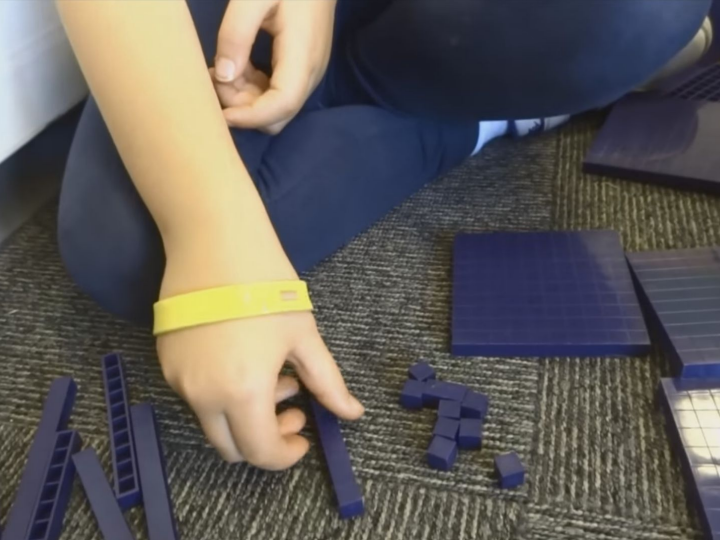
- Workshops => Instructional Skill Taught 10% of teachers implement
- Workshops + Practice Session => Instruction Skill Taught 20% of teachers implement
- Workshops + Practice Session + Coach => Instruction Skill Taught 90% of teachers implement.

Jake Cornett and Jim Knight. "Research on Coaching." In Jim Knight, Ed., Coaching Approaches and Perspectives. Corwin: 2009.

Our Purpose

The purpose of the math coaches is to:

- Provide continual, non-evaluative feedback to teachers.
- Demonstrate best practices in math instruction.
- Provide feedback regarding professional development needs.
- Funding is through the Ready to Learn grant.

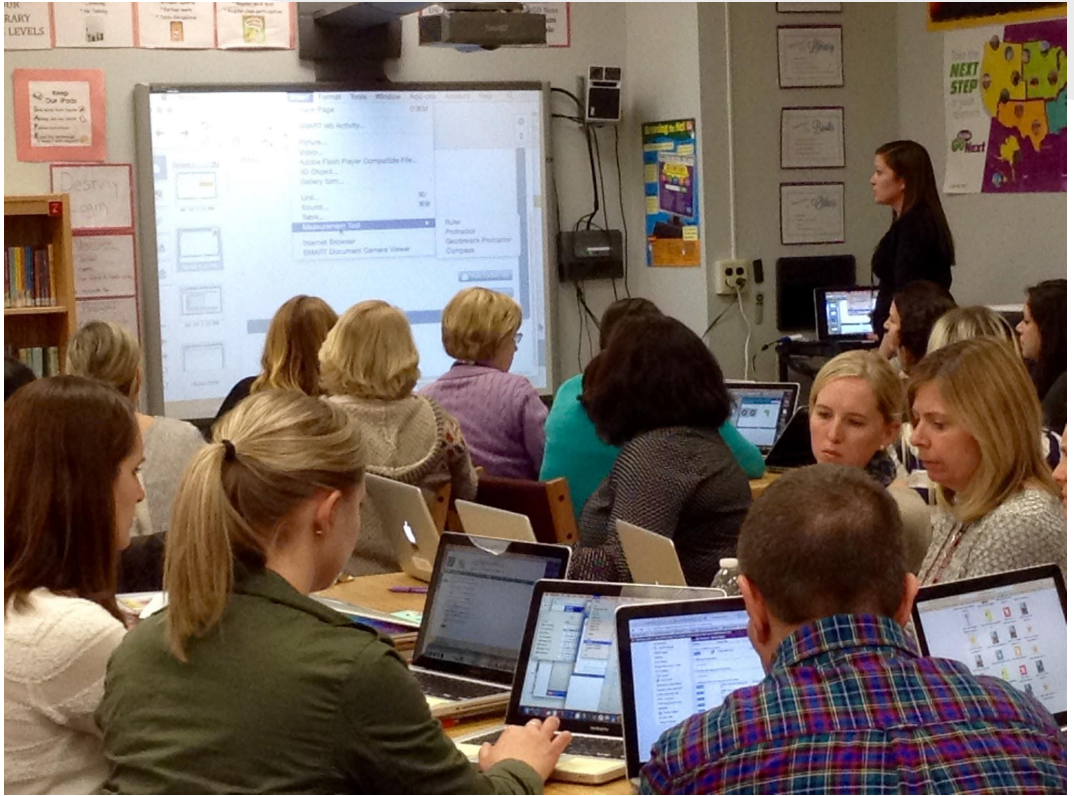
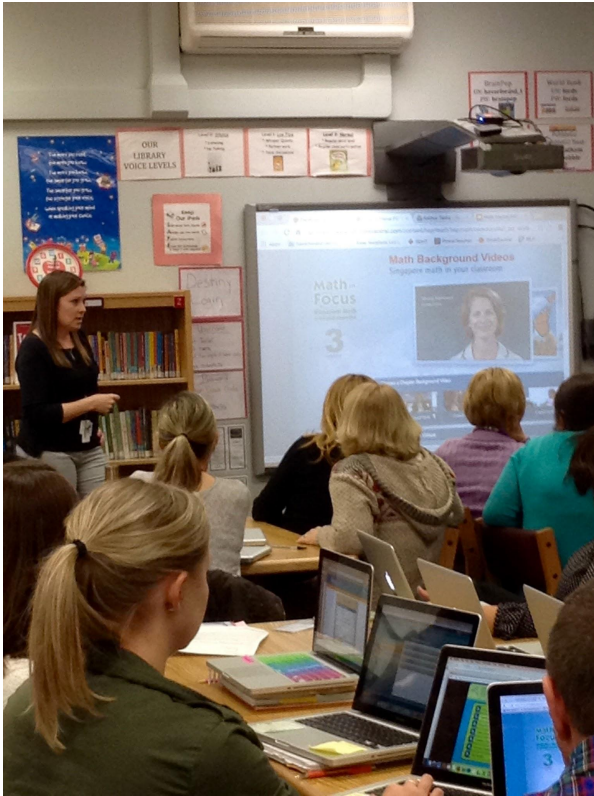


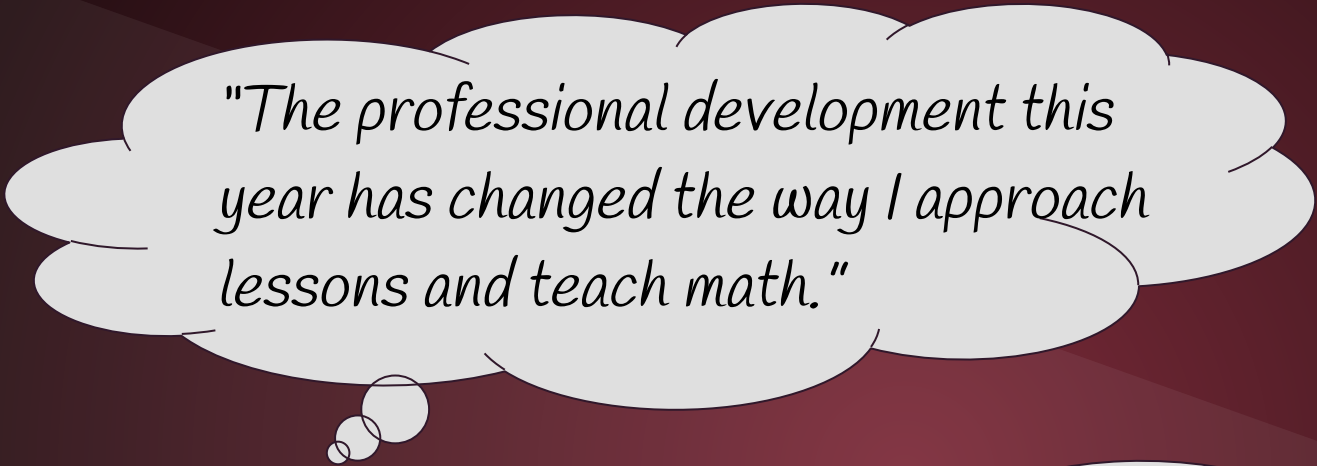
Role of the Math Coach

- Support teachers with a goal of making mathematics instruction more effective, leading to greater student achievement.
- Act like any coach providing regular non-evaluative feedback to teachers helping them grow in their skills.


What does this look like?

Professional Development



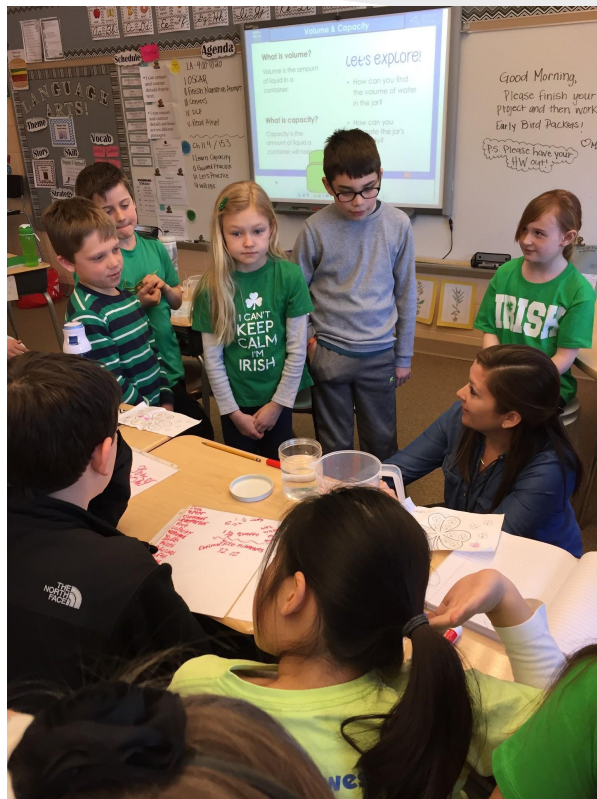


"The professional development this year has changed the way I approach lessons and teach math."



"Professional development sessions have been helpful by getting me more familiar with the Math in Focus mindset and resources. Knowing that I can email or stop by her room anytime I need help has been both stress-relieving and educationally supportive."

Support for Teachers



"Co-teaching with the math coach was a very valuable experience . It enabled me to see how open-ended questioning could be implemented while I was teaching and immersed in the lesson. It was valuable to see how student performance and understanding drove the questioning and discovery throughout the lesson."

"The meetings with our math coach have been greatly beneficial and helpful in planning Math in Focus lessons, as well as assisting the classroom teacher with understanding/analyzing data."

Support for Teachers

MIF Independent FLEX Plan

** For this FLE
the following

Project De
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identified i
benefits of

Hours: 1
Purpose:

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Math Focus Chapter 11 Metric Length, Mass, and Volume

11.4 Liters and Milliliters

Put on Your Thinking Cap! ✓ Show Answer

Use bar models to solve a measurement problem.

Draw a Bar Model

2800 ML

1800 ML 1000 ML

WATER OIL

Solve the Problem

2800 - 1800 = 1000

Clear Check Hide H

Back

Student Hints

Auto-hide

PLUS 360 PerformancePLUS a PLUS 360 Application

WELCOME SCHAEFER, LAUREN - HAVERFORD, PA VERSION 1.5 2016-17

MyREPORTS

Report 1: Assessment Sections - Bar Chart

Run Report

2/3/2017

1 = Lynnewood + Manoa (students ever enrolled in the building)

% of MAX Score

Sections

0 20 40 60 80 100

M05-A-T.1.1 1/23/2017

M05-A-T.2.1 1/23/2017

M05-A-F.2.1 1/23/2017

M05-B-O.1.1 1/23/2017

M05-B-O.2.1 1/23/2017

M05-C-G.1.1 1/23/2017

M05-C-G.2.1 1/23/2017

M05-D-M.1.1 1/23/2017

M05-D-M.2.1 1/23/2017

M05-D-M.3.1 1/23/2017

Total Score 1/23/2017

Description

% of Max

Understanding of place-value of whole numbers and decimals, and compare quantities or magnitudes of numbers. 62.72%

Numbers and decimals to compute accurately (straight computation or word problems). 75.78%

Division and division problems involving fractions and whole numbers (straight computation or word problems). 46.16%

Complete calculations by applying the order of operations. 69.06%

Use a coordinate grid and describe or interpret points given an ordered pair. 62.39%

Use simple conversions (may include multistep, real-world problems). 50.98%

56.96%

80.87%

Teacher Tips

SA3

Marshall Cavendish

Collaboration with Administrators



[Gradual release lesson structure](#)

Anchor Task

[Example Anchor Task](#)

[Blank Anchor Task Template](#) - Save Copy as to your drive and you can edit this.

Resources

[Math Ten Frame Cards](#)

Pacing Guides

- [Kindergarten](#)
- [1st grade](#)
- [2nd grade](#)
- [3rd grade](#)
- [4th grade](#)
- [5th grade](#)

[illegible]

From a teacher...



Hopes for the Future