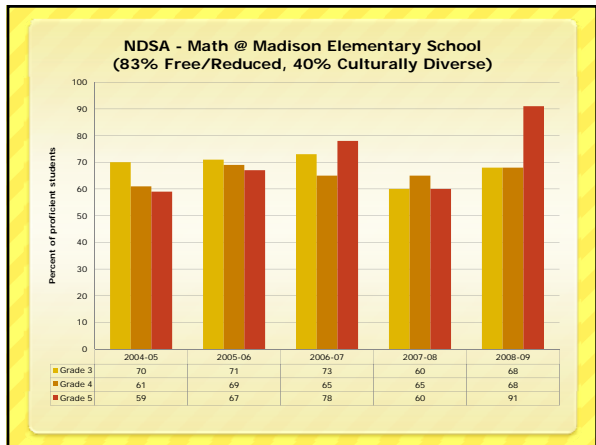


A Model for Math Coaches at the Elementary Level

Toni Stith
Math Specialist
Madison Elementary School, Fargo, ND
Fargo Public Schools



- Mom, coach, Girl Scout leader, church teacher, international traveler
- MS & elementary teacher – 10th year, 4 states
- Caught in the Act award winner, 2008
- Milken National Educator award winner, 2008



Additional Title I Funds discussion from Laurie Matzke

- A place for instructional coaches...
 - Professional Development (p.6)
 - Professional Development Plan (p.15)
 - School Improvement funds (p.19)

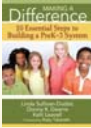
Other schools doing this

- **Linda Sullivan-Dudzic, Director of Special Programs and School Support, Bremerton School District (WA)**
- Use of IC in schoolwide Title 1 buildings is part of the strategic plan to increase student achievement
- ICs are coded as part of Title I set aside for District AYP requirement
- Building level ICs funded by Title II
- IC responsibilities: build knowledge of teachers, coordinate PD, implement research-based practices, help teachers learn to use data to plan instruction, guide teams, assist principal in scheduling, support teachers in change process

Information on blending funds and realigning resources PreK-3 is included in this book

Making a Difference

10 Essential Steps to Building a PreK-3 System



Linda Sullivan-Dudzic
tdudzic@msn.com
Donna K. Kearns and Kelli Leavell

“A good coach can see something special in you that you didn’t know was there and help you to make that something special become a living part of you.”

Instructional Coaching: A Partnership Approach to Improving Instruction
By Jim Knight

Important predictors of success in a coaching program

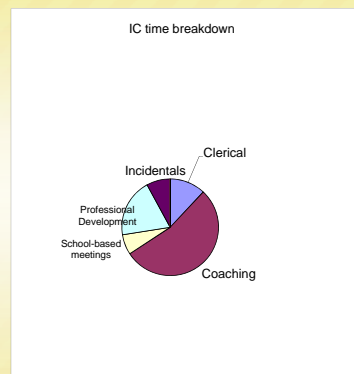
- ❖ Coaches are working in schools with principals who are effective instructional leaders.
- ❖ Coach and principal have a shared vision of what IC can accomplish.
- ❖ Coaches must work in a partnership with principals.

Five effective coaching activities

1. *Collaborating*: ideas ping-pong back and forth between parties so freely that it’s hard to determine who thought what
2. *Modeling*: different ways of relating to students, different style of classroom management
3. *Observing*: watch for the right things, focusing on the things that teachers do well
4. *Providing feedback*: guide teachers to make sense of their own observational data
5. *Providing support*: make it as easy as possible for teachers to implement a new practice

Coaching components

- ✓Coaching
- ✓Clerical
- ✓Professional Development
- ✓School-based meeting



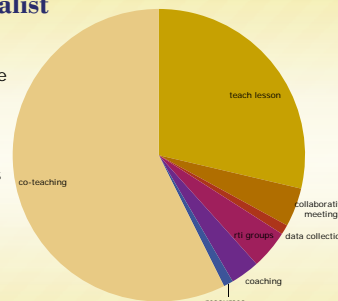
Devona Dunekack,
Project Coordinator
Pathways to Success (KS)

Commonalities between IC and Math Specialist

- Meeting with teachers
- Gathering classroom data
- Building relationships
- Preparing materials
- Facilitating learning teams

Math Specialist

- ✓Teach lessons
- ✓Co-teaching in the classroom
- ✓Collaborative meetings
- ✓RTI groups
- ✓Provide resources
- ✓Data collection
- ✓Coaching



Monday	Tuesday	Wednesday	Thursday	Friday
	7:50-8:20 PLC (2nd grade)	7:50-8:20 PLC (4th grade)		7:50-8:20 PLC (5th grade)
8:40-9:00 4th grade (Focus Group B)	8:40-9:00 5th grade (Focus Group)	8:40-9:00 4th grade (Focus Group A)	8:40-9:00 3rd grade (Azzari)	8:40-9:00 5th grade (Focus Group B)
9:00-9:40 3rd grade (Weaver)	9:00-9:40 3rd grade (Weaver)	9:00-9:40 3rd grade (Weaver)	9:10-9:40 3rd grade (Weaver)	9:10-9:40 3rd grade (Weaver)
9:45-10:25 4th grade (Kiser)	9:45-10:25 4th grade (Kiser)	9:45-10:25 4th grade (Kiser)	9:45-10:25 4th grade (Kiser)	9:45-10:25 4th grade (Kiser)
10:25-10:35 Coaching				
10:35-11:25 3rd grade (Azzari)	10:35-11:25 3rd grade (Azzari)	10:35-11:25 3rd grade (Azzari)	10:35-11:25 5th grade (Yammar)	10:35-11:25 3rd grade (Azzari)
11:25-12:05 5th grade (East)	11:25-12:05 5th grade (East)	11:25-12:05 5th grade (East)	11:25-12:05 5th grade (East)	11:25-12:05 5th grade (East)
12:05-12:45 Lunch				
12:45-1:20 Plan				
1:20-2:05 1st grade (Bosman)	1:20-2:05 1st grade (Johnson)	1:20-2:05 1st grade (Johnson)	1:30-2:05 1st grade (Focus Group)	1:20-2:05 1st grade (Bosman)
2:10-3:00 2nd grade (Wright)	2:10-3:00 2nd grade (Lawrence)	2:10-3:00 2nd grade (Wright)	2:10-3:00 2nd grade (Lawrence)	2:10-2:30 2nd grade (Focus Group)
	3:00-4:00 Staff Meeting	3:00-3:45 PLC (1st grade) or RTT meeting		

Teach & Co-teaching

- Co-teaching in classroom for 40 minutes each day with the 1st through 5th grade teachers
- Lead a lesson at least once a week in each classroom
- Rotation schedule – alternate between classrooms
- Modeling & observing is happening informally

Co-teaching strategies

1. Be Consistent
2. Communicate
3. Build Relationships

Hope your conference goes well. When you present, remember that you are a good math teacher and are extremely appreciated for you work here at Madison. Your work toward self reflection and data analysis has given us more background on learning of concepts than any other title teacher in the district (that I know of)... Good luck!

Preparation for Collaboration

Daily:

- Read lessons and be prepared to teach everyday in every class
- Allows flexibility – “rotation” or whole group instruction

Before team meeting:

- Plan pull-out lessons
- Plan supplemental activities for missing standards
- Consult curriculum maps to monitor the team's progress

During team meeting:

- Plan weekly lessons together
- Discuss ideas for the lessons or the use of additional materials, resources
- Discuss methods of delivery: small group, whole class, partners
- Discuss strategies that work and don't work with students

*Resource:
On Common Ground: The Power of Professional Learning Communities
by DuFour, Eaker*

Data collection & RTI groups

- Assess & identify students for pull-out focus groups (various assessments)
- Lead pull-out groups for 20 minutes each day with grades 2-5 (RTI process)

Provide resources

- Post the minutes of our planning meeting onto Sharepointe
- Discuss problem-solving strategies
- Favorite math teaching tools
- Websites, technology help
- Self-assessment portfolios

For further reading, other good parts of this book:

- Partnership communication – listening, understanding, recognizing, building
- Getting teachers on board – enroll, identify methods, explain tactics
- Modeling, observing, and collaboratively exploring data (reflection)

Sum it Up

- Instructional coaches have a lot to offer teachers
- Co-teaching in the classroom is valuable and directly affects student achievement
- As math specialist at the elementary level, data collection is focused on students rather than teachers using strategies

Sum it Up

- Schoolwide Title math teachers can modify their position to incorporate coaching components
- Use Title funds to get a half time math teacher/half time IC
- Target-assisted math teachers: Be creative with proposals for grants to include co-teaching in the classroom as part of your responsibilities



<http://www.instructionalcoach.org>

<http://thebigfour.ning.com>

Toni's favorite math resources

1. Hands-on Equations
2. Geared clock set (everyone borrows this)
3. Math Journals (www.learningresources.com)
4. Menu math – Hamburger Hut
5. EM Games (don't have to have the curriculum to benefit from these games)
6. Head Full of Numbers game
7. Race Around the Clock game
8. Multiplication (dog bone) sliders from Ed-tech