



# SPRING CONFERENCE LET'S CONNECT

May 6-8, 2024, Nationwide Hotel & Conference Center, Lewis Center





# Elevating Education~ The Power of Quality Coaching in Teaching and Learning





ESC  
*of the* WESTERN RESERVE  
*Inspiring Learning Through Innovation*

**Mission:** ESC of the WR is committed to providing innovative programming and quality services to support and promote student achievement in all aspects of our educational communities within our region and state.

**Vision:** The ESC of the Western Reserve will be recognized as a premier educational service center that provides personalized services to inspire and support student growth and staff development to educational communities in our region and across Ohio.



The Summit Educational Service Center creates personalized solutions for Ohio educators, students and families.



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On the “Doggo”  
scale, which image  
resonates with you  
today?



# Share some **GOOD NEWS!**

Some possible sentence starters for you:

I have...

- \* implemented a professional learning opportunity for teachers with engaging mathematical activities that supports the Effective Mathematical Practices
- \* a Coaching Success Story to share
  - \* worked with teachers using HQIM Math
  - \* created...

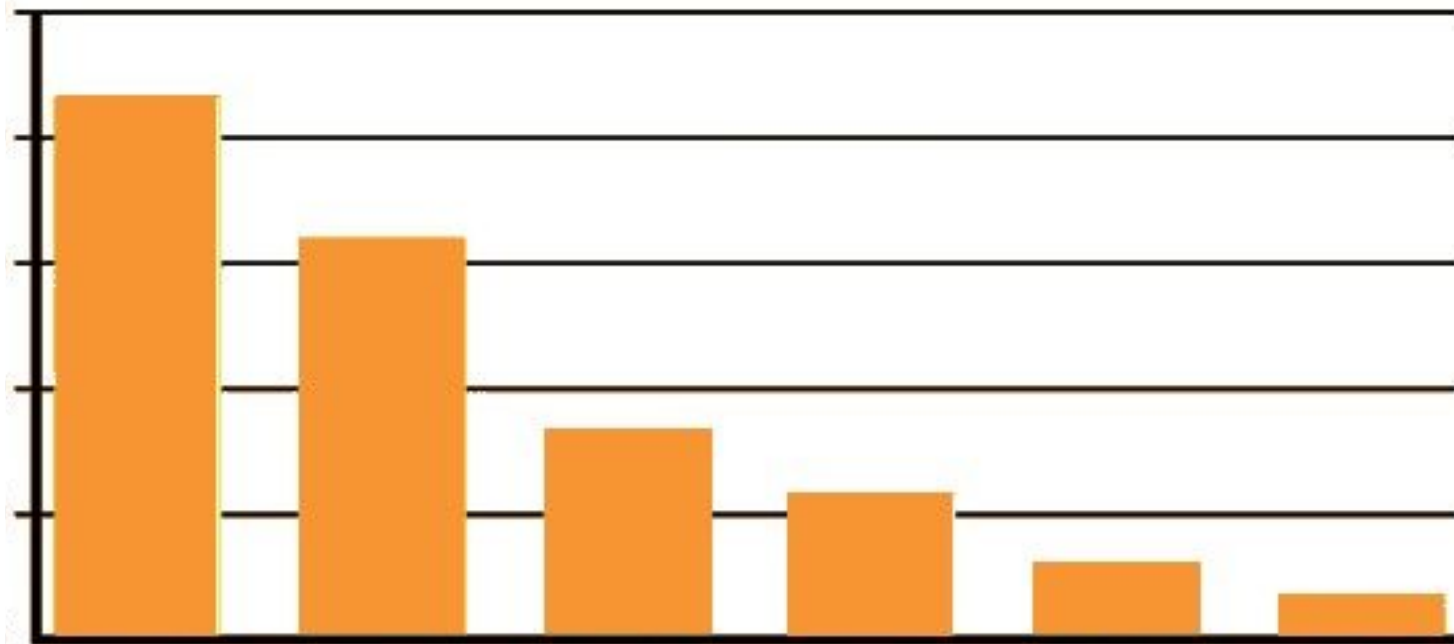


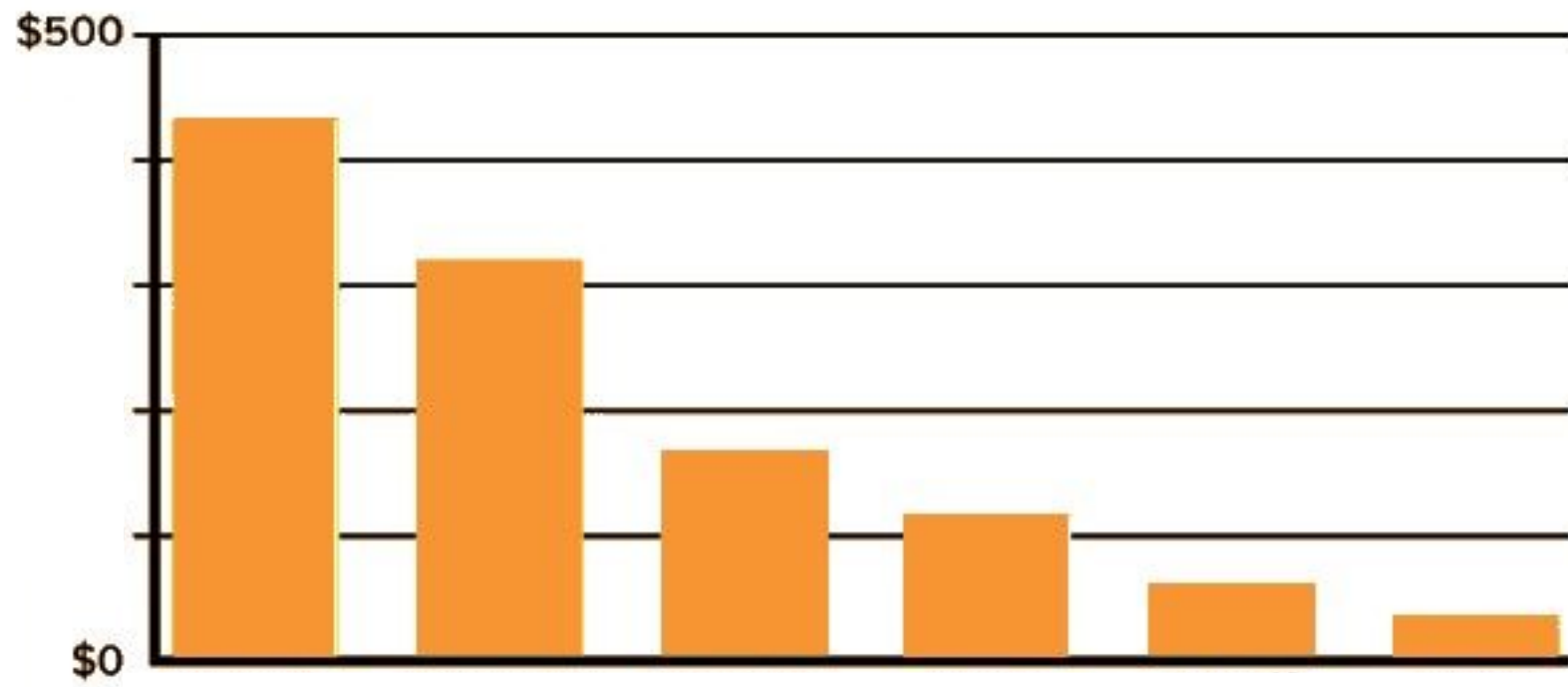
**Let's Energize and Jump Start with a Math Talk!**

*Let's Get your Math Brain On!*

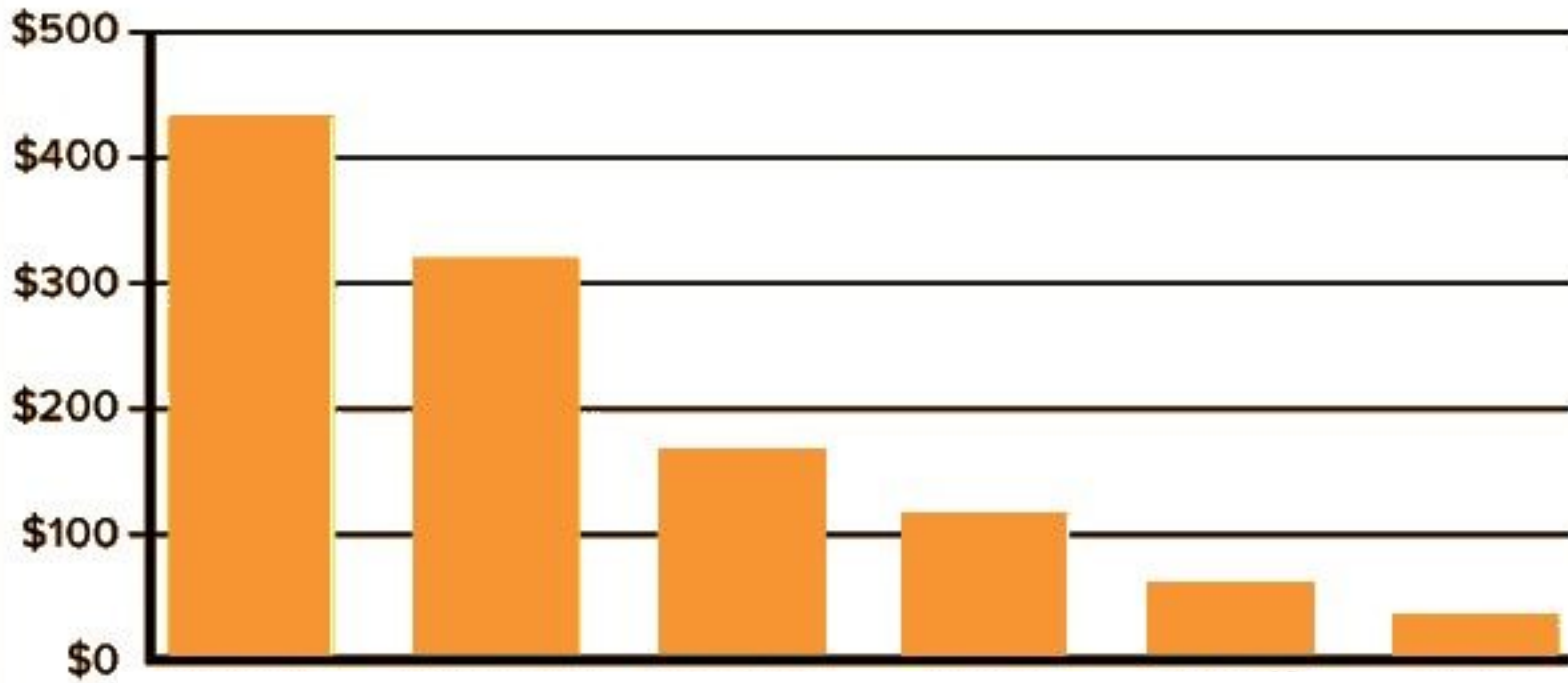






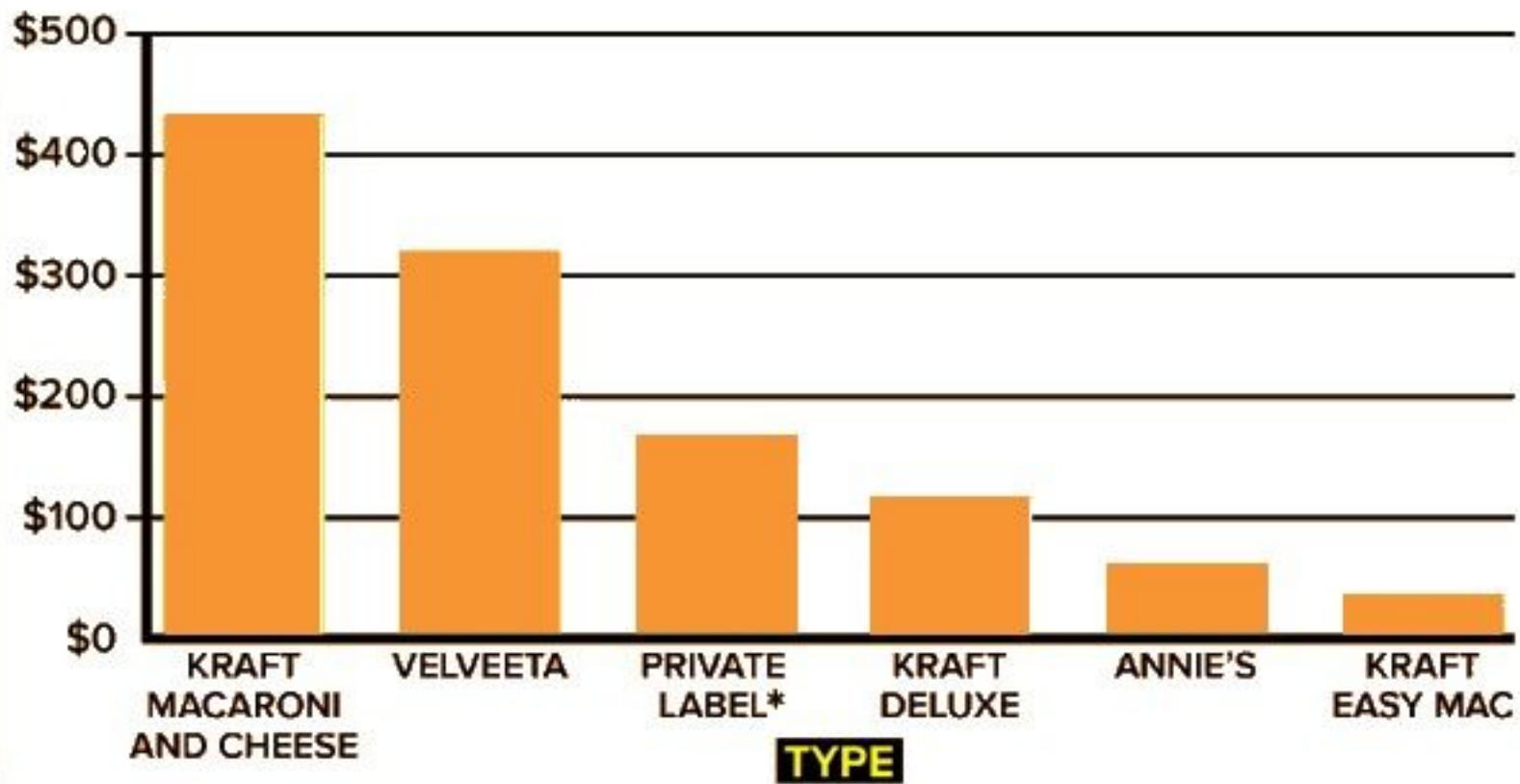


**SALES IN MILLIONS OF U.S. DOLLARS**



2020

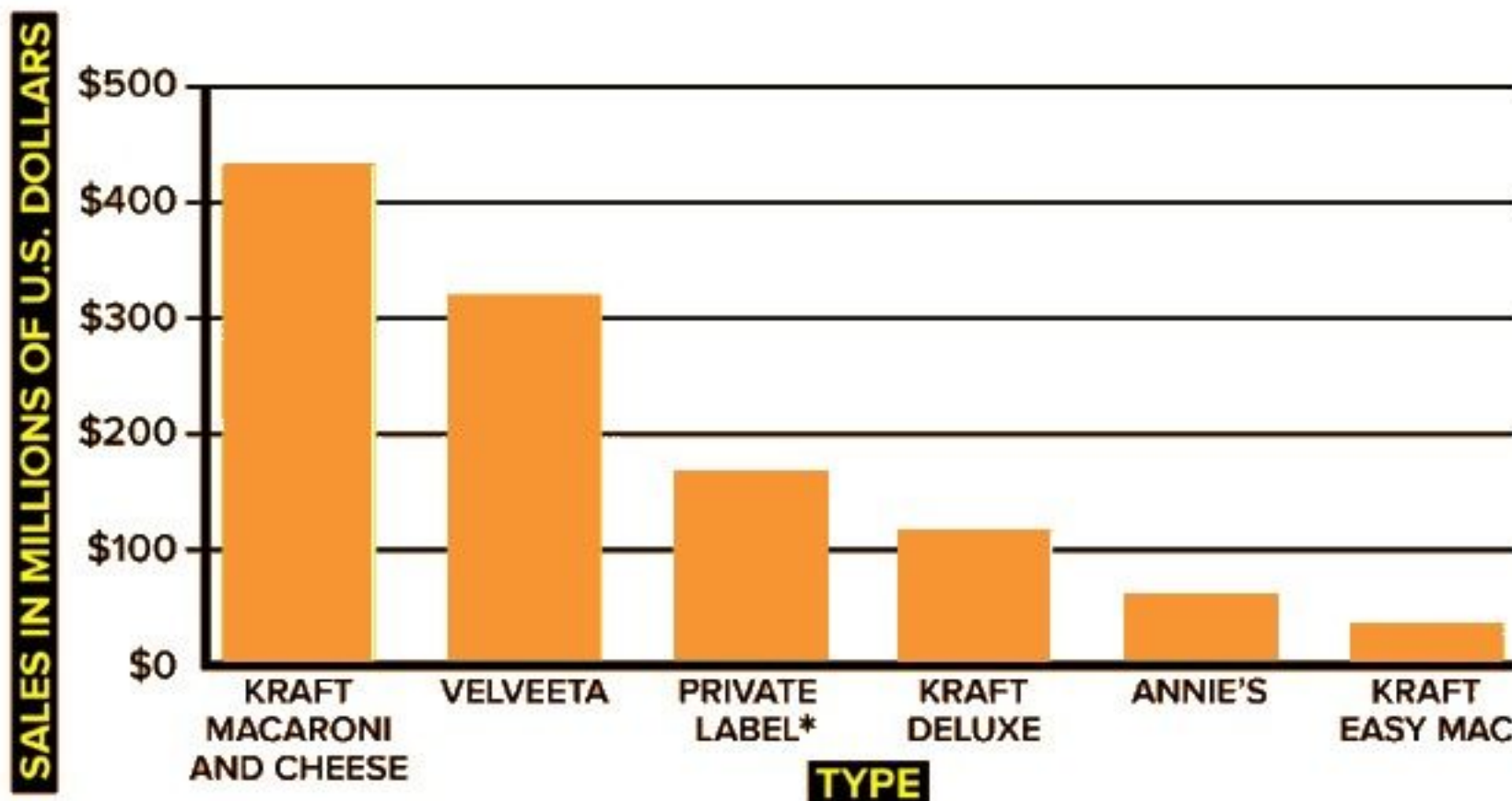
**SALES IN MILLIONS OF U.S. DOLLARS**





# MAC 'N' CHEESE BY THE MILLIONS

Americans spend millions on dried mac 'n' cheese mixes per year. Here's how select varieties stack up.

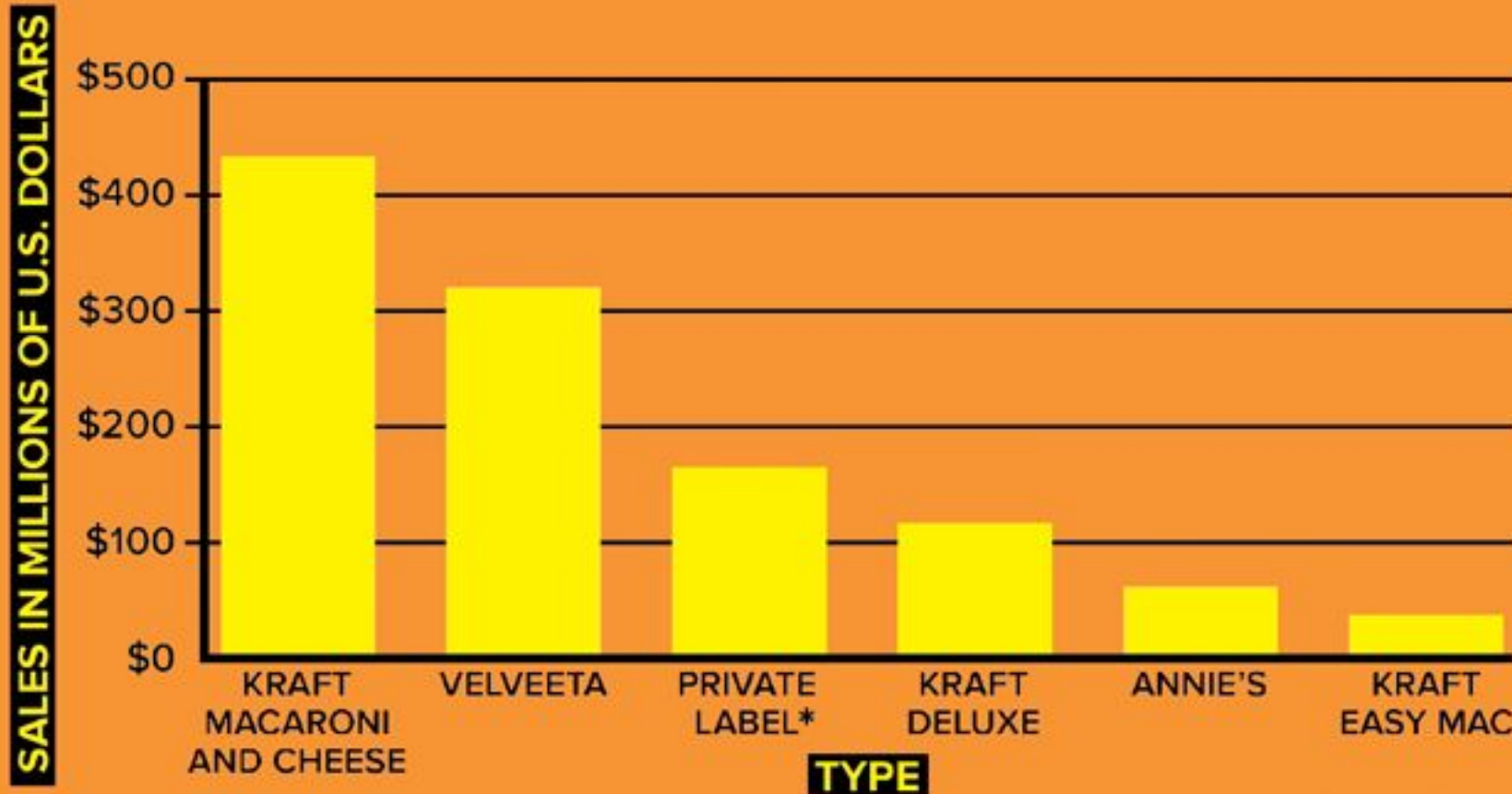


\*Combined sales of private grocers' labels

Source: Statista

# MAC 'N' CHEESE BY THE MILLIONS

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## MAC 'N' CHEESE A HISTORY

This classic dish has been served since medieval times!



**1200s:** Mac 'n' cheese recipes first appear in Italy.

**1769:** The first modern recipe for mac 'n' cheese is published in the cookbook *The Experienced English Housekeeper*.



**1793:** Thomas Jefferson purchases a machine to make his own macaroni pasta.

**1937:** Kraft's boxed mac 'n' cheese hits shelves during the Great Depression.

**1984:** Velveeta Shells & Cheese is released.

**2006:** Kraft's microwavable Easy Mac Cups are introduced.

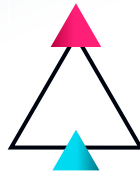




# Slow Reveal Graphs

[\[source\]](#) [slow reveal by [Jenna Laib](#)] Click title for link





# Get to know our audience





# Agenda



**Quality Coaching**



**Sharing our experiences with Better Lesson  
and Instruction Partners**



**Coaching Tools/Resources**

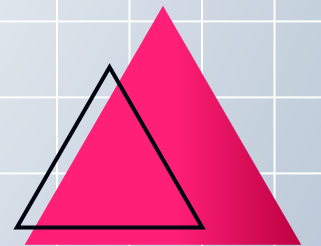
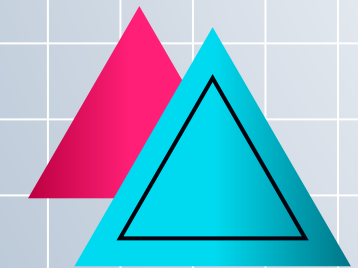
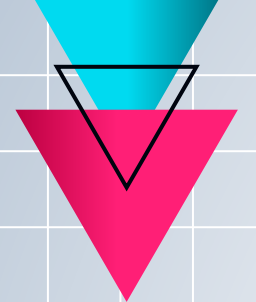
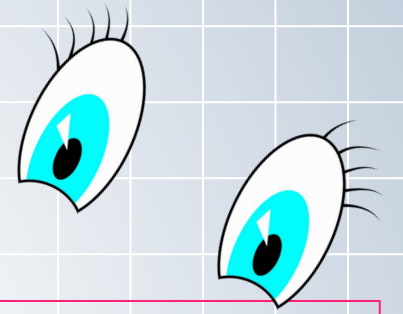
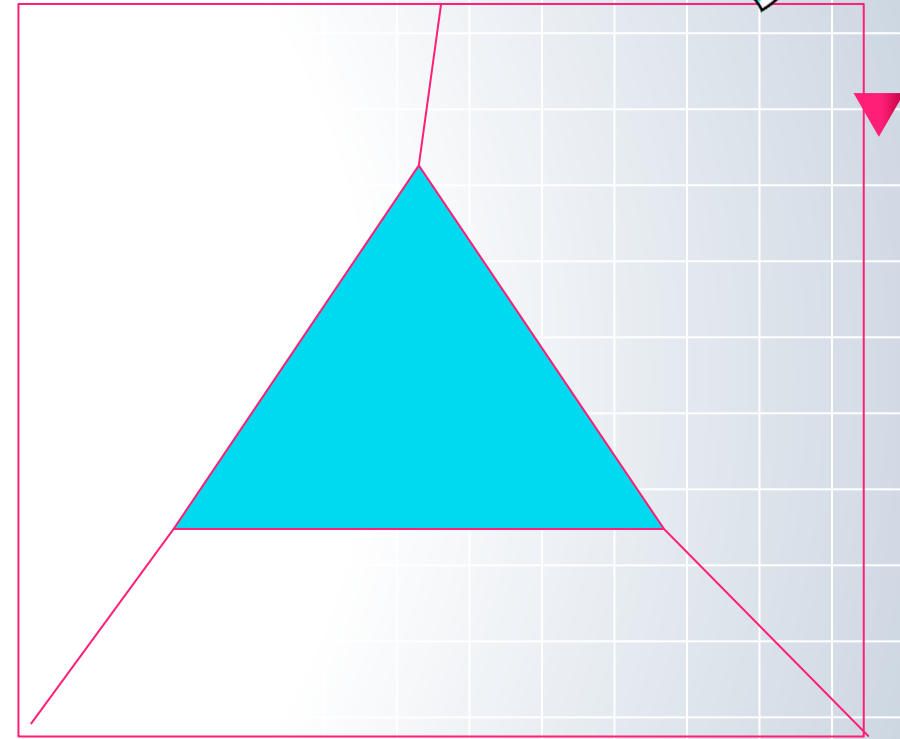
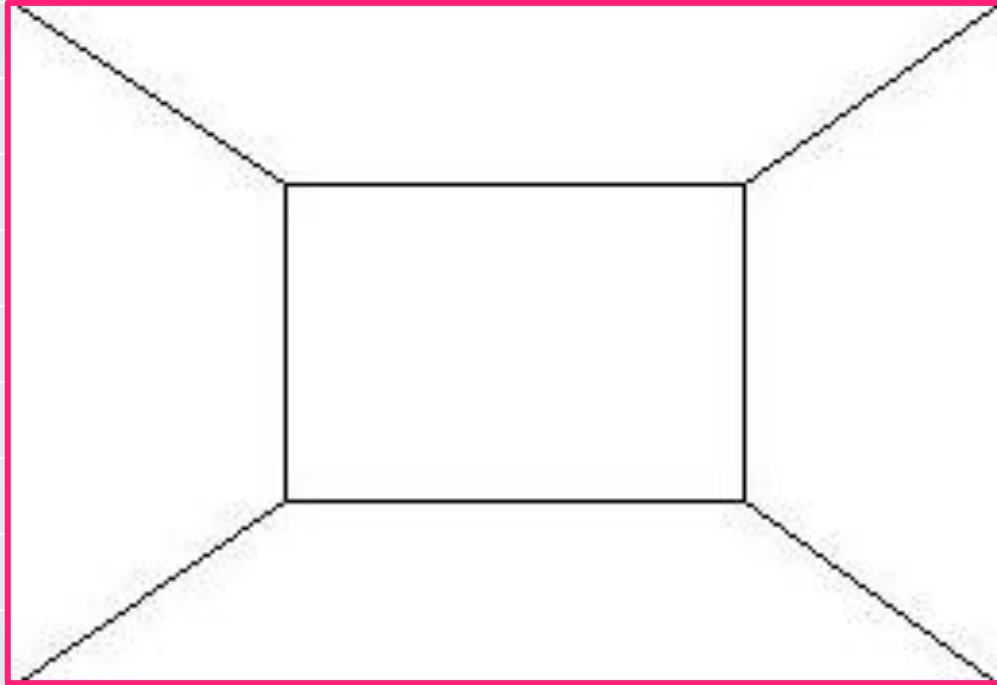




## Placemat Activity

List ingredients that make a fabulous salad?

# Samples of what the placemat could look like







List the characteristics of Quality Coaching.  
What does Quality Coaching look like? sound like?

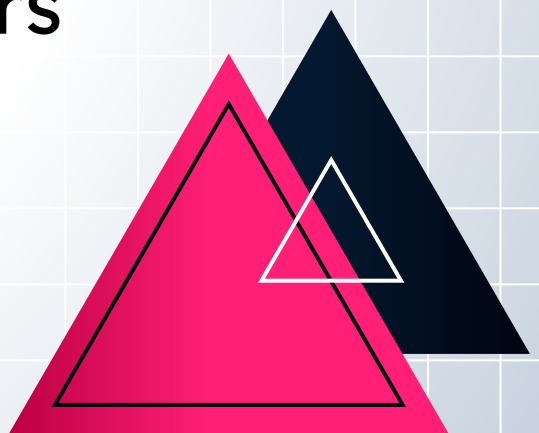
# Discussion

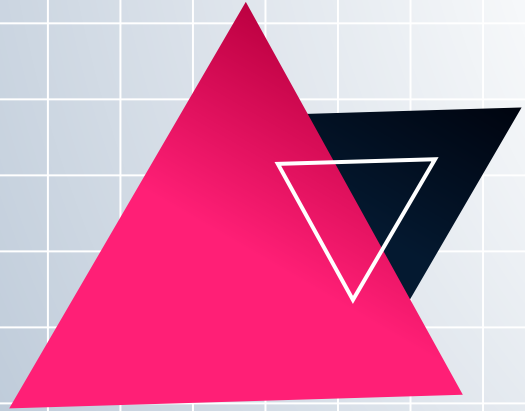
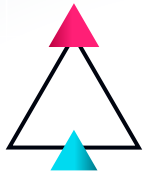


Share out from each group.



## Quality Coaching involves:

- ★ Build positive relationships
  - ★ Listening
  - ★ Formulating a Plan together
  - ★ Focusing on what both administrators AND teachers want
  - ★ Making Personal connections
  - ★ Being Supporters vs. Evaluators
- 





# BetterLesson

partners with education organizations to reimagine professional learning, build teacher and leader capacity, and improve outcomes for all students.



**BL Connect**



**Workshops**



**1:1 Coaching**



**Learning Walks**

# Instruction Partners

works shoulder-to-shoulder with leadership teams each step of the way to implement and continuously improve the instructional leadership practices in early literacy, ELA, math, and science.



Adopt and implement high-quality instructional materials




Facilitate effective professional learning connected to content and materials





Support data routines that help teachers understand and meet learning needs



INSTRUCTION  
PARTNERS



“Train to Sustain”  
partnerships to ensure  
that regional center  
partners receive the  
training and resources  
needed to sustain strong  
instructional leadership in  
their regions.

- 
1. Training for leaders on a **vision of excellent content instruction** for early literacy, ELA, math, and science
  2. Clear guidance for districts on **best practices for implementing high-quality instructional materials (HQIM)**—anchored in the [Curriculum Support Guide](#)
  3. A **model for effective professional learning (PL)**, as well as training for LEA and school leaders on how to provide that PL—anchored in the [Professional Learning Conditions and Practices](#)
  4. **Coherence** across intervention systems and/or school improvement structures, HQIM, and PL
- 



INSTRUCTION  
PARTNERS





# Creating an Instructional Vision and Core Beliefs

Build procedural fluency from conceptual understanding (5)

Teacher	Student
<p>model *</p> <p>Repetition</p> <p>*Common language K-12</p> <p>Facilitate w/ Feedback</p> <p>Vertical alignment</p> <p>Develop formulas</p>	<p>manipulate</p> <p>Ask questions</p> <p>*Anchor charts</p> <p>Word wall/vocab practice</p> <p>Connections to previous learning (Anchor charts)</p>

Pose purposeful Questions (7)

Teacher	Student
<p>*Show me .... (explicit)</p> <p>Think Pair Share *</p> <p>model/demonstrate</p> <p>Use your resources</p> <p>*"Explain why/how..."</p> <p>Evaluate</p>	<p>Demonstrate... (visual/concrete models, equation)</p> <p>Turn and talk *</p> <p>On Your Own - Create Story problem</p> <p>Collaborate</p> <p>Write it out → explain</p> <p>teach it</p> <p>Utilize Common Language</p>

Use appropriate tools strategically

Teacher	Students
<p>- model</p> <p>- correct vocabulary</p> <p>I do, you do, we do</p> <p>make expectations</p> <p>know your students</p> <p>Vocabulary</p> <p>Open-Ended ways to solve</p>	<p>- explore</p> <p>- repeated use</p> <p>- correct vocab</p> <p>- independently, groups</p> <p>follow expectations</p> <p>manipulatives</p> <p>notebooks</p> <p>dry erase boards</p> <p>tens frames</p>



## Standards for Mathematical Practice

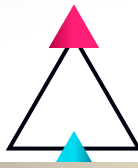
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## *Effective* Mathematics Teaching Practices

1. Establish mathematics **goals** to focus learning.
2. Implement **tasks** that promote reasoning and problem solving.
3. Use and connect mathematical **representations**.
4. Facilitate meaningful mathematical **discourse**.
5. Pose purposeful **questions**.
6. Build **procedural fluency** from conceptual understanding.
7. Support **productive struggle** in learning mathematics.
8. **Elicit and use evidence** of student thinking.



# Connect to Vision



Build on and advance Math Knowledge

- \* refer to prior problems
- \* examples
- \* make connections
- \* build <sup>common</sup> math vocabulary
- \* focus on process

Create an engaging learning environment

- \* Using hands-on manipulatives
- \* turn and talk
- \* I do, we do, you do
- \* Turn and talk
- \* Open ended tasks
- \* Multiple representations
- \* incorporate movement
- \* grouping
- \* solve more than 1 way

Connect and apply math skills

- \* different ways to solve
- \* find a way that works for student
- \* repetition problems/practice/manipulatives
- \* Make up your own problem
- \* partners/small groups
- \* Writing
- \* referencing prior knowledge
- \* Modeling
- \* Spark your learning
- \* real world, real life, relatable



INSTRUCTION  
PARTNERS



ESC   
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Inspiring Learning Through Innovation



# Instructional Vision for Mathematics




In the \_\_\_\_\_ School District, we will **build on** and **advance** math knowledge that students have learned in past units and previous grades. We will **create an engaging** learning environment for students to develop an understanding of key math concepts so they can see how they are **connected** and **apply** their skills to solve problems and tasks.

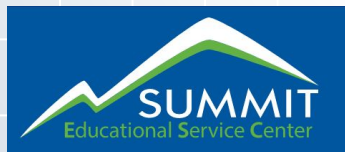

In the \_\_\_\_\_ City Schools, our Elementary Math Team aspires to cultivate a learning environment where students acquire **fluency** in mathematical concepts and develop an understanding of their **real-world applications**. Through **rigorous problem-solving and critical thinking**, students are empowered to approach challenges with resilience and **perseverance**. Students will **collaborate** as a community of critical thinkers to become lifelong mathematical thinkers.



# Instructional Vision for Mathematics



At \_\_\_\_\_ Elementary, all children are capable of learning mathematics and being successful students. Students and teachers accept the challenge of creating a safe environment for higher-order thinking and problem-solving that is aligned with the rigor of grade-level expectations.



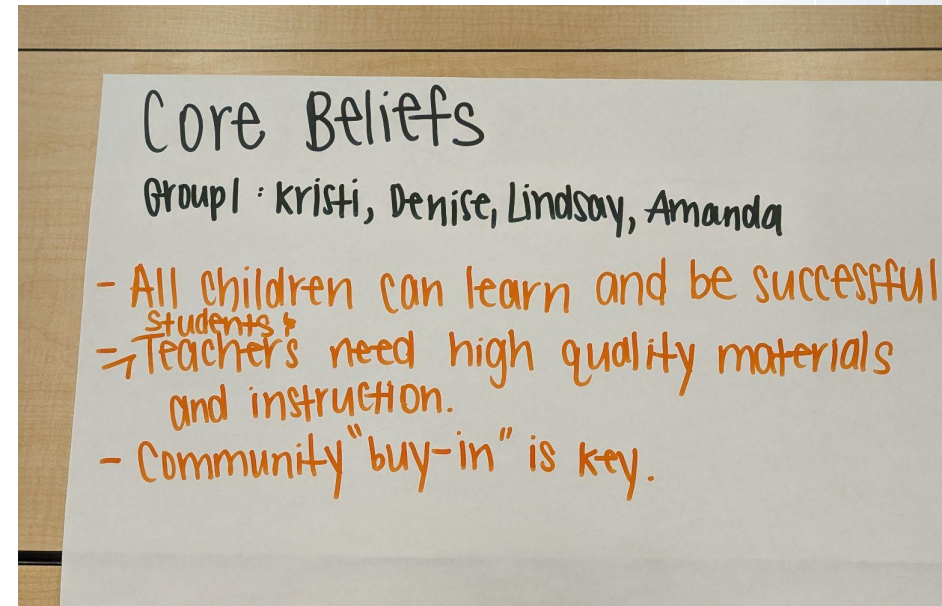
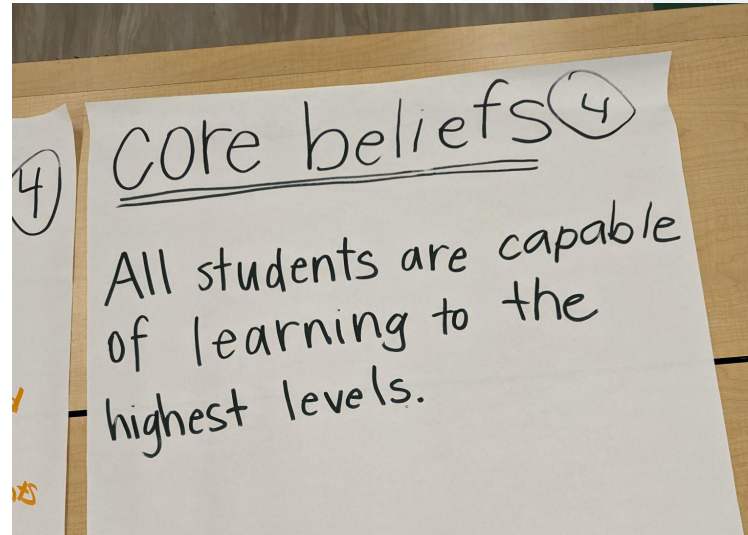
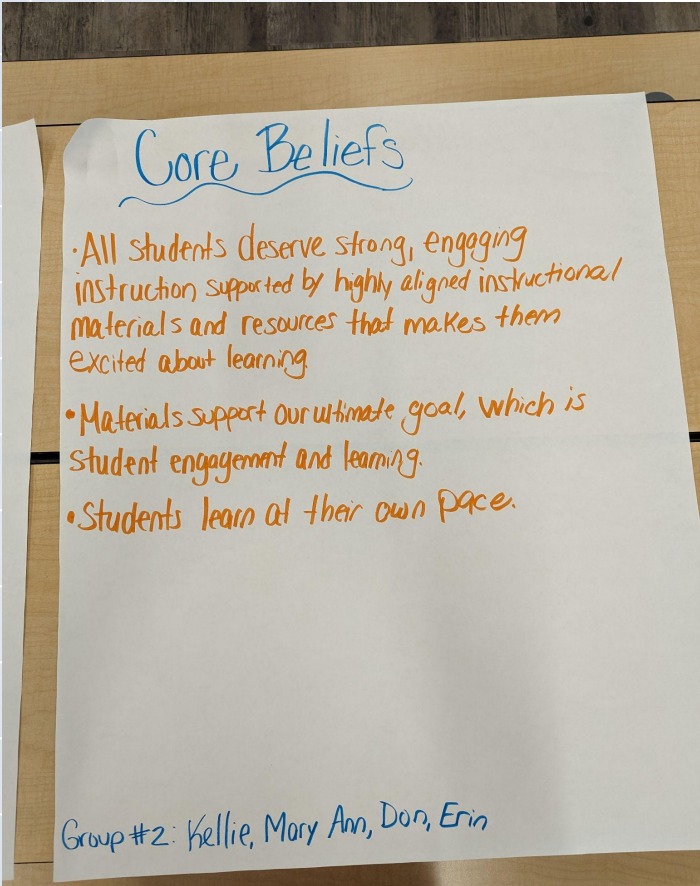
## Teacher Actions

- Teachers reference mathematical connections and provide daily opportunities to communicate mathematically with higher-order thinking problems as expected by the OH Math Learning Standards.
- Teachers create a safe environment to take risks by modeling how mathematics is used in the real world.
- Teachers prepare for instruction by planning for relevant strategies and models (representations) for problem-solving using high-quality instructional materials.

## Student Actions

- Students use previous knowledge to communicate their mathematical thinking with themselves and others to engage in new grade-level learning.
- Students are empowered to persist through challenges using mathematics in real-world situations.
- Students use relevant strategies and representations to communicate mathematically with access to high-quality instructional materials.

# Core Beliefs





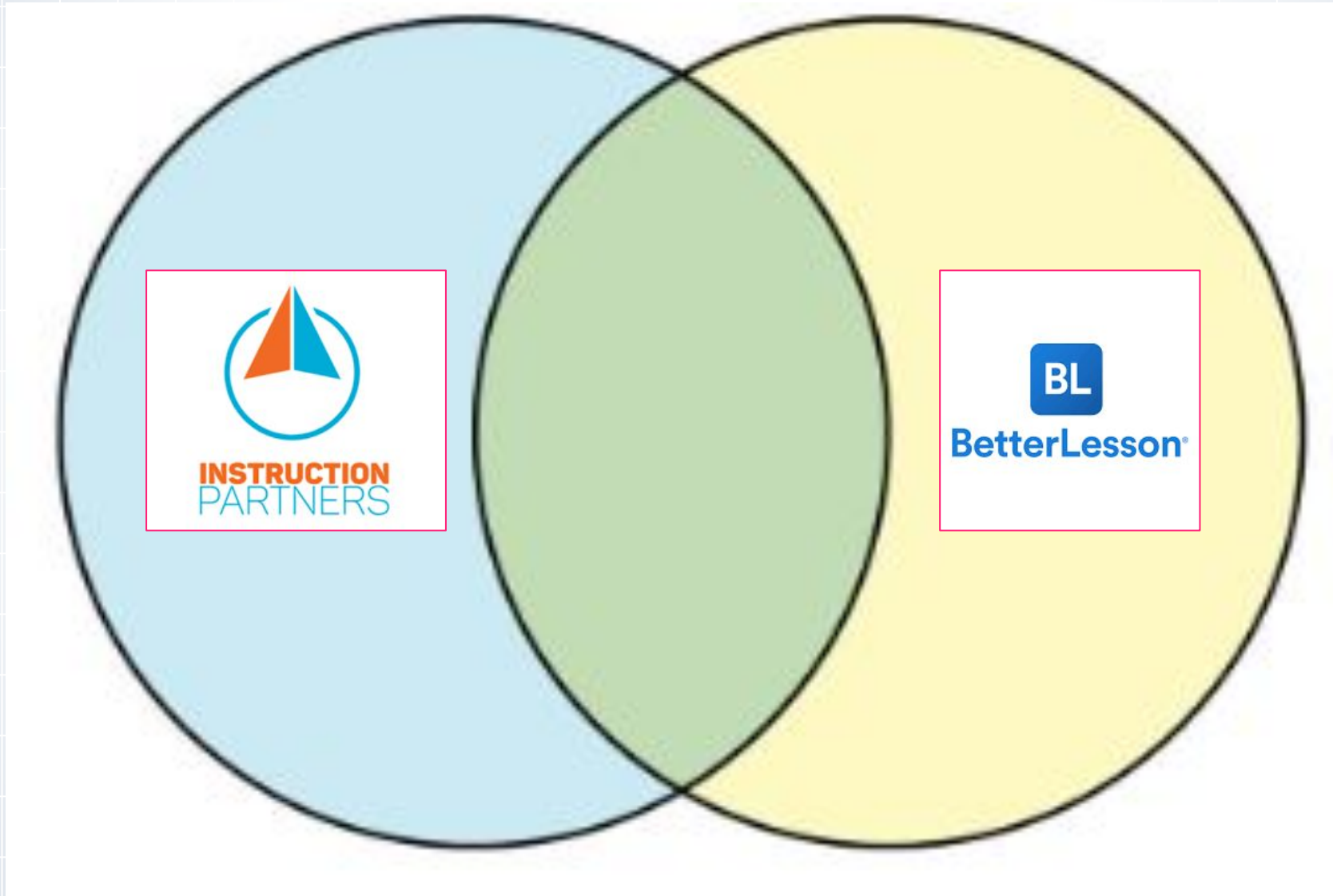
# Unit Internalization and Lesson Prep

Unit Internalization

Lesson Prep



# Instructional Rounds/ Learning Walks



# Instructional Rounds/Learning Walks

Instruction Partners

15 minutes

[Math Instructional Practice Guide](#)

Instructional Rounds are...

- Non-evaluative
- 15-minute snapshots of instruction
- Used to understand school- and system-wide trends
- Grounded in the Instructional Practice Guide (IPG)



Better Lesson

15 minutes

[Student Centered Mathematics Rubric-](#)

choices to use


- a tool to inform school leaders as they create a plan to support teachers
- an opportunity to experience a replicable process that school leaders can use on an ongoing basis to inform plans for their schools
  - Use an aligned tool
  - Collect authentic artifacts
  - Student-centered/ non-evaluative
  - Sustainable and replicable




## Math Classroom Observation Rubric (Based on Instructional Practice Guide)

Standard Alignment: Does the lesson reflect the demands of the standards?	
Instruction meets the demand of the standard.	The instruction meets the demand of the standard or pairing of standard(s). 4 — Fully meets 3 — Mostly meets 2 — Partially meets 1 — Does not meet
Core Action 1: Does the lesson ensure the work of the enacted lesson reflects the Focus, Coherence, and Rigor required by college- and career-ready standards in Mathematics?	
A. The goal of each lesson reflects mathematics within the grade-level standards.	Yes - The goal of the lesson focuses on mathematics within the grade level standards. No, but appropriate - The goal of the lesson focuses on non grade level standards in an intentionally coherent way to increase access to grade level materials No - The goal of the lesson does not focus on mathematics within the grade level standards
B. Content is linked to prior math knowledge to increase access to grade level math concepts for students with unfinished learning	Yes - Connections are being made to help students think about the math in a coherent way that helps them access grade level material No - Connections are not being made to help students think about the math in a coherent way that helps them access grade level material
C. The enacted lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.	Circle the aspect(s) of rigor targeted in the standard addressed in this lesson: Conceptual, Procedural, Application 1 Yes - The enacted lesson explicitly targets the aspect(s) of rigor called for by the standard(s) being addressed. 0 No - The enacted lesson targets aspects of rigor that are not appropriate for the standard(s) being addressed.
Core Action 2: Does the lesson employ instructional practices that allow all students to learn the content of the lesson?	
A. The teacher makes the mathematics of the lesson clear through the use of explanations, representations, tasks, and/or examples.	4 — A variety of instructional techniques and examples are used to make the mathematics of the lesson clear. 3 — Examples are used to make the mathematics of the lesson clear. 2 — Instruction is limited to showing students how to get the answer. 1 — Instruction is not focused on the mathematics of the lesson.
C. The teacher deliberately checks for understanding to surface misconceptions and opportunities for growth to provide feedback to students.	4 — The teacher checks for understanding among most students. Feedback is provided and students are expected to incorporate feedback into their work. 3 — The teacher checks for understanding among most students and feedback is provided. 2 — The teacher checks for understanding among some students. Feedback is provided to those students. 1 — The teacher checks for understanding among few or no students and/or no feedback is provided
F. Students from historically marginalized communities consistently receive supportive feedback that affirms their abilities and potential as mathematicians.	4 — The teacher consistently provides feedback that affirms the abilities and potential of a variety of individual students and includes precision and nuance unique to the student's work. 3 — The teacher consistently provides feedback that affirms the abilities and potential of a variety of individual students and extends beyond stating answers are right or wrong. 2 — The teacher provides feedback that affirms the abilities and potential of a limited set of individual students and extends beyond simply stating answers are right or wrong. 1 — The teacher does not provide feedback that affirms the abilities and potential of individual students beyond stating answers are right or wrong.
Student Mastery: Did students master or move towards mastery of the content of the lesson?	
Students exhibit a strong grasp of the content of the lesson.	Students are moving towards a strong grasp of the content of the lesson. 4 - Most students 3 - Some students 2 - Few students 1 - No students





# Math IPG Guiding Questions to Support Information Instructional Rounds



## Math IPG Guiding Questions to Support Informal Instructional Rounds

<b>Standard Alignment:</b> The lesson reflects the demand of the standards.	Based on Core Action 1, 2, and 3: <ul style="list-style-type: none"> <li>Did the lesson meet the demands of the standards?</li> </ul>
<b>Core Action 1:</b>	
<b>A.</b> The enacted lesson focuses on the grade-level cluster(s), grade-level content standard(s), or part(s) thereof.	<ul style="list-style-type: none"> <li>To which standard was the enacted lesson aligned?</li> <li>Is that standard at grade level? Was the content above or below grade level? Was the content a superficial attempt to cover grade-level content?</li> <li>If there are off grade level components, are they directly related to a grade level concept that the teacher is guiding students toward?</li> </ul>
<b>B.</b> The enacted lesson appropriately relates new content to math content within or across grades.	<ul style="list-style-type: none"> <li>Did the enacted lesson relate to prior skills and understanding?</li> <li>To what content would we expect the lesson to relate? (answering this question will help us get a clear sense as to what we should see and support our answer for the next question)</li> <li>Were the connections in the enacted lesson weak or strong?</li> </ul>
<b>C.</b> The enacted lesson intentionally targets the aspect(s) of rigor for the standard (conceptual understanding, procedural skill and fluency, and/or application).	<ul style="list-style-type: none"> <li>Given the standard, what aspect(s) of rigor are called for?</li> <li>Did the lesson target an appropriate aspect of rigor? Did it deviate?</li> <li>If the lesson did deviate, the rest of the IPG is going to be in the 1-2 bucket.</li> </ul>
<b>Core Action 2:</b>	
<b>A.</b> The teacher makes the mathematics of the lesson clear through the use of explanations, representations, tasks, and/or examples.	<ul style="list-style-type: none"> <li>Was instruction focused on showing students how to get an answer or focused solely on answer getting? Or was the lesson focused on the mathematics?</li> </ul>
<b>C.</b> The teacher deliberately checks for understanding to surface misconceptions and opportunities for growth to provide feedback to students.	<ul style="list-style-type: none"> <li>Were there checks for understanding conducted during the lesson? (be careful to distinguish CFUs from generic monitoring of student work)</li> <li>Were misconceptions/opportunities for growth surfaced?</li> <li>Were students provided with feedback? Were they expected to incorporate feedback into their work?</li> </ul>
<b>F.</b> Students from historically marginalized communities consistently receive supportive feedback that affirms their abilities and potential as mathematicians.	<ul style="list-style-type: none"> <li>Did students from historically marginalized communities receive feedback?</li> <li>Did the feedback extend beyond stating whether answers were right or wrong?</li> <li>Did the feedback position the student as competent and a valuable contributor to the class?</li> <li>Did the feedback maintain high expectations and challenge the students to think more deeply?</li> </ul>
<b>Student Mastery:</b> Students exhibit a strong grasp of the content of the lesson.	Are students mastering the content that is provided in the classroom, even if that content is not fully aligned to the standards?



# Math IPG 1C Aspects of Rigor

Core Action 1C: Aspects of Rigor			
The enacted lesson targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.			
	Conceptual Understanding	Procedural Skill & Fluency	Application
Rigor in the Standards	The word 'understand' is used in the Standards to set explicit expectations for conceptual understanding. The 'how and why.'	Procedural Skills means 'flexible and accurate.' Fluency means 'efficiency'	The phrase 'real-world problems' is used to establish expectations for applications and modeling. The "when"
Describing Rigor	The Standards call for understanding of key concepts, such as place value and ratios. Students must be able to access concepts from a number of perspectives so that they are able to see math as more than a set of mnemonics or discrete procedures.	The Standards call for speed and accuracy in calculation. Students are given opportunities to practice core functions such as single-digit multiplication so that they have access to more complex concepts and procedures.	The Standards call for students to use math flexibly for applications in problem-solving contexts. In content areas outside of math, particularly science, students are given the opportunity to use math to make meaning of and access content.
Student Actions*	<ul style="list-style-type: none"> <li>Explain mathematical concepts through discussion and reflection writing</li> <li>Reason about multiple representations for a math concept</li> <li>Explain connections between mathematical concepts</li> <li>Reason how different strategies are similar and different</li> <li>Use manipulatives and visual representations</li> </ul>	<ul style="list-style-type: none"> <li>Develop and use algorithms</li> <li>Explain the why behind the procedures</li> <li>Calculate with efficiency and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Apply math knowledge to new scenarios by choosing appropriate tools</li> <li>Take time to problem solve</li> <li>Share and justify methods</li> </ul>
Teacher Actions*	<ul style="list-style-type: none"> <li>Emphasize sense making</li> <li>Provide opportunities for students to explain their reasoning</li> <li>Encourage use of manipulatives and multiple visual representations</li> <li>Refrain from tricks and tips that are removed from sense making (Keep Change Flip)</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for students to explain the math concepts behind their procedures</li> <li>Engage students in error analysis to explain the procedural mistake</li> <li>Provide spiraled practice and feedback to build fluency</li> <li>Refrain from presenting algorithms without working to develop them with students first</li> <li>Refrain from encouraging rote memorization of steps</li> </ul>	<ul style="list-style-type: none"> <li>Emphasize justification of methods and reasonableness of solutions in context</li> <li>Provide time for students to engage in problem solving</li> <li>Provide students opportunities to share and discuss different solution methods</li> </ul>
Language in the standard that indicates an element of rigor	<ul style="list-style-type: none"> <li>Understand</li> <li>Explain</li> <li>Interpret</li> <li>Recognize</li> <li>Reason</li> <li>Justify</li> <li>Represent</li> <li>Compare</li> <li>Describe</li> </ul>	<ul style="list-style-type: none"> <li>Fluently</li> <li>Add/Subtract/Multiply/ Divide</li> <li>Calculate</li> <li>Measure</li> <li>Count</li> <li>Compute/Solve</li> <li>Evaluate</li> <li>Read/Write</li> </ul>	<ul style="list-style-type: none"> <li>Real world</li> <li>Design</li> <li>Develop</li> <li>Scenarios</li> <li>In Context</li> </ul>
Instructional Questions	<ul style="list-style-type: none"> <li>How does this relate to...?</li> <li>How do you know that your strategy works?</li> <li>How do you know (show) that your result is accurate and reasonable for this context?</li> <li>Explain to me why, for this situation, you did ...?</li> </ul>	<ul style="list-style-type: none"> <li>How do you know that works every time? (or when does that not work?)</li> <li>What other method/strategy might have worked?</li> <li>Is there a more efficient strategy?</li> </ul>	<ul style="list-style-type: none"> <li>What did you notice in the problem that led you to use that strategy?</li> <li>Write a story for this (expression, equation, function, etc.)</li> </ul>



Topic: Communicate Mathematical Thinking

Classroom #: \_\_\_\_\_ Educator Name: \_\_\_\_\_

**OUTCOME**

Grade:  K-2  3-5  6-8  9-12

Class Observation Time:  Beginning  Middle  End

I create an environment that encourages students to communicate their mathematical thinking with each other.

Indicator	What this may look like:
A. Students have opportunities to talk to each other to make sense of math tasks.	<ul style="list-style-type: none"> <li>• Students are arranged in small groups of 2-4.</li> <li>• Students share their strategies or thinking with each other before whole-class discussion.</li> <li>• Students are encouraged to share their thinking directly with each other.</li> </ul>
B. Students listen to each other's ideas and respond respectfully with connections, questions, or critiques.	<ul style="list-style-type: none"> <li>• Students try out other students' strategies.</li> <li>• Students ask clarifying questions of each other.</li> <li>• Students compare and contrast their approaches with each other.</li> <li>• Students agree or disagree with a student's math thinking.</li> </ul>
C. Students have access to scaffolds and supports to help them communicate math concepts.	<ul style="list-style-type: none"> <li>• Students have sentence frames or word banks to refer to.</li> <li>• Students use drawings and models along with written/verbal explanations.</li> <li>• Students rehearse sharing their thinking with a partner.</li> <li>• Students are told what to include in their explanations.</li> <li>• Students use informal language when exploring new ideas.</li> </ul>
D. Students receive feedback about the clarity of their communication about math concepts.	<ul style="list-style-type: none"> <li>• Students revise their responses after talking with a partner.</li> <li>• Students take feedback and integrate it into their work.</li> </ul>
E. Students engage in routines, tasks, or discussion structures that encourage communication.	<ul style="list-style-type: none"> <li>• Collaborative discussions have clear structures such as think-pair-share or round-robin.</li> <li>• Problems can be solved in a variety of ways or solutions.</li> <li>• Discussions use a protocol for the content such as notice and wonder, which one doesn't belong, or compare and connect.</li> </ul>



**OUTCOME** I create an environment that encourages students to communicate their mathematical thinking with each other. . .

Circle the rating for each indicator below: E for Evident | SE for Somewhat Evident | NE for Not Evident | NA for Not Applicable

Indicator		Evidence (of indicator)
A. Students have opportunities to talk to each other to make sense of math tasks.	E SE NE NA	
B. Students listen to each other's ideas and respond respectfully with connections, questions, or critiques.	E SE NE NA	
C. Students have access to scaffolds and supports to help them communicate math concepts.	E SE NE NA	
D. Students receive feedback about the clarity of their communication about math concepts.	E SE NE NA	
E. Students engage in routines, tasks, or discussion structures that encourage communication.	E SE NE NA	

# Student-Centered Math Topics and Outcomes

<b>A</b>	<b>Communicating Mathematical Thinking</b>	I create an environment that encourages students to communicate their mathematical thinking with each other.
<b>B</b>	<b>Promoting Reasoning and Problem-Solving</b>	I engage and support students in lessons that promote reasoning and problem-solving.
<b>C</b>	<b>Humanizing Mathematics</b>	I support students in developing positive beliefs about math and about themselves as mathematicians.
<b>D</b>	<b>Facilitating Mathematical Discourse</b>	I facilitate mathematical discourse that deepens student understanding.

# Immediate Feedback

Summary slide deck for administrators

How we would add to it for feedback to teachers based on experience that day



Glows/Grows






The team left post-it notes  
Circled what you saw and left scripted notes  
's and Thoughts







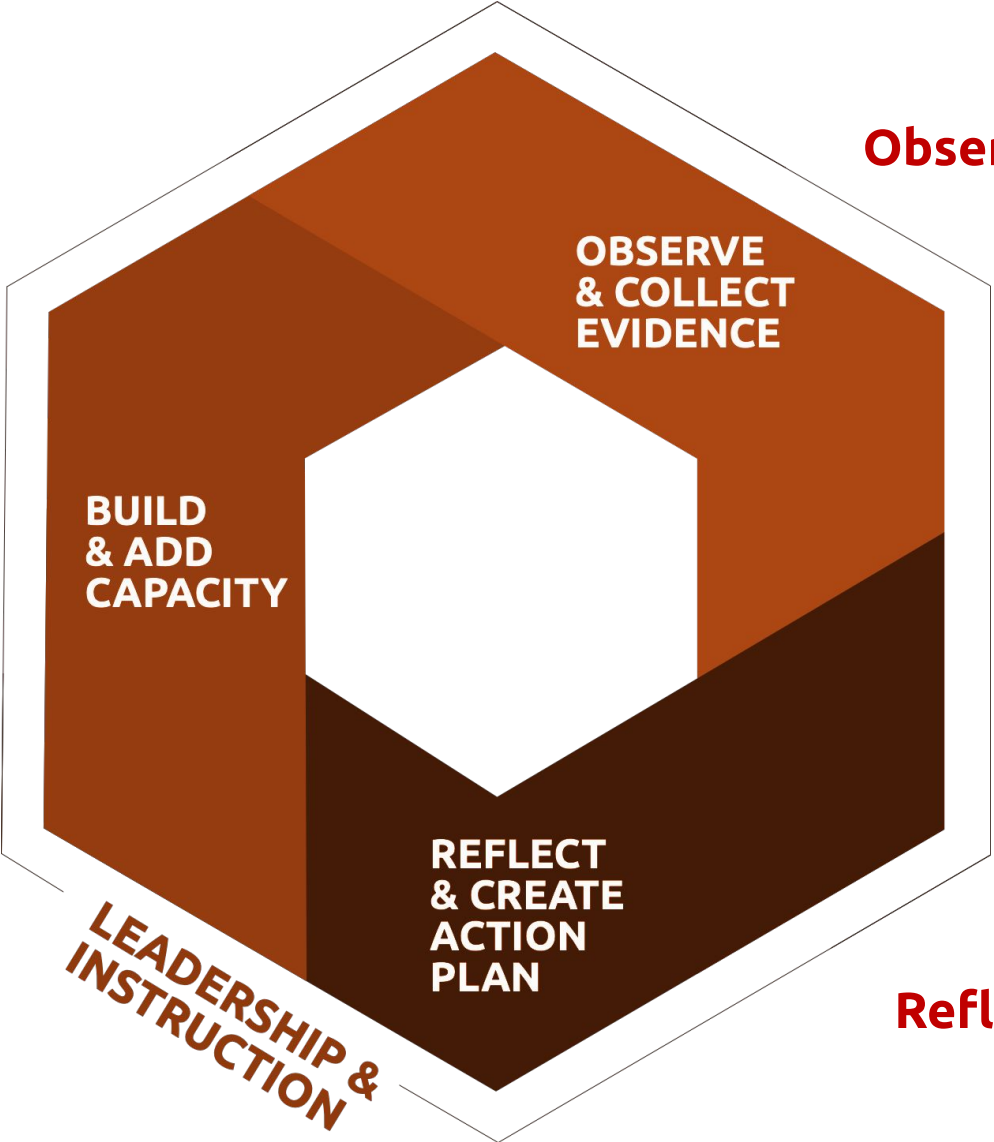
# Cycle of Continuous Learning and Growth

- Create a plan align this with other building initiatives, OTES 2.0, District strategic plan,...
  - Pinpoint one or two areas of focus for each teacher next year
  - Find resources from NCTM, Better Lesson, etc. that match the areas
  - Prioritize: not just a one a done (districts want this to continue both within the school it's in and in other grade levels in the district)
  - Cycle of growth graph
- 
- 
- 
- 
- 



# Data-Driven Cycles of Improvement

**Build and add capacity**

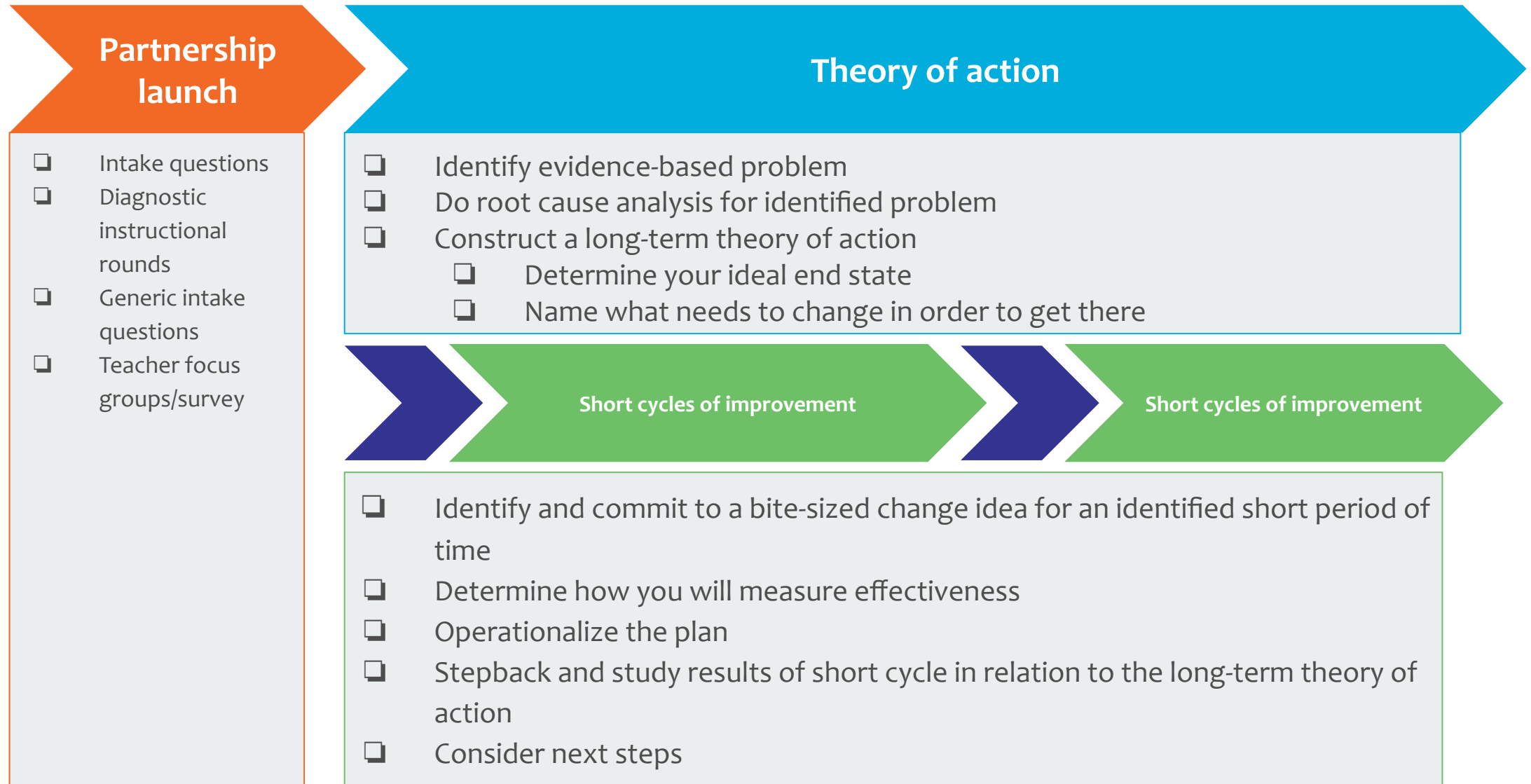


**Observe and collect evidence**

**Reflect and create action plan**



# Partnership model

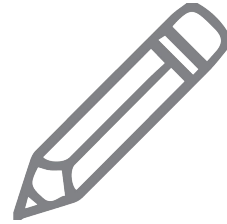


# Action planning key levers



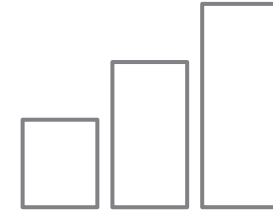
## Vision

- Establish and implement a vision for mathematics instruction
- Establish and implement expectations for use of your HQIM



## Internalization

- Unit internalization
- Lesson preparation



## Observation and Coaching

- School climate
- Strengthening observation practices
- Teacher coaching





# IPG Data

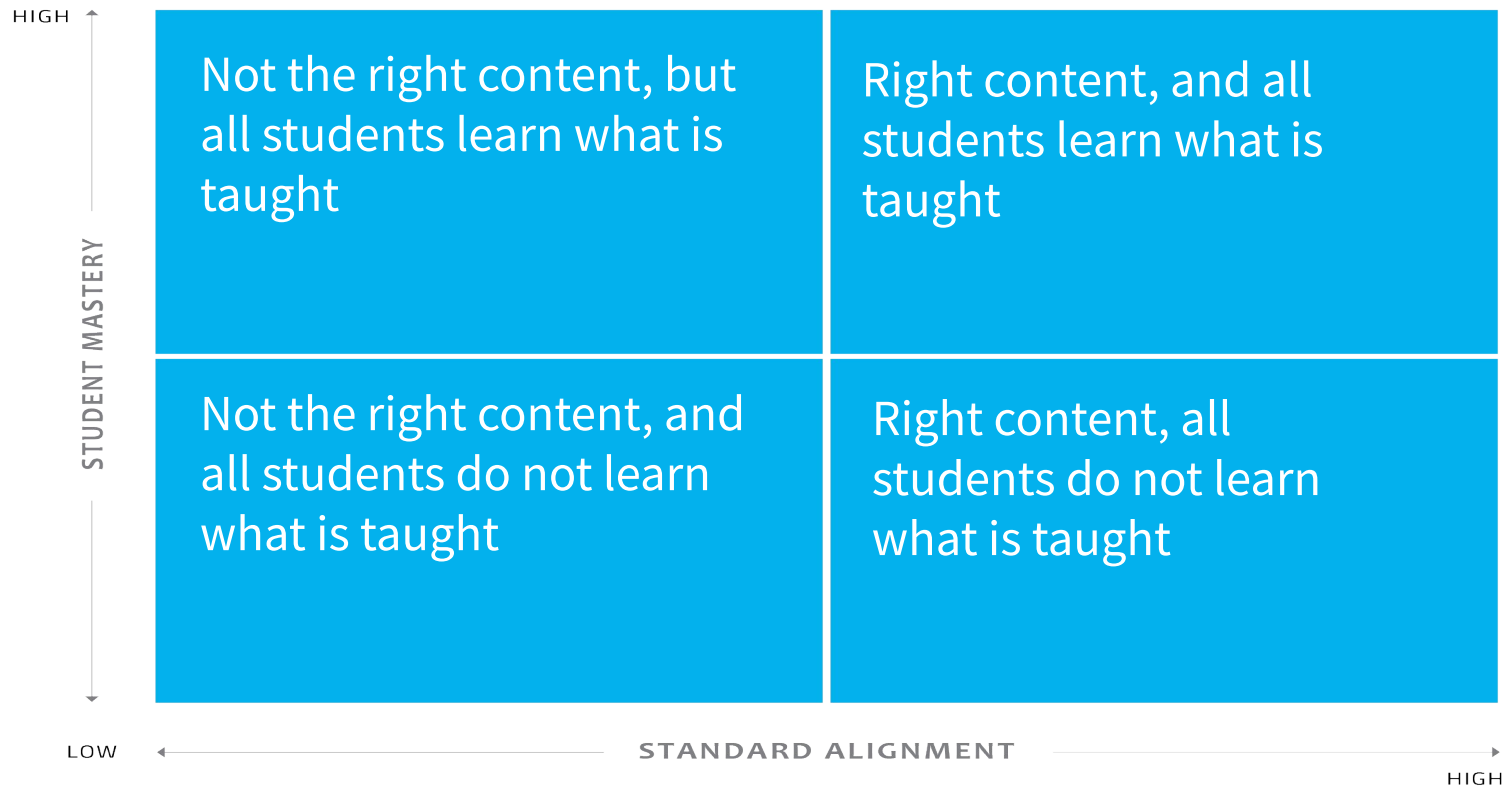
<b>IPG Indicator</b>	<b>10/11/23</b>	<b>3/21/24</b>
<b>Standard Alignment</b>	<b>3.0</b>	<b>3.4</b>
<b>Mastery</b>	<b>2.5</b>	<b>2.8</b>
<b>1A: Grade level standards</b>	<b>75%</b>	<b>100.0%</b>
<b>1B: Connections to prior knowledge</b>	<b>75%</b>	<b>80.0%</b>
<b>1C: Targets aspect(s) of rigor</b>	<b>25%</b>	<b>80.0%</b>
<b>2A: Teacher makes math clear</b>	<b>2.0</b>	<b>2.6</b>
<b>2C: Teacher checks for understanding</b>	<b>1.8</b>	<b>2.6</b>
<b>2F: Teacher affirms students' potential</b>	<b>1.8</b>	<b>2.4</b>







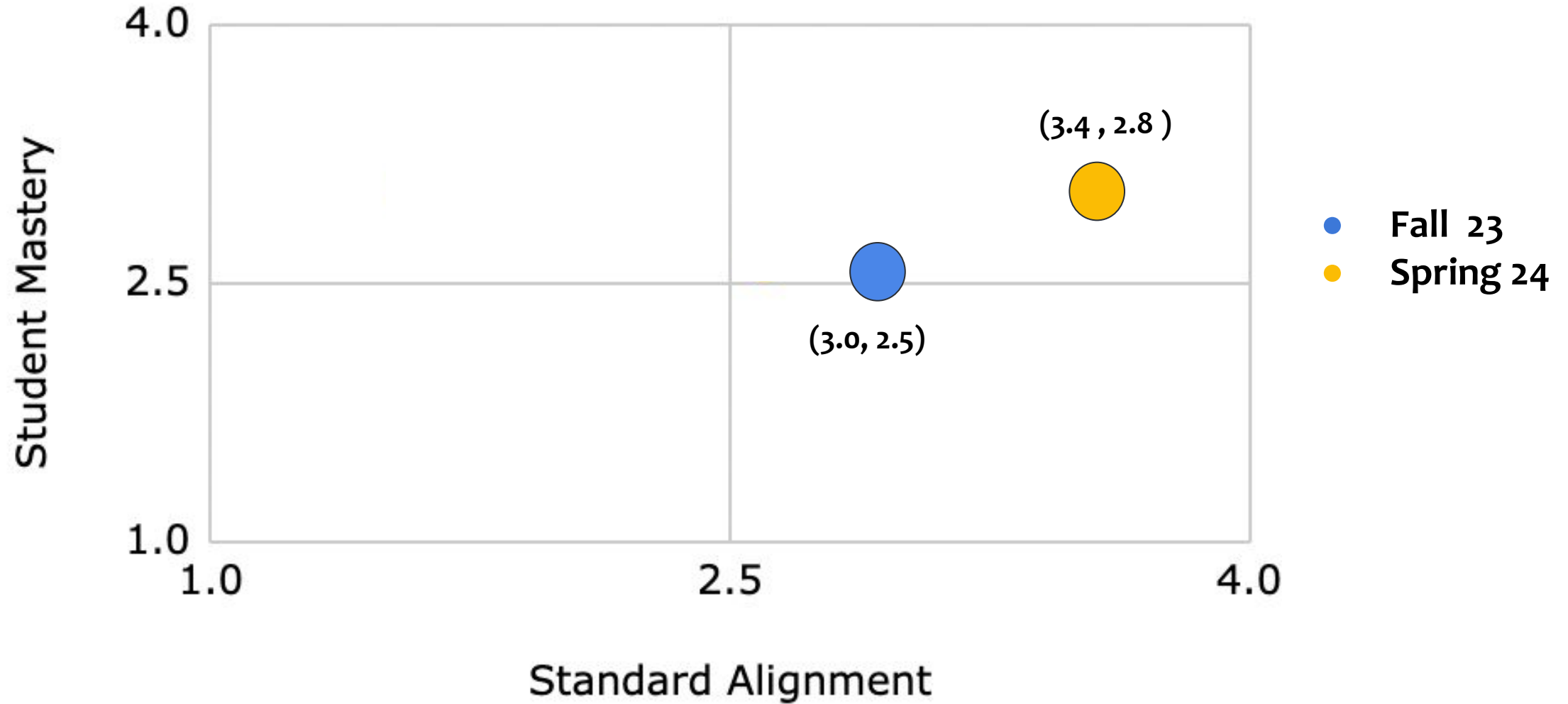
# There are two bottom-line questions that govern student learning:



1. Are all students getting access to the right content?
2. Are all students supported to learn the content that is taught?



# Standards Alignment vs Student Mastery





# Example of a draft Action Plan

Draft Action Plan for \_\_\_\_\_ School

## Theory of Action

**If we** support teachers to enact a common vision of mathematics planning and instruction, **then teachers** will attend to appropriate aspects of rigor for grade-level content, **so that students** will experience authentic opportunities that prepare them for their future.

## Short Cycle #2

Strategy	Measurement
Strategy #1 Support Vision (Communicate Vision + Establish expectations for planning, based on the vision)	Emails, websites, etc. + Documented expectations
Strategy #2 Establish planning protocols for pacing and to maintain grade-level focus	Agendas and Events

## Lever: Vision Setting

Strategy	Action Step	Owners & Support	Deadline	Progress Monitoring/ Goals
Strategy #1 Support Vision (Communicate Vision + Establish expectations for planning, based on the vision)	Communicate the <a href="#">final vision</a> with teachers, students, leaders, families, and the community. <ul style="list-style-type: none"> <li>How will this occur?</li> </ul>	Beth	May 30	websites, soc media emails, meetings
	Communicate with teachers: expectations of use (planning + implementation + assessments) of the HQIM to activate the <a href="#">final vision</a> and to attend to the specific needs of priority students.	Beth with support from Susan, IP	May 30	document
	Schedule times to <a href="#">observe and provide feedback</a> specific to the vision and supporting expectations for use. (Self-reflections and <a href="#">peer-observations</a> also encouraged.)	Beth, APs	May 30	documentation



# Data



[← Back to Event](#)

Location  
All Classrooms ▾

[Print to PDF](#)

EL Education

## Planning for Curriculum Components: ALL Block 3-5

I effectively plan for differentiated rotations during ALL Block based on student needs.

- A Students are grouped by skill level during the teacher table and station rotation depending on skill needs.
- B Students work collaboratively and independently and hold themselves accountable for learning.
- C Students understand the task at each rotation and are able to self-manage using established routines and procedures.
- D Students engage in independent reading at their level for at least 20 minutes each day.
- E Students engage with differentiated task cards to practice at their skill level.

### INDICATOR A

Students are grouped by skill level during the teacher table and station rotation depending on skill needs.



7 responses

- Evident (4)
- Somewhat Evident (3)
- Not Evident (0)
- Not Applicable (0)

7 qualitative responses

### INDICATOR B

Students work collaboratively and independently and hold the



7 responses

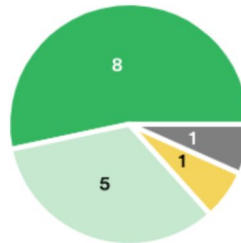
- Evident (4)
- Not Evident (0)

- Evident
- Somewhat Evident
- Not Evident
- Not Applicable

### INDICATOR A

Students with linguistic and learning differences have scaffolds that support their learning.

15 responses



16 qualitative responses

Students leave the room for leveled skills groups

Students were using blocks and shape tiles to build and represent math problems. Students working together at tables as they are building.

carpet expectations- criss cross hands to self thumbs up or thumbs down if the 2 words rhyme- gap/plus, keep/leap randomly cold call punches ready -straight across and then up for the ending sound

teacher uses visual movements choppers, punches, etc

hands on manipulatives for math students are talking and working independent



# Learning Walk Data: Identifying Trends

## Process

- Determine the **highest ranked** indicator
- Determine the **lowest ranked** indicator
- Deep dive into **trends** across classrooms



# Developing a Support Plan



Now

Next

Later

## Now, Next, Later

- Sort your ideas into a Now, Next, Later roadmap.
  - What will you focus on first?
  - What do you need to do now to set yourself up for success in the next phases?
  - What do you need to do for long-term success?
- Record your actions using the template in the agenda.
  - Link relevant resources, identify key people and structures

# Example

**Goal: To intentionally create opportunities for classroom communication and discussions on mathematical thinking that promotes a safe environment for students to both agree and disagree with one another while valuing each other's opinions.**

Now	Next	Later
<p>Teachers will create one opportunity to have intentional communication and discussions of mathematical thinking.</p> <p>Timeline: BY November 13th</p> <p>Susan will be in on the 20th - to also provide feedback.</p>	<p>Between now and January 23rd teachers will continue to work on implementing two different math talk strategies of their choice.</p> <p>Refer back to the rubric shared and self reflect using said rubric to assess their own strategies they have implemented during this time.</p>	<p>Sharing the rubric for Promoting Reasoning and Problem Solving with teachers after January for the classroom walkthrough on April 16th to help tie in the communication and discussion with mathematical thinking to keep growing with student centered mathematics.</p>

# Developing a Support Plan

## Strengths and Next Steps

- What trends did you see and how could you support educators to refine their practice?
- What is the most important trend for YOUR teachers?
- What structures do you have in place to support educators (PLCs, instructional coaches, teacher leaders, video support, etc)?
- What structures or people can you tap to support educators to continue to refine their practice?



BUILD

# Strategies to Support Educators

Can be shared as part of coaching, feedback, and tips.

Filter by grade-level

TYPE

5,344 Lessons and 306 Strategies match your search "math routines" [Clear search](#)

All

Strategies (306)

Lessons (5,344)

FOCUS AREAS

All

Social Emotional Learning (15)

Project Based Learning (15)

Formative Assessment And Differentiation (39)

Culturally Responsive Teaching And Learning (12)

Competency Based Learning (25)

Collaborative Professional Learning (9)

EL Education (21)

Newsela (25)

Leading Through Change (10)

Instructional Coaching (7)

Student-Centered Literacy (40)

Student-Centered Mathematics (63)

Culturally Responsive Teaching And Learning: Master Teacher Project (20)

Hybrid And Virtual Learning (42)

Adobe (2)

Meeting The Needs Of All Learners: Master Teacher Project (20)

Empowering Algebra For All (30)



## Incorporating Math Language Routines (MLR's) in Problem-Solving Activities

Math Language Routines (MLRs) foster student participation while simultaneously building language skills and content knowledge. The eight [Mathematical Language Routines \(MLRs\)](#) were developed by the Stanford University UL/SCALE team to support students to develop language and conceptual understanding simultaneously. Some curriculums may suggest a math

Focus Areas

Student-Centered Mathematics

Open Up Resources Math K-8

IM Math K-12



Kristen Taylor  
BetterLesson Instructional Coach

1 RESOURCE

36 FAVORITES



## Routine Revisions & Effectively Integrating Quotes

11th Grade ELA - Unit: Drafting & Revising the Argumentative Research Paper

**Big Idea:** Tired of seeing the same mistakes in student work? Nix them with "routine revisions"! And don't miss tasty and effective sandwich quotes!

Focus Areas

W.11-12.1a

W.11-12.1b

W.11-12.1c

+12 more



Cassy McCoy Carey  
Suburban Env.

14 RESOURCES

15 FAVORITES

60 MINUTES



## Routines, routines.

6th Grade ELA - Unit: Reader's & Writer's Workshop: The Launch

**Big Idea:** Students are introduced to their weekly homework, as well as the reading accountability measure called the "five-minute focus read."

Focus Areas

RL.6.10

RI.6.10



Simone Larson  
Suburban Env.

12 RESOURCES

33 FAVORITES


60 MINUTES



## Testimonials






**We can build confidence in our students and their abilities.**

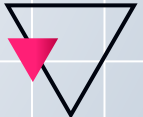





**We can continue to grow our students confidence when it comes to talking mathematics.**

**We are incorporating these tasks into our lesson planning to increase engagement and content conversations between students.**

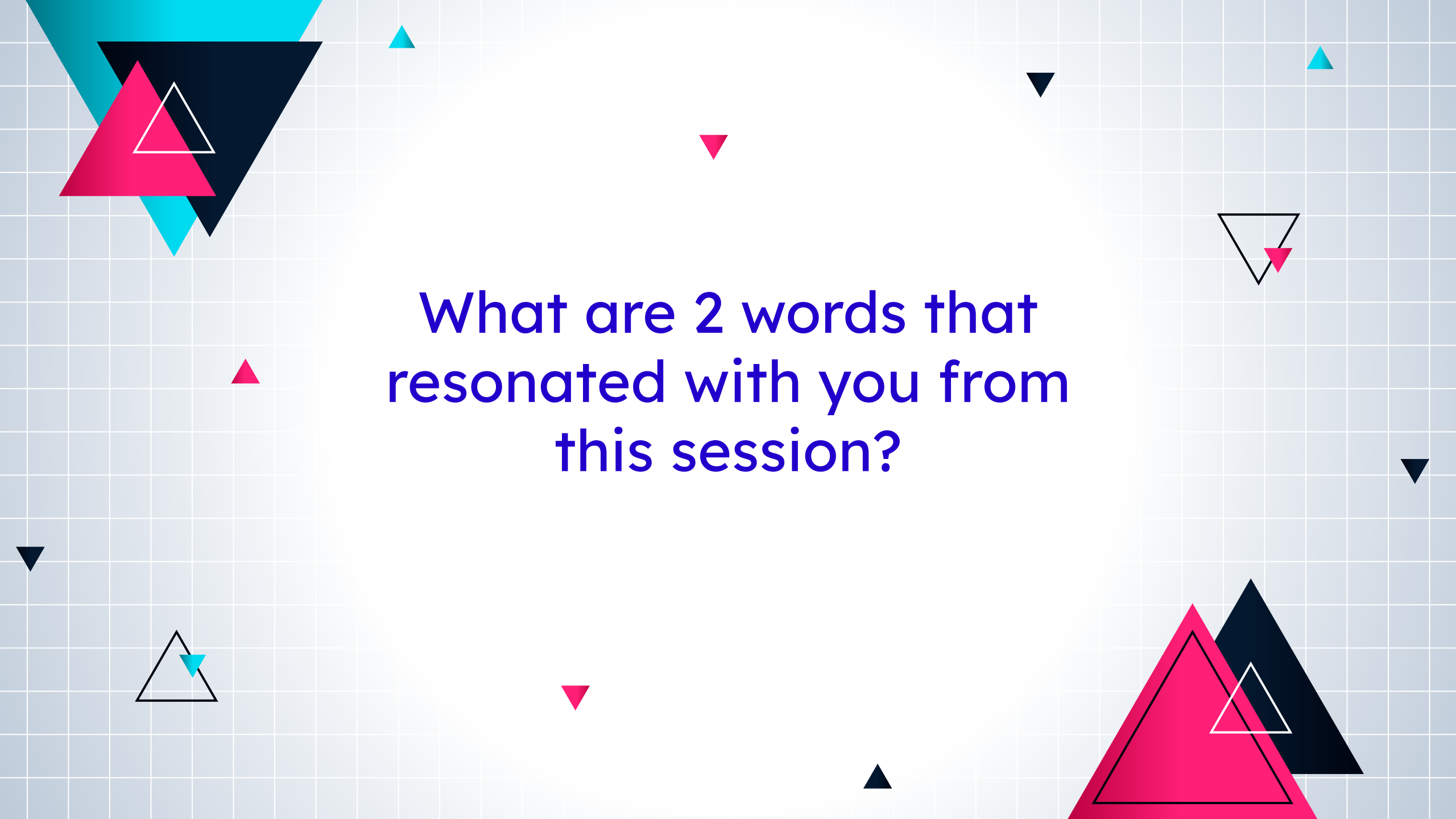


**We are incorporating this strategy because it sparks engagement right away and gets the students talking mathematically while sharing thoughts and ideas with each other.**



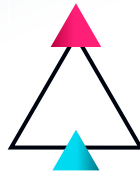
# Wrap Up/Reflections



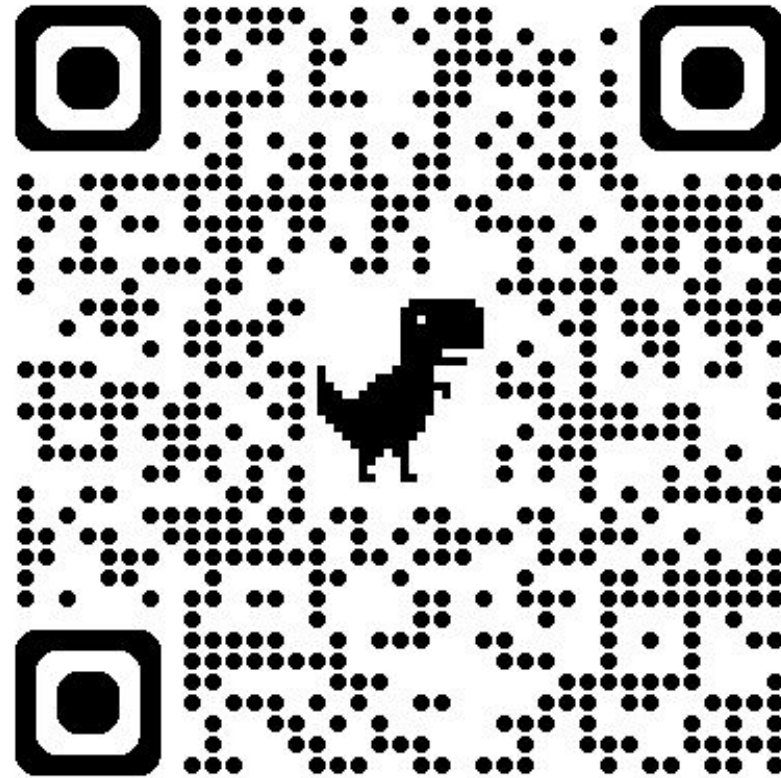


What are 2 words that resonated with you from this session?





# Exit Ticket



<https://forms.gle/Bf6cQVrZAzhZkVa18>



# QR code for Coaching Tools





# Coaching Tools/Resources

[Example with Instruction Partner District: HMH Into Math](#)

[Example for CPM](#)

[Student Centered Full Rubric](#)

[Student Centered Data Collection Tool with Glows and Grows](#)

[Ohio Instructional Practice Guide \(IPG\)](#)

[Math IPG with Guiding Questions](#)

[Leadership Reflection Tool](#)



# Coaching Tools/Resources ▼

Coaching Questions & Sentence Stems to Support Open-Ended Dialogue

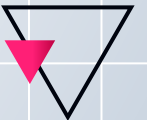
Questioning Guide for Instructional Coaches

Student Centered Coaching Continuum

▼ Shifts in Classroom Practice Self-Assessment

Levels of Classroom Discourse

Try Measure Learn Collaborative Log







# Coaching Tools/Resources

[DEW webpage HQIM](#)

[EdReports](#)



[Ohio Curriculum Support Guide](#)



[Better Lesson](#)



[Instruction Partners](#)



# QR code for presentation resources





# Thanks for attending!

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