Connecting Coaching and Collaborating to Develop Deep Understanding of Content
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What Data Was Collected?

Solve the following:
\[ x^2 - 4x = 5 \]
\[ x^2 - 4x = -5 \]

Discuss
- Strategies used to solve
- Number of solutions for each problem

Goals
- Engage in mathematical activities as a learner, teacher, and coach.
- Discuss how to support teachers to plan and engage in mathematical activities with depth.
- Share how to connect teacher learning to student achievement.
Opening Dialogue

• What does effective mathematics teaching look like?
• How do we get there?
• How do we help others?

Plan with the TQE Process in Mind

• Select appropriate Tasks to support identified learning goals,
• Facilitate productive Questioning during instruction to engage students in the Mathematical Practices, and
• Collect and use student Evidence in the formative assessment process during instruction.

Consider this high school class as they make sense of the task.
What did you notice?

How would you use this activity with a team of teachers?

What impacts planning?

What impacts teaching?

Four Cues for Coaching:

1. Teach students not tasks
2. Know the math
3. Get out of the way
4. Teach don't tell

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