

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

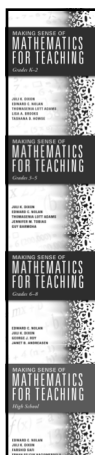
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Goals

- 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.

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Opening Dialogue

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

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Plan with the TQE Process in Mind



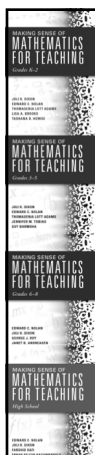
- Select appropriate **T**asks to support identified learning goals,
- Facilitate productive **Q**uestioning during instruction to engage students in the Mathematical Practices, and
- Collect and use student **E**vidence in the formative assessment process during instruction.

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Consider this high school class as they make sense of the task.

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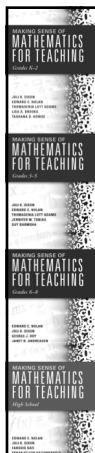
What did you notice?

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

What impacts planning?

What impacts teaching?

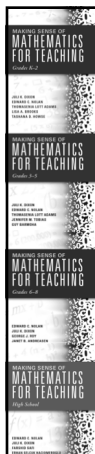
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Four Cues for Coaching:

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

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