

Coaching Toward Common Ground

Creating a Shared Vision and
Growing Professionally as a Team

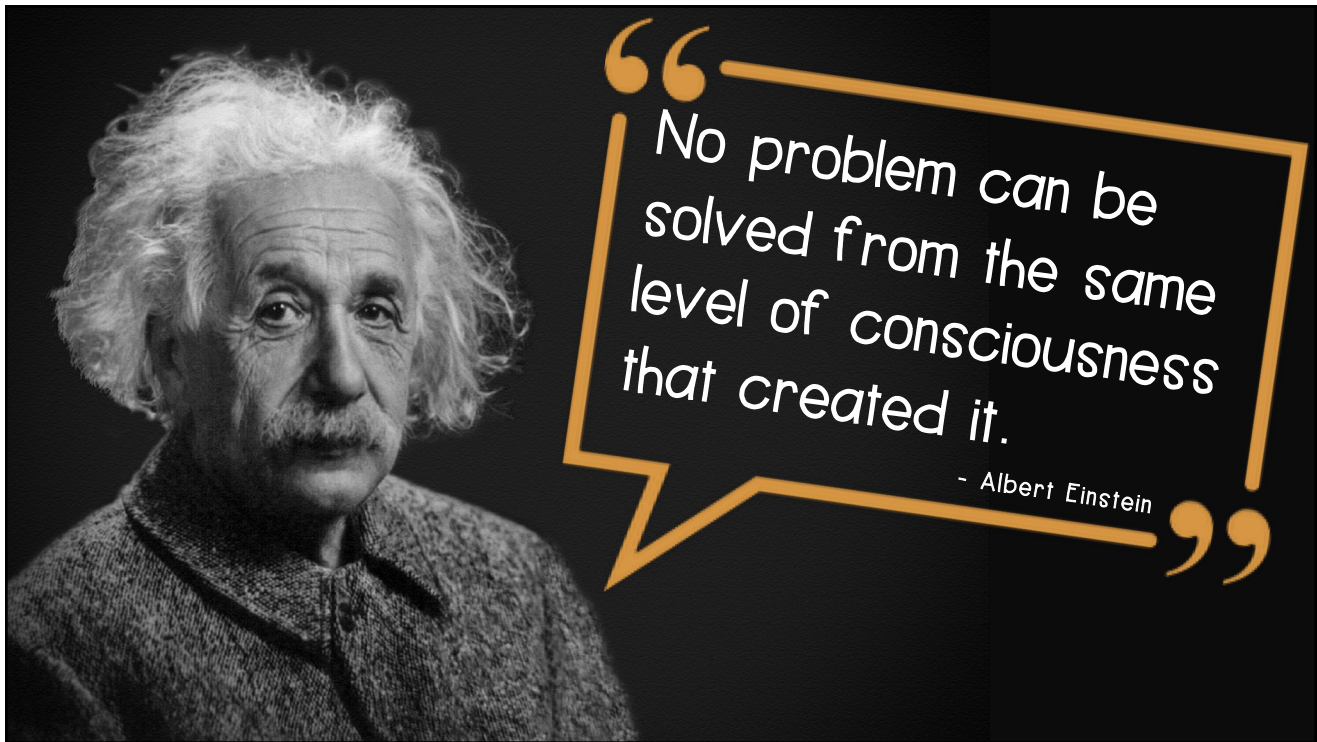
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The people around you could
become your virtual teammates.
Let's get to know one another.





Access and equity in mathematics at the school and classroom levels **rest on beliefs and practices that empower all students to participate meaningfully in learning mathematics and to achieve outcomes in mathematics that are not predicted by or correlated with student characteristics.**

NCTM. (2014). Principles to Actions: Ensuring Mathematical Success for All. Reston, VA: NCTM.



To ensure that all students have access to an equitable mathematics program, **educators need to identify, acknowledge, and discuss the mindsets and beliefs that they have about students' abilities.**

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What does **EQUITY** look like in the mathematics classroom?

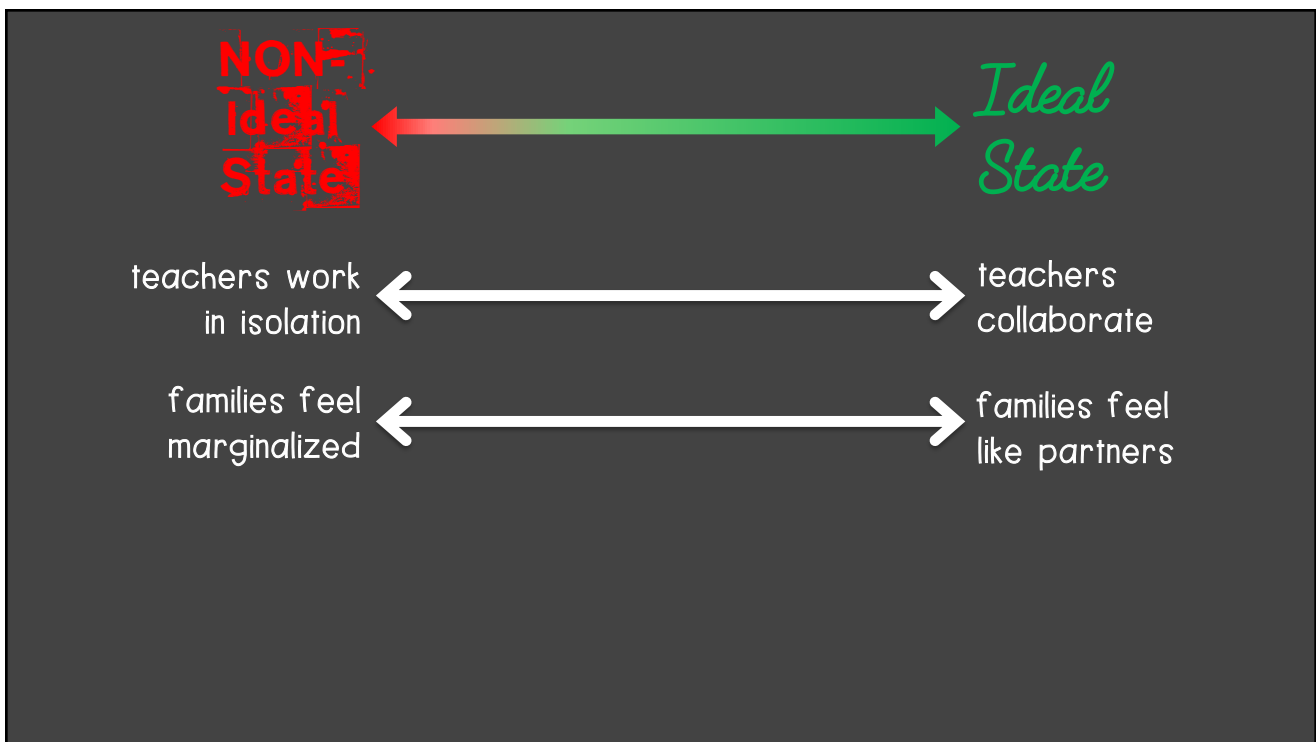
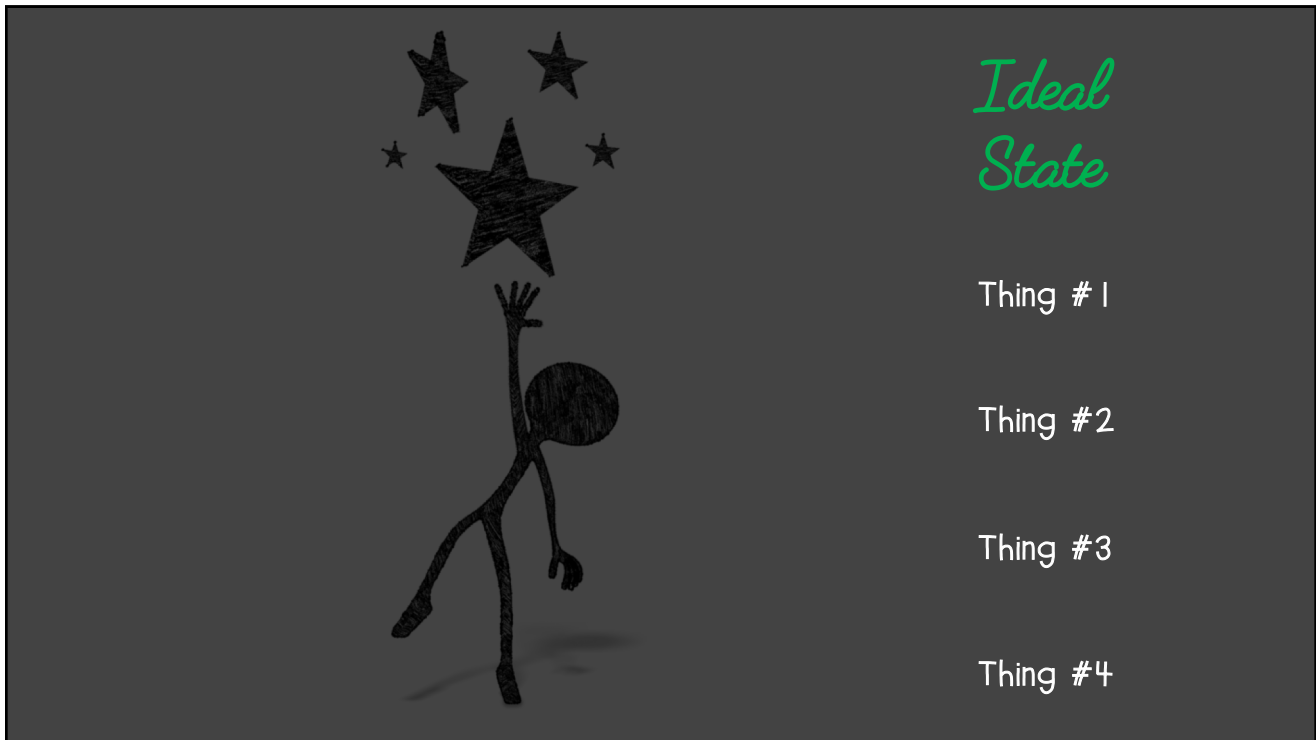
Draw a representation of an “ideal” mathematics lesson. What would you see the teacher doing? What are students doing?

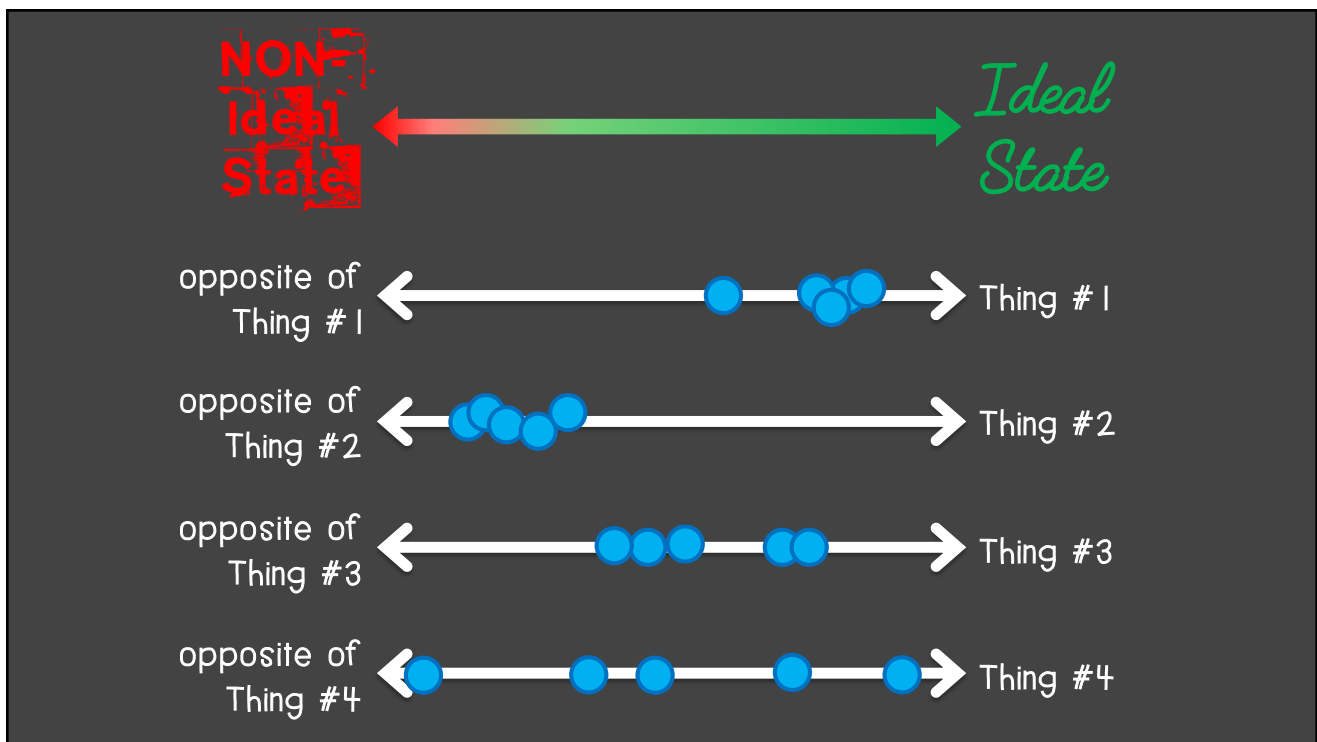
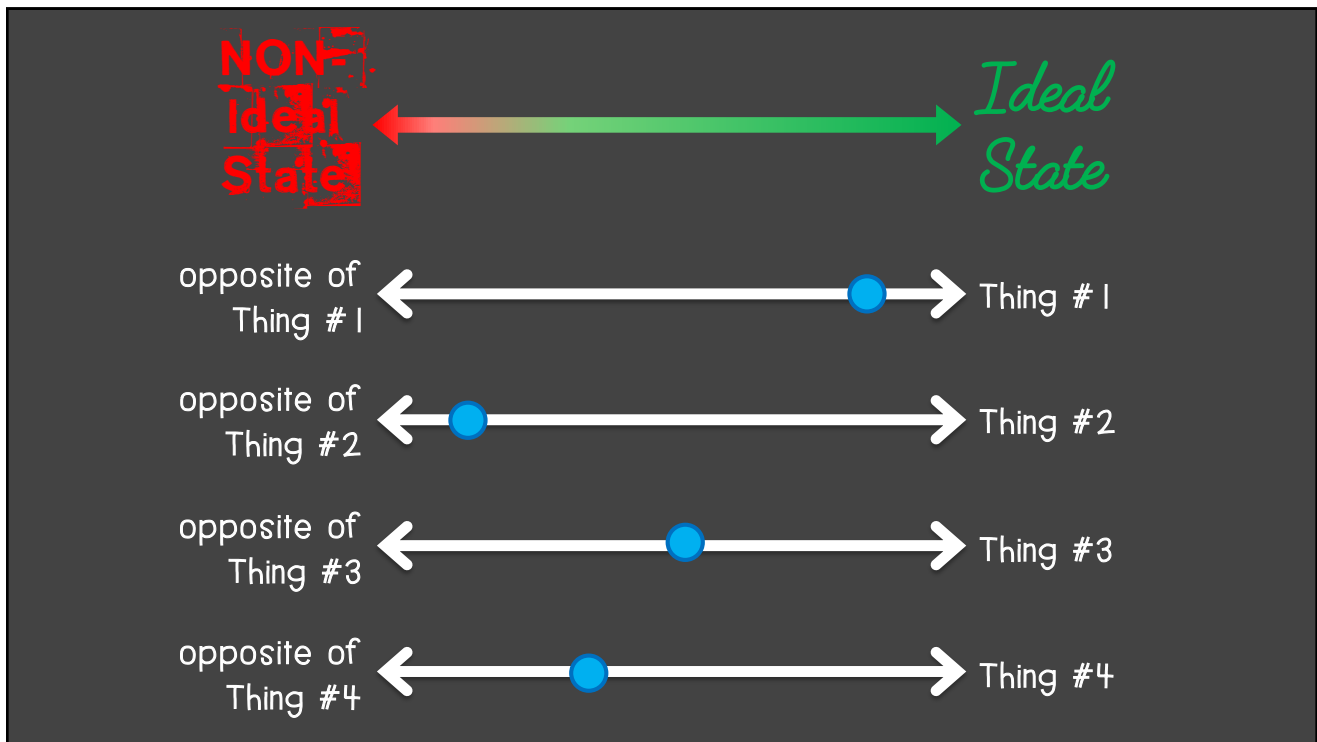


Ideal State

teachers
collaborate

families feel
like partners

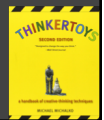




20 Reasons



Michalko, M. (2006). Thinkertoys: A handbook of creative-thinking techniques. Berkeley, CA: Ten Speed Press.



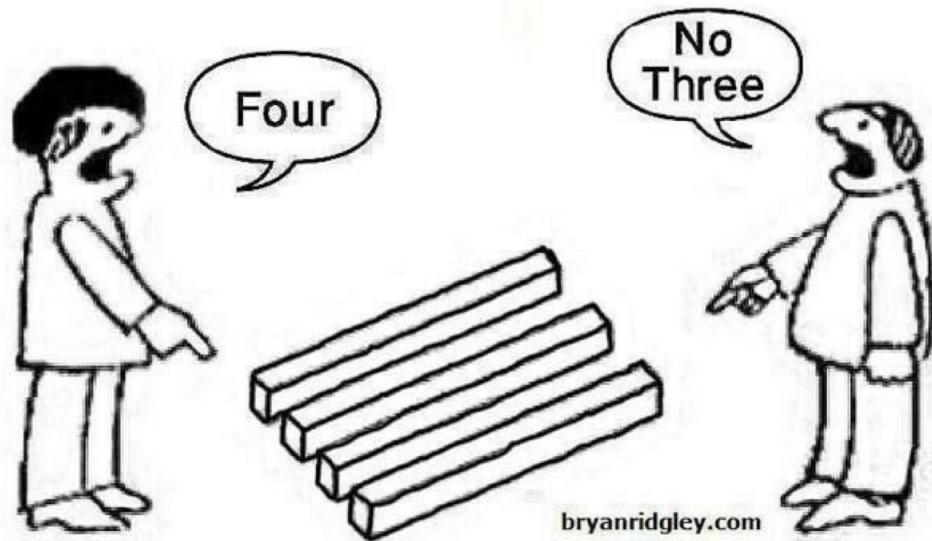
The way to get to
good ideas

is to get lots of ideas
and throw the
bad ones away.

Linus Pauling



Reality can be so complex that equally valid observations from differing perspectives can appear to be contradictory.



Breakthrough ideas often happen when we challenge our original ideas and even reverse our thinking.

***What if exactly
the opposite
thing is true?***



Michalko, M. (2006). Thinkertoys: A handbook of creative-thinking techniques. Berkeley, CA: Ten Speed Press.



Reverse Assumptions

Reason (assumption)

The new chef
is not very good.

Reverse assumption

What if... The new chef
is ~~not~~ very good.

Michalko, M. (2006). Thinkertoys: A handbook of creative-thinking techniques. Berkeley, CA: Ten Speed Press.



Reverse Assumptions

Reason (assumption)

Our students who are
struggling with 5th
grade math do not
know basic math facts.

Reverse assumption

What if... Our students
who are struggling with
5th grade math ~~do not~~
know basic math facts.

Michalko, M. (2006). Thinkertoys: A handbook of creative-thinking techniques. Berkeley, CA: Ten Speed Press.



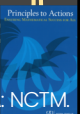
Mathematics educators must hold themselves, individually and collectively, accountable for **all** students' learning, **not** just the learning of their own students.

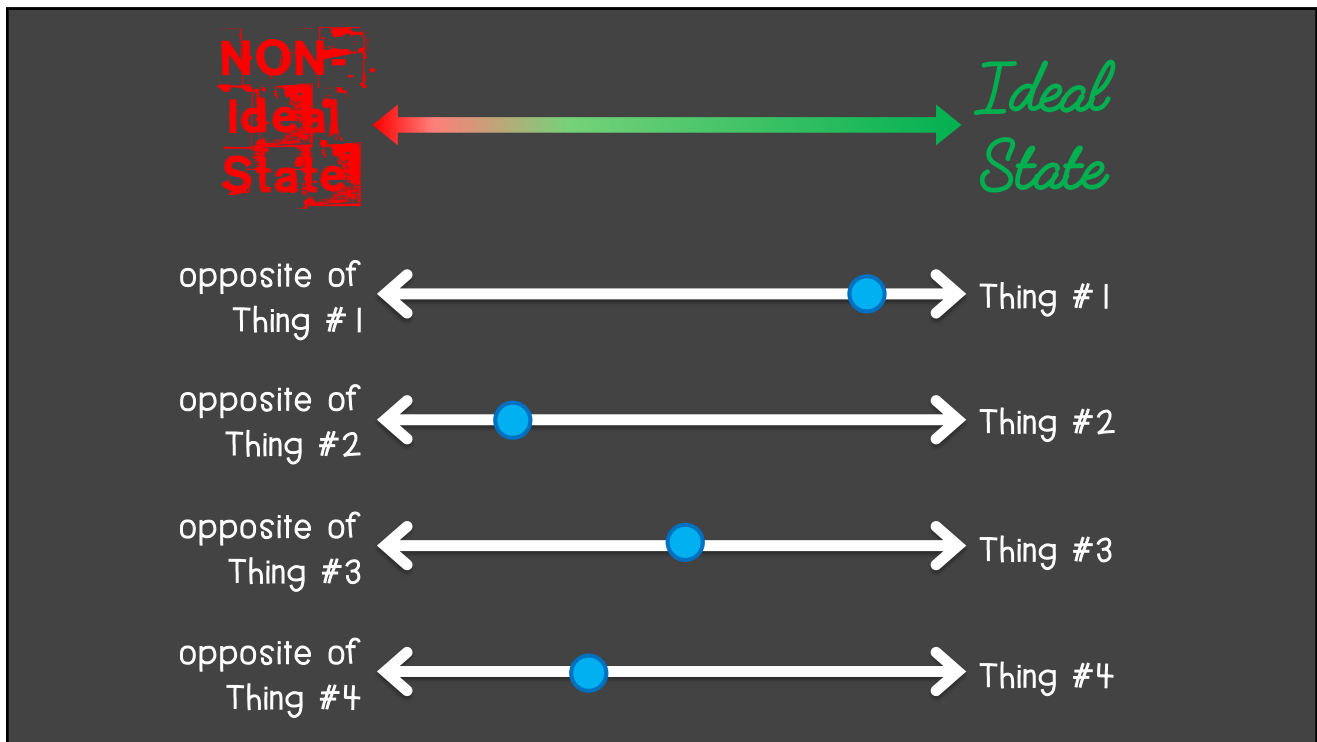
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Within a culture of professionalism, educators **embrace the transparency of their work**, their accomplishments, and their challenges, and they share ideas, insights, and practices as **they collaborate in ways that build on individual strengths and overcome individual challenges** to ensure mathematical success for all students.

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What will you work on?

Think about your teammates.
Identify a strength for each of them.
Tell them you notice, and ask them
to leverage that strength to hold
you accountable in your goal.

If you want to go fast,
go alone.

If you want to go far,
go together.

- African Proverb -