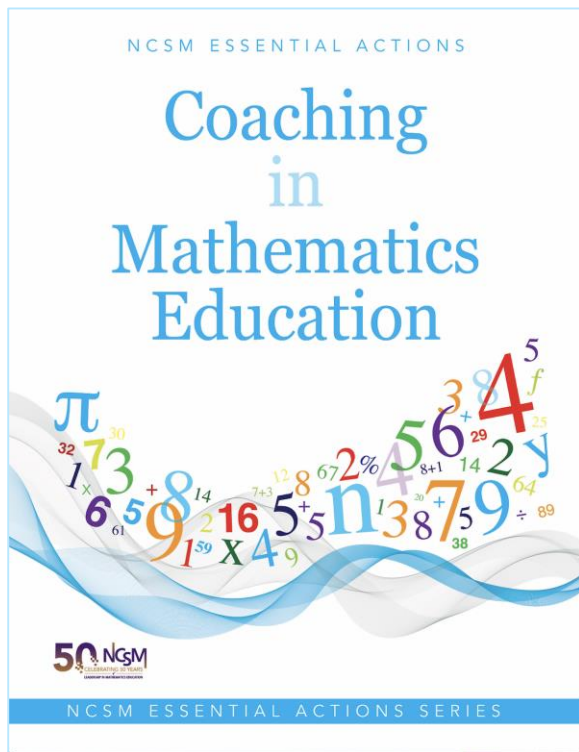


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That's Me?

- I am a.....

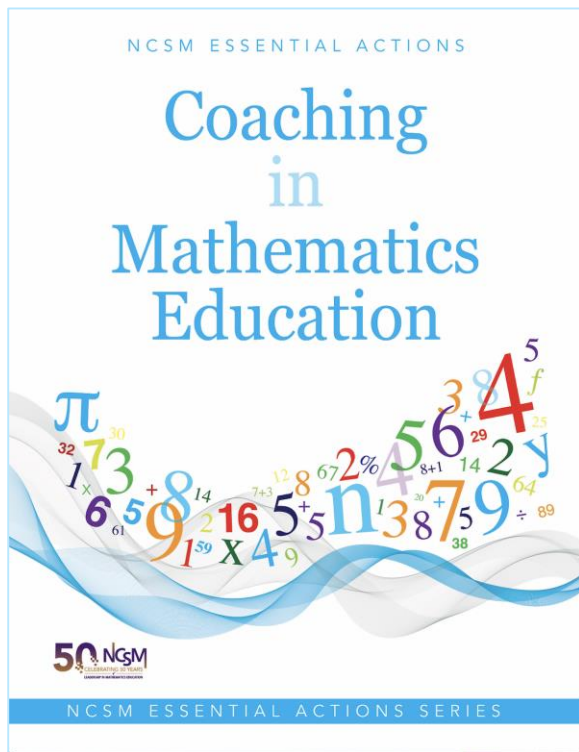
NCSM Vision Statement

NCSM is the premiere mathematics education leadership

... Our bold leadership in the mathematics education community develops vision, ...

the world.

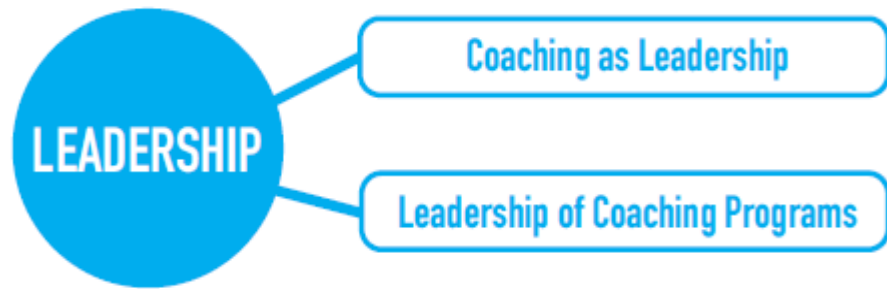




Using Influence as a Teacher Leader

- What does this mean to you? (Self-Reflection)
- Talk to an elbow partner
- Share

Coaching as Leadership



Coaching as Leadership:

Servant Leadership: Mathematics coaches serve in the role of professional support for mathematics teachers who are tasked with teaching students in a manner consistent with the vision for mathematics teaching and learning.

Coaches empower teachers through supporting reflection on practice as well as helping them see successes and growth in themselves as well as students.

Coaching as Leadership

Servant Leaders: Understand themselves, their own strengths and areas of growth, and because of this understanding know how they might best support others using those strengths.

Servant Leaders: Support and empower others, encouraging them to greater and greater heights. They advocate for those they serve, influencing upward by engaging other leaders and pushing those leaders to see the value and power of coaching.



Leadership of Coaching Programs

Leadership of Programs:

High-quality, supportive leadership of coaching programs is critical to the success of the program.

Leaders of programs must establish systems that support a culture of trust, consensus, and shared learning.

They place mathematics coaches in other leadership positions, eliciting and valuing their input and specialized expertise in teaching and learning mathematics.



Leadership of Coaching Programs

Leadership of Programs:

Leaders of coaching programs are committed to ensuring high expectations and that coaches and teachers have resources, including time and support, to provide meaningful mathematics instruction on a daily basis for all students.



They must ensure that systems are in place that empower coaches and teachers.

They advocate for the vision, purpose, goals, processes and program design necessary for success at all levels, from the classroom to the district.

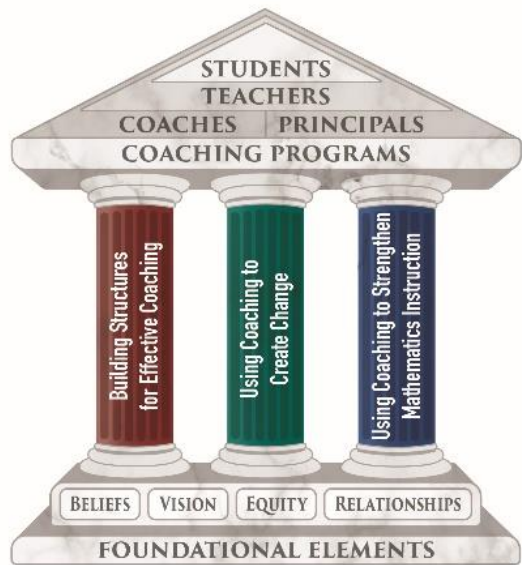
Leadership

*One of the promises of mathematics coaching:
Educators who can influence up as well as across,
leading to positive change at multiple levels.*



Term	NCSM Definition
Mathematics Coaching	Intentional, ongoing, nonevaluative, and supportive interactions between a knowledgeable individual from outside a mathematics teacher's classroom (the coach) with a mathematics teacher, focused on the work of teaching mathematics.
Mathematics Coach	Individuals who engage in mathematics coaching activities on an ongoing basis with mathematics teachers.
Mathematics Coaching Program	The policies, physical and time-based structures, guidelines, and initiatives at the school or district level.

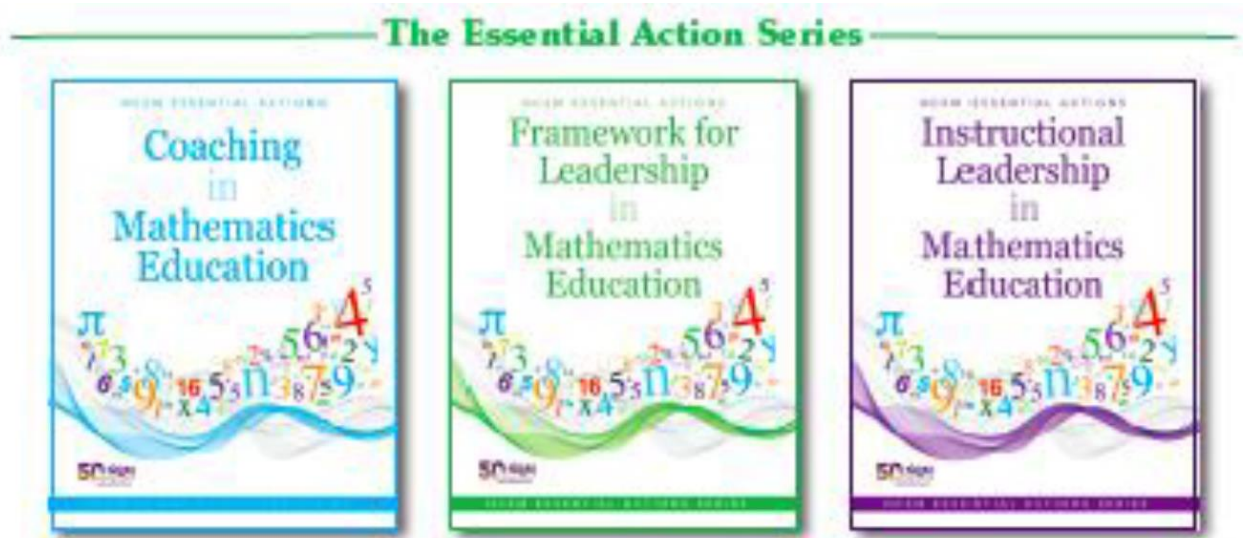
Figure I.2. NCSM Mathematics Coaching Definitions



OVERVIEW

NCSM Essential Action Series

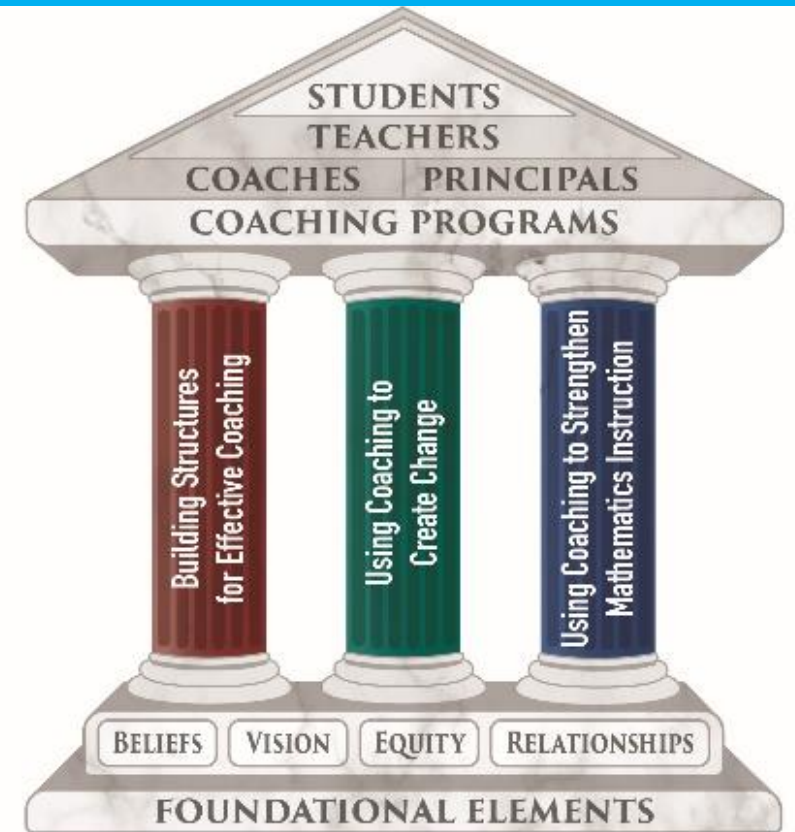
The book *Coaching in Mathematics Education*, from NCSM's new *Essential Action Series*, will serve as a guiding reference for coaches, teachers, administrators, and others as mathematics coaching programs become more prevalent throughout North America.



Coaching in Mathematics Education

We have structured the book around four Foundational Elements of Leadership.

i.e., sets of ideas that are vital to implementing a successful mathematics coaching program.



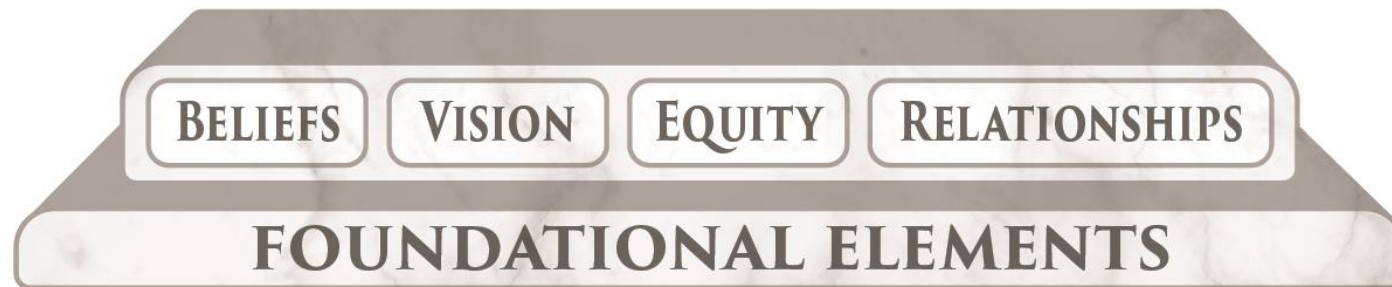
Chapter 1: The Model

Chapter 1 provides a model for the organization of this book.



Chapter 2: Foundational Elements

Chapter 2 lays out and describes the four Foundational Elements of leadership—Beliefs, Vision, Equity, and Relationships. These elements, found at the foundation of our building, provide the stability upon which an effective mathematics coaching program is built.



Chapter 3: Building Structures for Effective Coaching

The red pillar is devoted to two Essential Actions for sustainable coaching necessary to building structures for effective coaching.

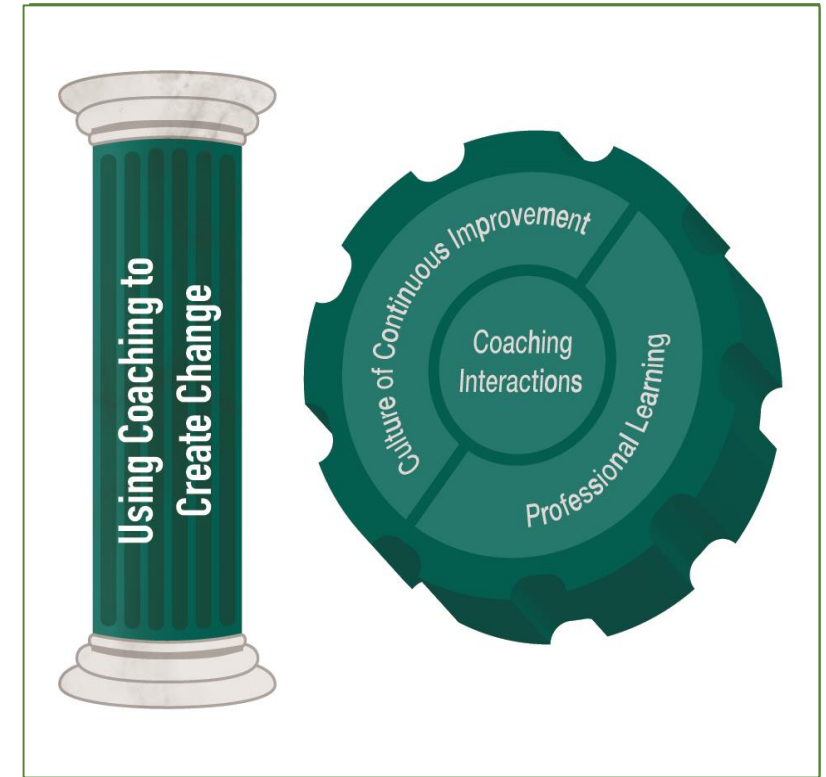
- Essential Action 1: Demonstrate a commitment to coaching, including the provision of necessary time and resources.
- Essential Action 2: Apply the equitable learning principles to adult learners and model them during all coaching interactions.



Chapter 4: Using Coaching to Create Change

The green pillar contains the essential actions for coaching interactions and how to use them effectively to create change.

- Essential Action 3: Understand and use a variety of coaching interactions to improve teaching and learning.
- Essential Action 4: Provide and engage in relevant ongoing professional learning.
- Essential Action 5: Support the gathering and use of data to inform the continuous improvement process.



Chapter 5: Using Coaching to Strengthen Mathematics Instruction

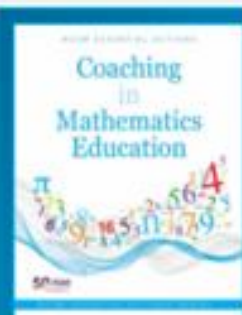
The blue pillar encompasses the range of knowledge, understandings, and skills that become the focus of a coach's work with teachers to strengthen instruction.

- Essential Action 6: Know, understand, and do mathematics.
- Essential Action 7: Know, understand, and implement effective mathematics teaching for learning.
- Essential Action 8: Develop and foster curriculum coherence.
- Essential Action 9: Develop and use evidence of student learning to inform instructional decisions.



Epilogue

The Epilogue summarizes and draws connections among the Essential Actions and Foundational Elements.



NCSM ESSENTIAL ACTIONS: COACHING IN MATHEMATICS EDUCATION

Overview

Foundational Elements

Beliefs, Vision, Equity, and Relationships

Essential Action 1

Demonstrate a Commitment to Coaching, Including the Provision of Necessary Time and Resources

Essential Action 2

Apply Principles of Learning to Adults and Model Them During All Coaching Interactions

Essential Action 3

Understand and Use a Variety of Coaching Interactions to Improve Teaching and Learning

Essential Action 4

Provide and Engage in Relevant, Ongoing Professional Learning

Essential Action 5

Support the Collection and Use of Data to Inform the Continuous Improvement Process

Essential Action 6

Know, Understand, and Do Mathematics

Essential Action 7

Know, Understand, and Implement Effective Mathematics Teaching for Learning

Essential Action 8

Develop and Foster Curriculum Coherence

Essential Action 9

Develop and Use Evidence of Student Learning to Inform Instructional Decisions



NCSM ESSENTIAL ACTIONS: COACHING IN MATHEMATICS EDUCATION



Chapter 3



Essential Action 1:
Demonstrate a commitment to
coaching, including the provision of
necessary time and resources.

Café Conversation

How can a Coach Influence.....

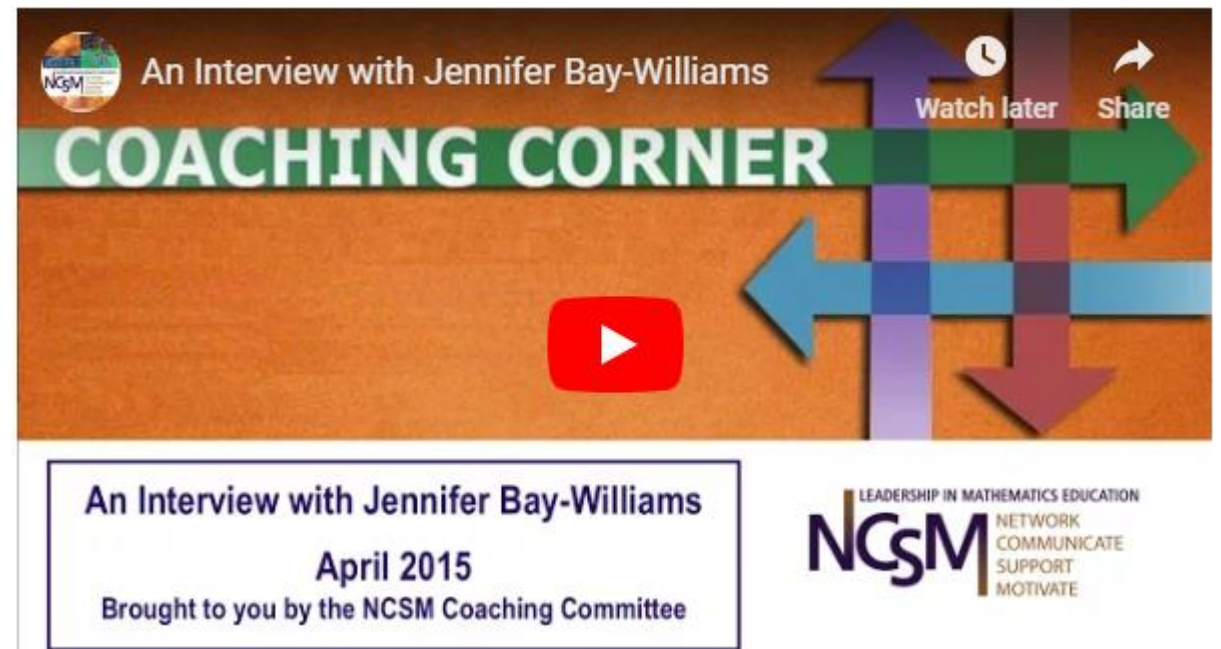
The Principal	Teachers	Parents

Sample Reflection Questions

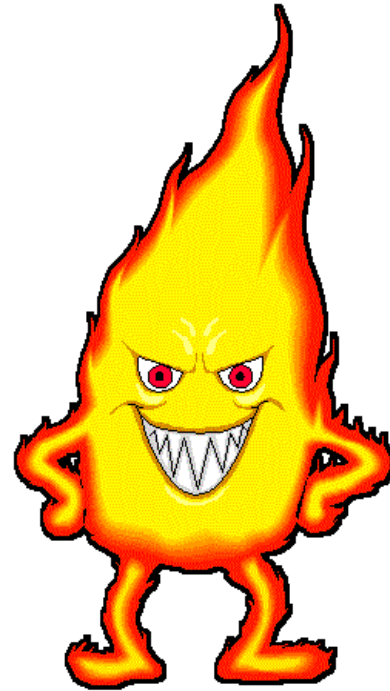
- How open and/or ready for change are the teachers in your building? What can you do to move resistors forward?
- Create a specific list of necessary resources that a coaching program must provide to coaches in order for them to be successful.
 - How can a coach's time be protected from unrelated demands and tasks?
 - How can time be built into schedules for coaching?
 - How can a coach's autonomy and accountability be balanced?
 - What continued professional learning for coaches are being planned and provided?
- How clearly defined are the roles and responsibilities within your coaching program?

Vignettes

<https://www.mathedleadership.org/coaching/itworked.html>



Burning Questions???



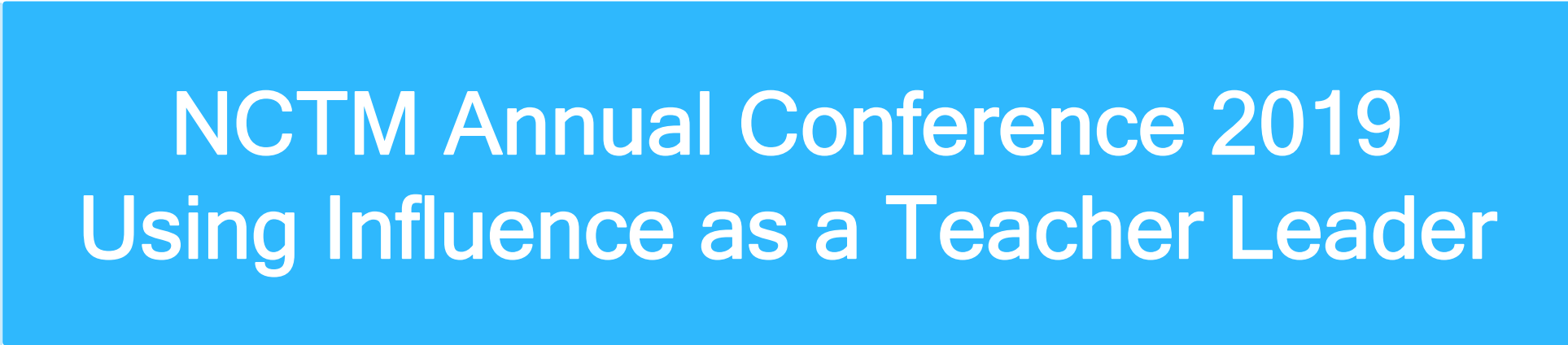
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Using Influence as a Teacher Leader

“Mathematics coaches, however defined, are leaders. *NCSM Essential Actions: Coaching in Mathematics Education* provides a perspective that truly makes the case for mathematics coaches as a critical lifeline of support and professional growth of teachers of mathematics at every level. This valuable professional resource truly addresses the intersection of relationships and support that school-based and district leaders must provide to empower mathematics coaches.”

---Dr. Francis (Skip) Fennell, Project Director, Elementary Mathematics Specialists and Teacher Leaders Project (EMS&TL), McDaniel College





THANK YOU!

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