

Metro Chicago Mathematics Initiative

Mathematics Coaching Institutes

2020–2021



Coaching is designed to focus on student thinking and learning, which allows the coach to help teachers extend their understanding of mathematics content and pedagogy, deepen their understanding of instructional strategies, analyze and assess student work, and improve teaching (SVMII 2007). Coaching can help teachers effectively transfer professional learning into daily practice and help support the reflective process for teachers.

The Mathematics Coaching Institute is designed for educators who serve in a coaching role in their districts and schools; they may be released either full time or part time but should have the opportunity to support teachers to improve their instructional practice. The *Metro Chicago Mathematics Initiative* (MCMI) at the University of Illinois at Chicago (UIC) is offering seven sessions, with a focus on supporting teachers in either a virtual or face-to-face environment.

The institute is designed to provide opportunities for coaches to:

- Engage as a community of learners focused on supporting mathematics teaching and learning in their districts and schools;
- Build their capacity to support teachers to develop content and pedagogical content knowledge with a focus on student learning as teachers implement the CCSSM in their classrooms;
- Engage in the analysis of cases of classroom practice to provide opportunities to explore teachers' practice in greater depth;
- Build their coaching skills and abilities, for both individual teachers and groups of teachers;
- Engage in collaborative problem-solving to address common issues and problems of practice;
- Use resources and tools to support their practice; and
- Make connections to the ongoing professional development for teachers focused on problem solving classrooms, the formative assessment process, the integration of technology and access and equity.

Following is a short description of each 2.5-hour virtual session. Throughout the year, coaches will explore: mathematical ideas, ways to collect evidence of coaching effects, and cases and tools to promote reflection.

Session 1: Engaging in student centered coaching – September 24, 2020

During the first session, participants will explore their coaching role with a focus on student thinking. They will engage in mathematics together and investigate ways in which they can support teachers who are facilitating problem solving classrooms in virtual environments. Coaches will explore the ways they communicate with colleagues and administrators and strategies for developing trust and rapport to engage in constructive conversations with teachers.

Session 2: Supporting teacher learning through the coaching cycle – October 29, 2020

Coaches will explore their coaching role in greater depth and engage in the coaching cycle to support teacher learning through the formative assessment process and the analysis of student learning, both through observations of students and the analysis of student work. Opportunities to share problems of practice will be incorporated in the session. They will explore ways to engage in this process and collect evidence in a virtual environment.

Session 3: Our role in supporting teacher growth – December 3, 2020

Coaches will reflect on the work with their teachers and engage in collaborative problem solving. They will connect to the problems, tasks and virtual resources teachers are using and explore ways to support teacher learning, and strategies and moves to use in the coaching cycle. Coaches will have an opportunity to examine their roles as coaches and focus areas for their own learning. Opportunities to continue to analyze cases and share problems of practice will be incorporated in the session.

Session 4: Refining strategies and building on teacher strengths – January 28, 2021

Coaches will continue to engage in case analysis and share one of the strategies that they are using with teachers. Coaches will continue to engage in collaborative problem solving based on the focus of their own learning and use the opportunity to address problems of practice, including successes and dilemmas in their schools and supporting productive teams.

Session 5: Sharing our practice – February 25, 2021

The session will be focused on engaging in the coaching process either in a virtual setting or at a school site – if possible. It will focus on the coaching cycle, including the pre-conference, observation or co-teaching and post-conference. If the virtual coaching collaboration is not possible, we will use video to simulate the process. Case analysis and collaborative problem solving will continue.

Session 6: Collaborative problem solving and team collaboration – March 18, 2021

The session will be focused on supporting team collaboration in a virtual setting. Coaches will continue to focus on problems of practice and engage in collaborative problem solving.

Session 7: Reflection and planning – April 22, 2021

The session will focus on reflecting on the work during the 2020–2021 school year and the collaboration with individual teachers and with teams. Coaches will share artifacts, progress and challenges. They will continue to engage in problems of practice, explore ways to measure the impact of coaching, and to plan for the 2021–2022 school year.

LOGISTICS

Logistics

Virtual sessions are held via Zoom from 12:30 PM to 3:00 PM each day and are free for districts participating in the PD Consortium.

REGISTRATION

Session registration is available at:

<http://mcmi-coaching.eventbrite.com>

Please contact Jean Goldrich at sutow@uic.edu with questions.