Our 2016-2017 Journey...

Presented by:
Christina Beam, Dionna Bickley, Amy Boldin, Shannon Brickler, Katina Brown, Laurie Geary, Chrystal Rowland, and Bindu Sunil
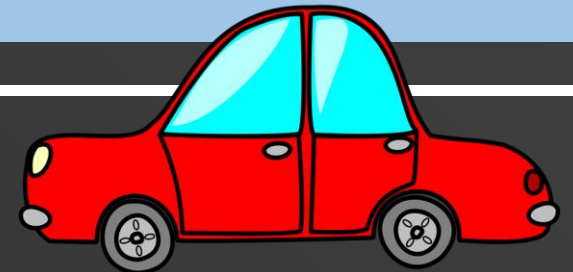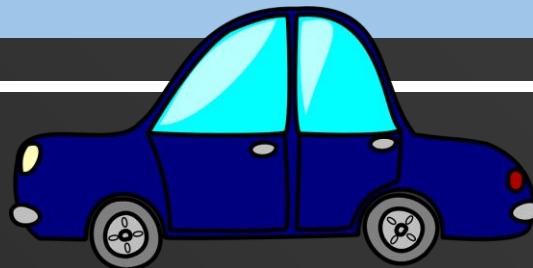
Content Coaching That Works! A Student-Centered Approach

Please download a QR code app to your device for access to all presentation materials.

Welcome!

Christina Beam
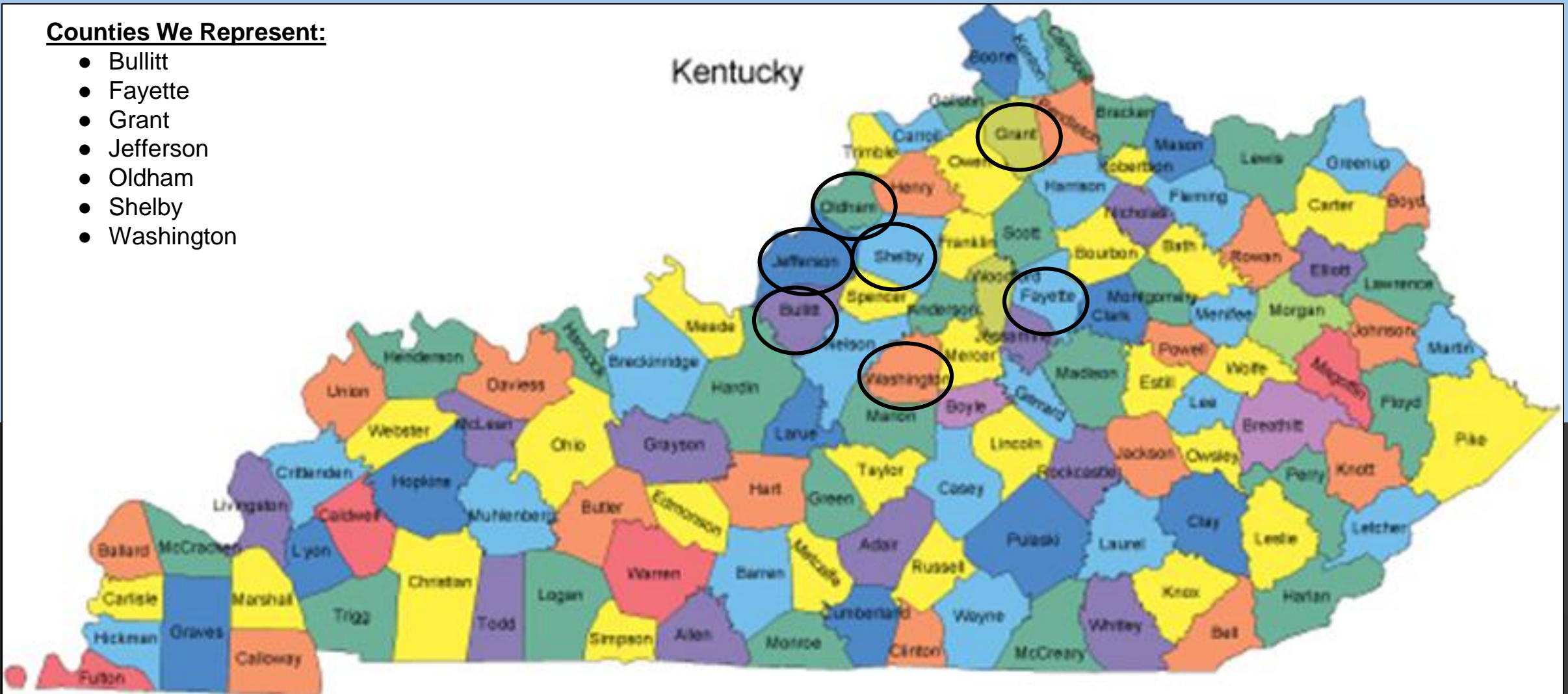Oldham County
Schools

A special thank you to:

- **The Kentucky Department of Education**

- **The Kentucky Center for Mathematics**

About us...

Counties We Represent:
- Bullitt
- Fayette
- Grant
- Jefferson
- Oldham
- Shelby
- Washington

Card Sort Activity...

Laurie Geary
Bullitt County Schools

Chrystal Rowland
Washington County Schools

Questions to ponder…

1. In what ways does your work ebb and flow across these modalities?
2. What are some strategies you might use to move in the direction of Student-Centered Coaching?

Conference Materials and Key

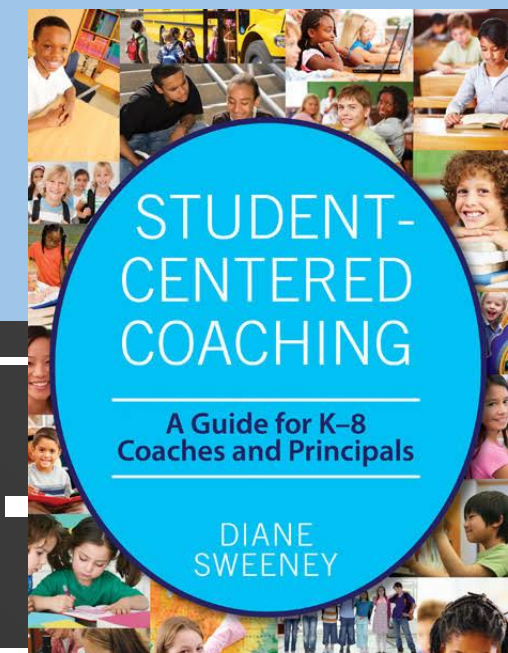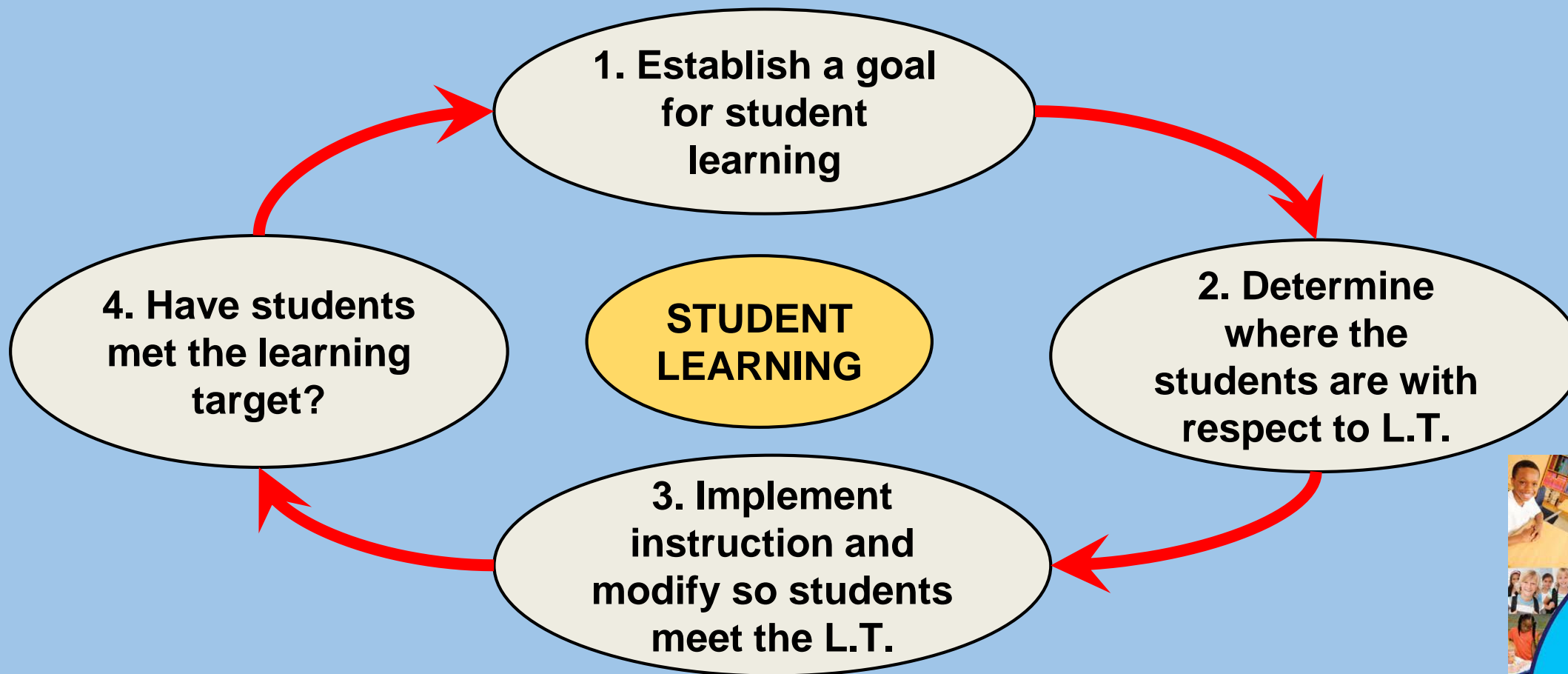https://sites.google.com/washington.kyschools.us/kcmcoaching/home

Learning Objective:

I will be able to explain the characteristics of effective student-centered coaching practices.

I will be able to utilize tools and strategies of student-centered coaching to impact student learning.

Dionna Bickley
Bullitt County Schools
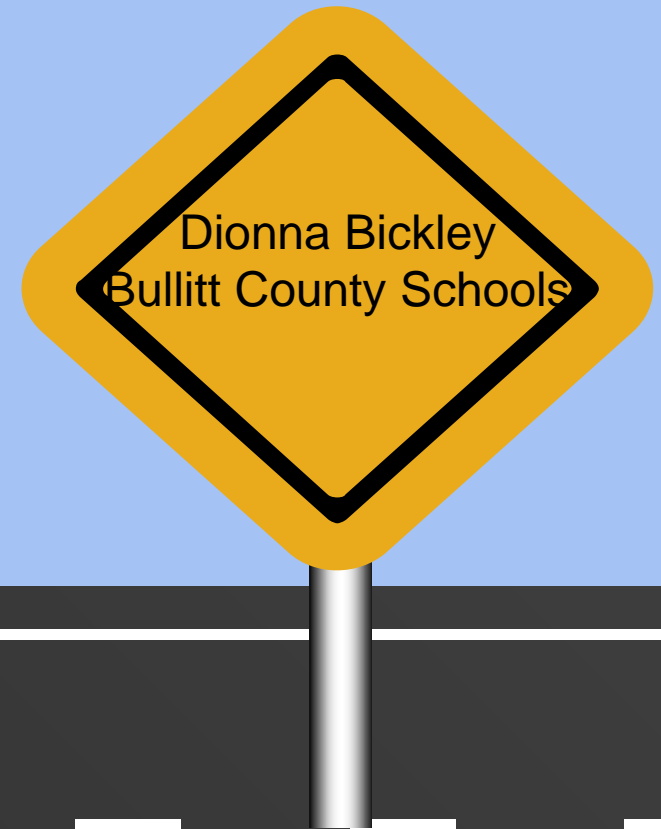
Stages in Coaching Cycle

Teacher Interview:

From: Beam, Christina L
Sent: Thursday, January 26, 2017 1:35 PM
To: Tierney, Morgan <morgan.tierney@bullitt.kyschools.us>; Bickley, Dionna
<dionna.bickley@bullitt.kyschools.us>
Subject: Monday and Tuesday

Hey, ladies! First and foremost, thank you Morgan for allowing us to come to your classroom on
Monday and Tuesday! I truly appreciate your flexibility!

So, from what Dionna sent me, it looks like you are looking to cover 4.G.2 next week? I was not sure if
I was reading the pages correctly. So, if you have a few minutes, would you be willing to answer the
following questions:

   What is the content that we want all students to learn (goal)?
   Who are the students being taught? What are their developmental needs? (strengths/weaknesses)
   What understanding do they bring to this topic?
   Is there something specific that you would like to work on to make your classroom more effective?
Also, I am going to forward you all some tasks that I have located (in no particular order) for you to take
a look at. These are samples that may or may not work based on the learning goal, background
knowledge, etc. If you have any student work from this week, would you be able to scan me some
samples for me to take a look at? I'm going to scan the tasks in a moment and then forward to you both.

Thank you again and I am looking forward to working with you!!
Christina

**Christina Beam
Oldham County
Schools**

I can answer questions in more detail during our discussion prior to the lesson on Monday. Please let me know if you have any additional questions.

What is the content that we want all students to learn (goal)?

1. Students will be able to classify 2 dimensional shapes based on their sides and angles.

2. Students will be able to use what they know about benchmark angles to determine the angle measurement of a shaded portion of a circle. I'm hoping they also make connections back to division if needed. I am also curious to see if this will benefit students when we enter our fractions unit.

Who are the students being taught? What are their developmental needs?

This class consists of a wide range of abilities. There are around 8-10 high achieving students (no GT students) that do a great job being group leaders and adding to our whole group discussions. They also do an excellent job at making connections. There are 5 students in RTI for Math and 4 students with an IEP (3 for behavior and 1 for reading). These students need a lot of assistance and prompting to get their thinking started, but overall do a nice job working with their peers and accepting help and guidance from their group leaders. This class works well together and is very supportive of one another.

Students will be placed in groups where they will take on different roles. Students who struggle will have a group leader to help guide their thinking. Those who excel will be the leader of their group, which means they will have to explain their thinking to those who do not understand, which shows if the high achieving students truly understand what they are doing and why they are doing it. I will also be circulating the room to question and guide students thinking. This problem is set up to meet all student's needs. Even if it is difficult for some, they still have **components of the problem they can be successful on.**

What understanding do they bring to this topic?

1. Students have a basic understanding of parallel and perpendicular lines, however being able to identify them in shapes brings a greater challenge. Students also have a basic understanding of acute, obtuse, right, and straight angles, but again this become a challenge when having to identify them in shapes. They have learned a couple tools and strategies to use to help discover types of lines and angles. I believe students have enough background knowledge to begin to classify shapes based on their sides and angles.

2. Students have an understanding of benchmark angles and that a circle is 360 degrees. They know that rays that share an endpoint form angles, and that multiple angles that share an endpoint can begin to form part of or a whole circle (this is challenging for students and was only discussed briefly during one of our lessons). Students do not have much or nay background knowledge on finding missing angle measurements.

● **Is there something specific that you would like to work on to make your classroom more effective?**

This structure and format of teaching is new for me. I am continuing to learn and change my approach and instruction techniques daily. I am open to any ideas and suggestions.

Things to look for:

1. Questioning
2. Are students on-task and having strong discussion about their problem of the day when I am working with other groups?
3. Are students using vocabulary when talking to one another?

Christina Beam
Oldham County Schools

Teacher Interview:

Christina Beam Oldham County Schools

Teacher Interview – Morgan Tierney

1. Tell us about yourself including your educational experience.

   2nd(1), 4th(3- ELA/Science), 4th (yr 2 of math) →procedural - moving toward problem-solving

2. Tell us about your students and their mathematical content knowledge.

   Wide range of abilities - PS is easier for high achieving. About half and half. Pairs high achieving w/struggling. Love being a resource for one another. None id'ed GT, 5 IEP, 8 RTI.

3. What does a normal day in your mathematics classroom look like?

   →Problem of the day, 5 minutes for planning. KW - what do you know? What do you need to find out?

   group work/teacher circulates

   Teacher debriefs w/students - students add to their KW chart.

4. What is your goal for your students in this lesson? What understanding do they bring to this topic?

   identify properties of shapes and use those to classify shapes. Scaffolding - give categories today, leave open tomorrow. Had to introduce what "classify" means. (Size doesn't affect sides & angle types)

5. How will we know when each student has mastered the essential learning? How will we collect evidence?

   Discussions w/students, students can record thinking but struggle to explain it. Informal jots of anecdotal experiences, every 2-3 days more formal assessment such as exit slips/quiz.

6. In a perfect world, describe to me what the learning would look like in an ideal mathematics classroom.

   problem-solve
   communicate
   reason through conversation
   collaboration

   students make connections and relationships.

   student to student conversations

Focusing in on the Teacher's Goals:

6. In a perfect world, describe to me what the learning would look like in an ideal mathematics classroom.

problem-solve

Communicate

reason through conversation

Collaboration

Everyone contributes

Students make connections and relationships.

Student to student conversations

Analyzing Student-work/evidence

Data is fundamental to student-centered coaching. It moves the coaching conversation away from what a teacher and a coach think the teacher should be doing and focuses it on using student evidence to determine what they now know the teacher can be doing to improve student achievement.

Student Centered Coaching, Sweeney 2011

Amy Boldin
Jefferson County
Schools

Analyzing Student-work/evidence

Notetaking Tool

What strengths do we notice in the student evidence?	What misconceptions might students have?	Considering the teacher's goals and the student evidence, what might be the next steps for student learning?

Analyzing Student-work/evidence

Amy Boldin
Jefferson County Schools

4.G.1 - Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two- dimensional figures.

4.G.2 - Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

Co-Planning: Connecting Coaching to Student Achievement

Result Based Coaching Tool

Setting Goal for Coaching Cycle → **Crafting Learning Targets** → **Regular Co-planning Sessions**

IF Not Follow-Up Intervention

Have Students Met the Learning Target? ← **Collecting Student Evidence** ← **Agreed Upon Coaching Moves**

Bindu Sunil
Shelby County Schools

Co-teaching with focus on Shape Talk

Shannon Brickler Grant County Schools
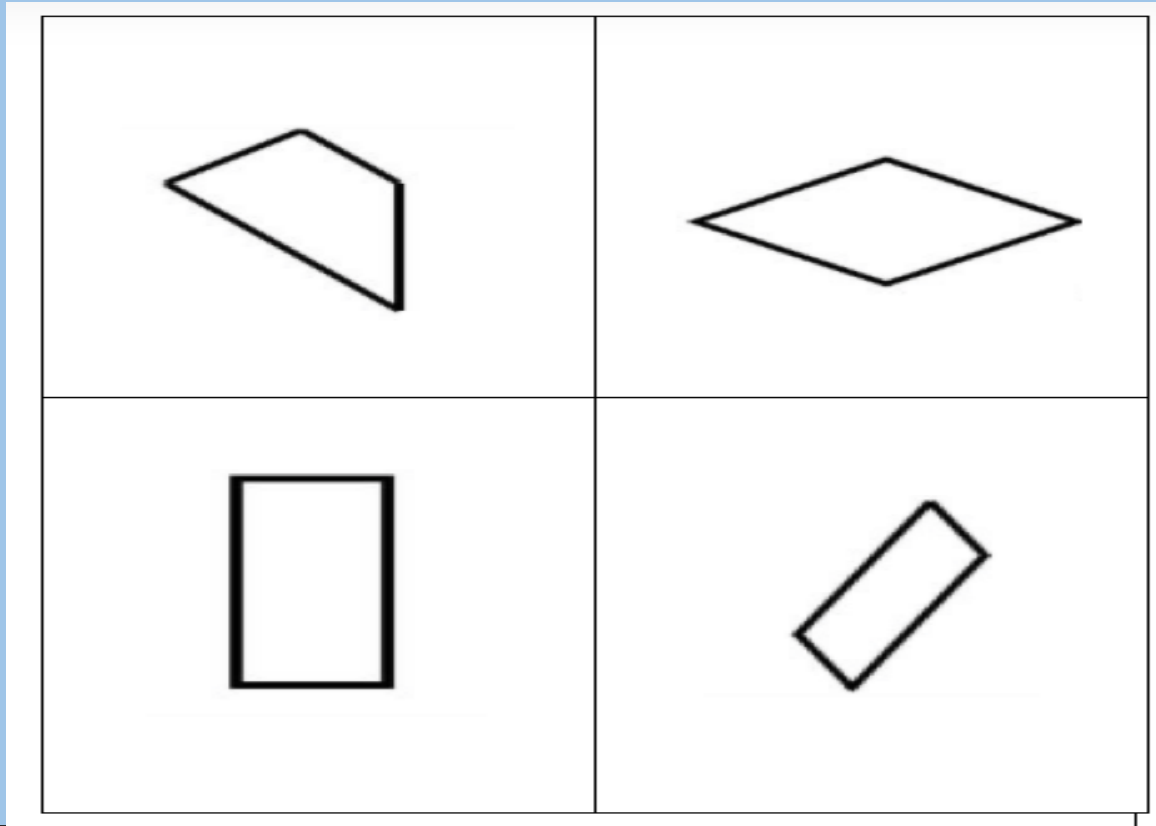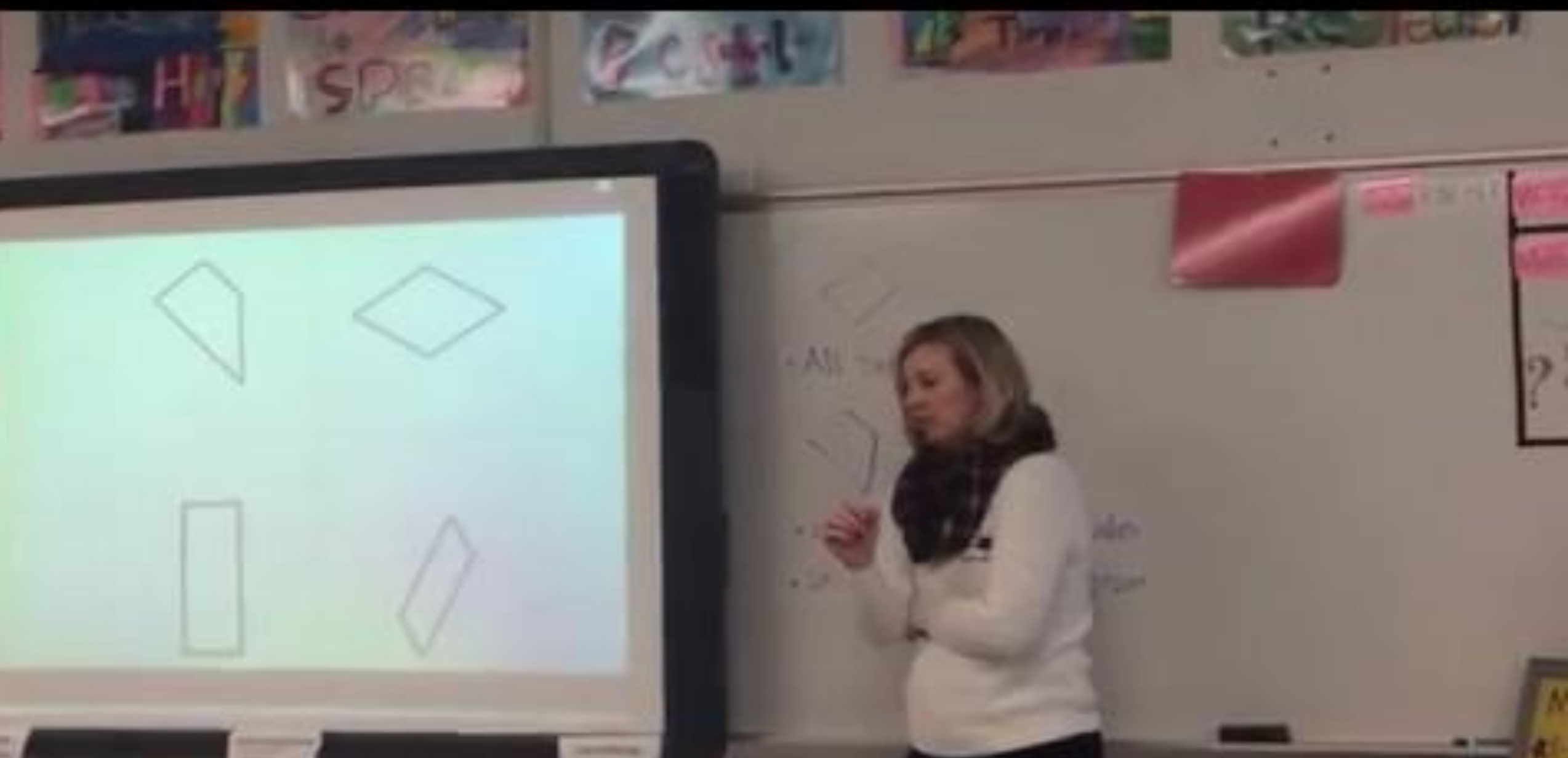
Debrief Lesson/Reflection

❖ Conversation among coaches
  ➢ 1. Coaching decisions based on student work in conjunction with math curriculum.
  ➢ 2. Coach in classroom, working with students whole group over a period of time (2 days).
  ➢ 3. Monitoring/Recording/Documenting on form (i.e,communication of students, reasoning, making connections, student to student questioning and misconceptions specific to teacher goals).
  ➢ 4. Communication from coaches connect to student work with regard to instruction (i.e., what are we seeing that needs to be addressed with the students? How will we address the need?
  ➢ 5..Used Student work samples, Shape Talk/Number Talk and discussed Teacher Goals

Reflection:
  ❖ First Coaches share what they noticed or heard in the pre-brief, classroom, observation and debrief.
  ❖ Next Steps based on student Evidence.
  ❖ Positive affirmations for teacher

Katina Brown Fayette County Schools

Testimonial:

Morgan Tierney - 4th Grade Teacher
Freedom Elementary - Bullitt County