

MQI COACHING

Welcome!

Aligning Curriculum with Coaching: Using the MQI Rubric to Support Illustrative Mathematics Implementation

Claire Gogolen | Jonathan Thompson

Evelyn Ennis

Adrian Hernandez

Carol DeFreese



Introductions

- **Adrian Hernandez**

- Senior Math Coach for School Transformation
- Partnership For Los Angeles Schools
- MQI coach trained

- **Evelyn Ennis**

- Senior Secondary Math Coach for School Transformation
- Partnership For Los Angeles Schools
- MQI coach trained

- **Carol DeFreese**

- Former Content Creator for LearnZillion/Professor
- University of Missouri – St. Louis
- MQI Coach



What supports high quality math instruction?

High Quality Instructional Materials

- Provide students opportunities to engage in standard-aligned activities appropriate for their grade level
- Develop routines that allow students to problem solve
- Allow the students to be at the center of instruction

High Quality Coaching/Reflection

- Support teachers in implementing curriculum well
- Focus on classroom observation and feedback over time
- Highly trained coaches, supporting teachers in their growth
- Trusting, supportive relationships between coach and teacher













Illustrative Mathematics (IM)

- Greenlit for meeting expectations in all categories by EdReports
- Problem-based pedagogy
 - Student Centered
 - Rigorous
 - Deeply engaging
- Aligned to grade level appropriate standards

LearnZillion Illustrative Mathematics 6-8 Math (2018) 

Published By: LearnZillion | Date Published: 8/27/2018 | [View These Reports](#)

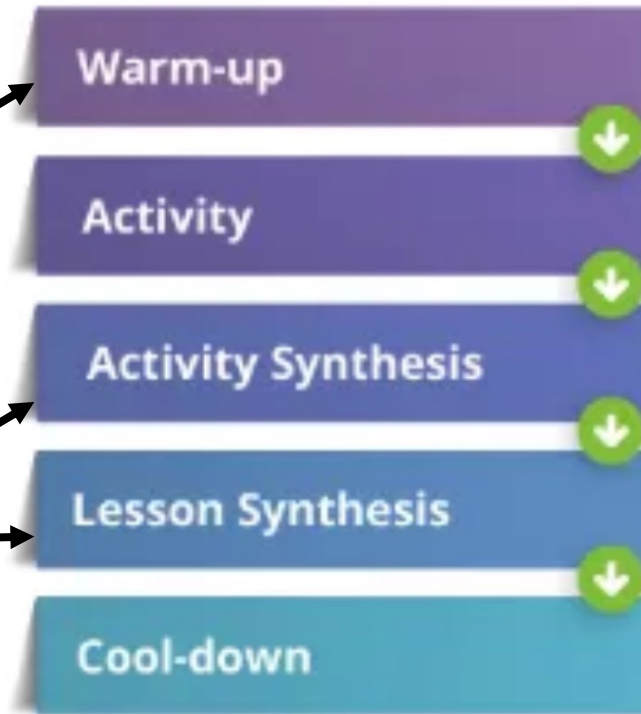
 Illustrative Mathematics Grades 6-8 LearnZillion	GRADE LEVEL	FOCUS & COHERENCE	RIGOR & MATHEMATICAL PRACTICES	ALIGNMENT RATING	USABILITY RATING
	Sixth Grade			Meets Expectations	
	Seventh Grade			Meets Expectations	
	Eighth Grade			Meets Expectations	



Common Routines Within IM

- 5-10 minutes
- Used to prepare for the day's learning or to strengthen number sense or fluency.
- Ex. Number talk, which one doesn't belong

- 5-10 minutes
- Incorporating new learnings into larger math concepts
- Ex. Posing questions, journal prompt



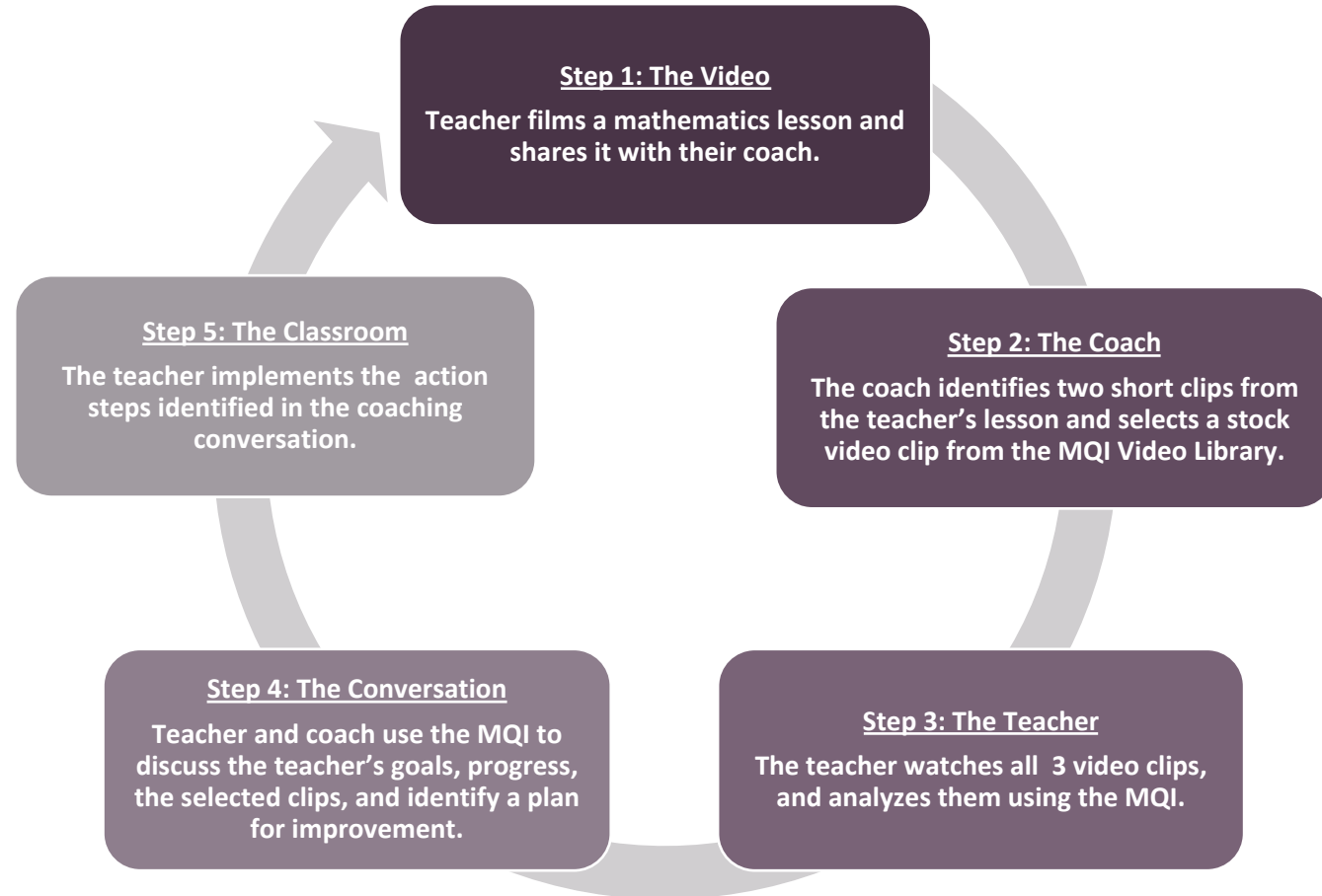
- Majority of lesson
- 1-3 instructional activities per lesson
- Ex. New context, new representation, working toward mastery

- 5 minutes
- Brief formative assessment
- Ex. Exit ticket

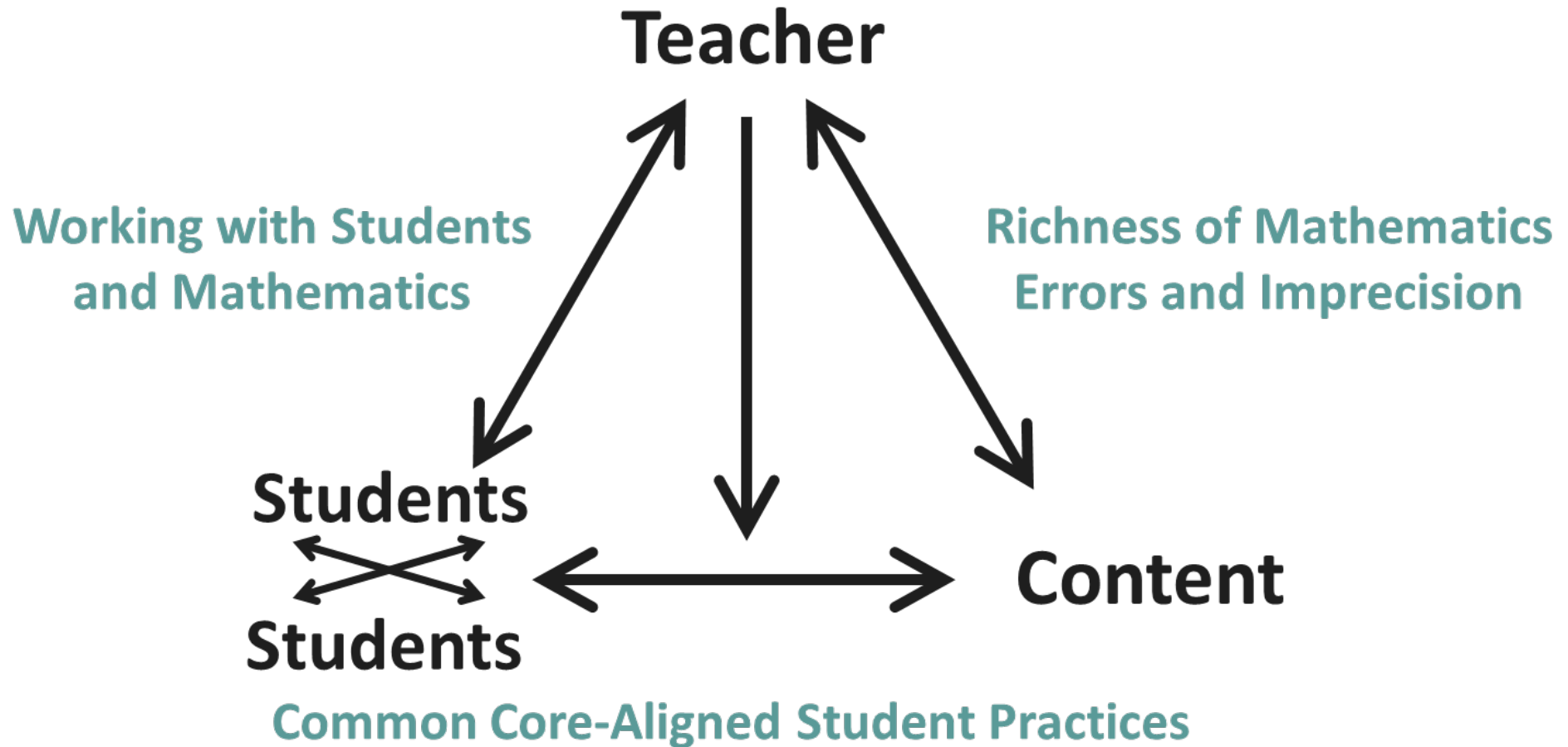


MQI Coaching

- Uses a math specific rubric to allow teachers to pinpoint ways to elevate their instruction with high leverage practices
- Encourages incremental changes to instruction that feel manageable through video-based coaching cycles



The Mathematical Quality of Instruction (MQI)



How can MQI Coaching support successful implementation of the IM curriculum?



Q & A with Panelists



MQI Supporting IM

- How do the MQI coaching rubrics align with IM and support instructional routines?



IM Implementation Tool Working with MQI

- We currently use the IM Implementation Reflection Tool instead of MQI - how do you see these documents working together?



Highest Leverage Codes

- What MQI codes have been highest leverage in supporting teachers in implementing the curriculum with integrity?



Aspects of MQI Coaching

- What aspect(s) of MQI Coaching were the most impactful in terms of supporting IM implementation? Is it more than just the MQI rubric?



Introducing IM and MQI

- What advice might you give to a new school/district that is looking to implement IM and/or MQI?



Questions?



MQI COACHING

Thank you! If you want to learn more:

Learn more about our coaching work: <http://mqicoaching.org>

Claire Gogolen

Center for Education Policy Research
at Harvard University

claire_gogolen@gse.harvard.edu

Jonathan Thompson

Center for Education Policy Research
at Harvard University

jthompson@gse.harvard.edu

