

MQI COACHING

Welcome!

Strategies for Coaching Math Teachers

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How can instructional coaching help us achieve the key goals we have for our students in mathematics?

As we continue to grapple with the impact and effects of the COVID-19 pandemic, we know that student engagement in the math classroom is more important than ever.

We also know that the past two years have been extremely challenging for classroom teachers.

- What does it look like to provide support to classroom teachers with the goal of providing high quality mathematics instruction to every student?
- How can we increase student engagement in mathematics classrooms through teacher coaching?



MQI COACHING

Key Features of MQI Coaching

- Uses a **math-specific, evidence-based observation rubric**, the MQI
- Conversations have a **narrow focus**: short clips of instruction, only one or two codes at a time
- Conversations are **grounded in evidence**: the MQI rubric, transcripts of the video, the video itself
- **Teacher-Driven** coaching: code of focus is based on teacher's goals, teacher leads the analysis of the video clips, teacher selects their own action step
- Results in a **specific, realistic, incremental, and actionable next step** at the end of each conversation



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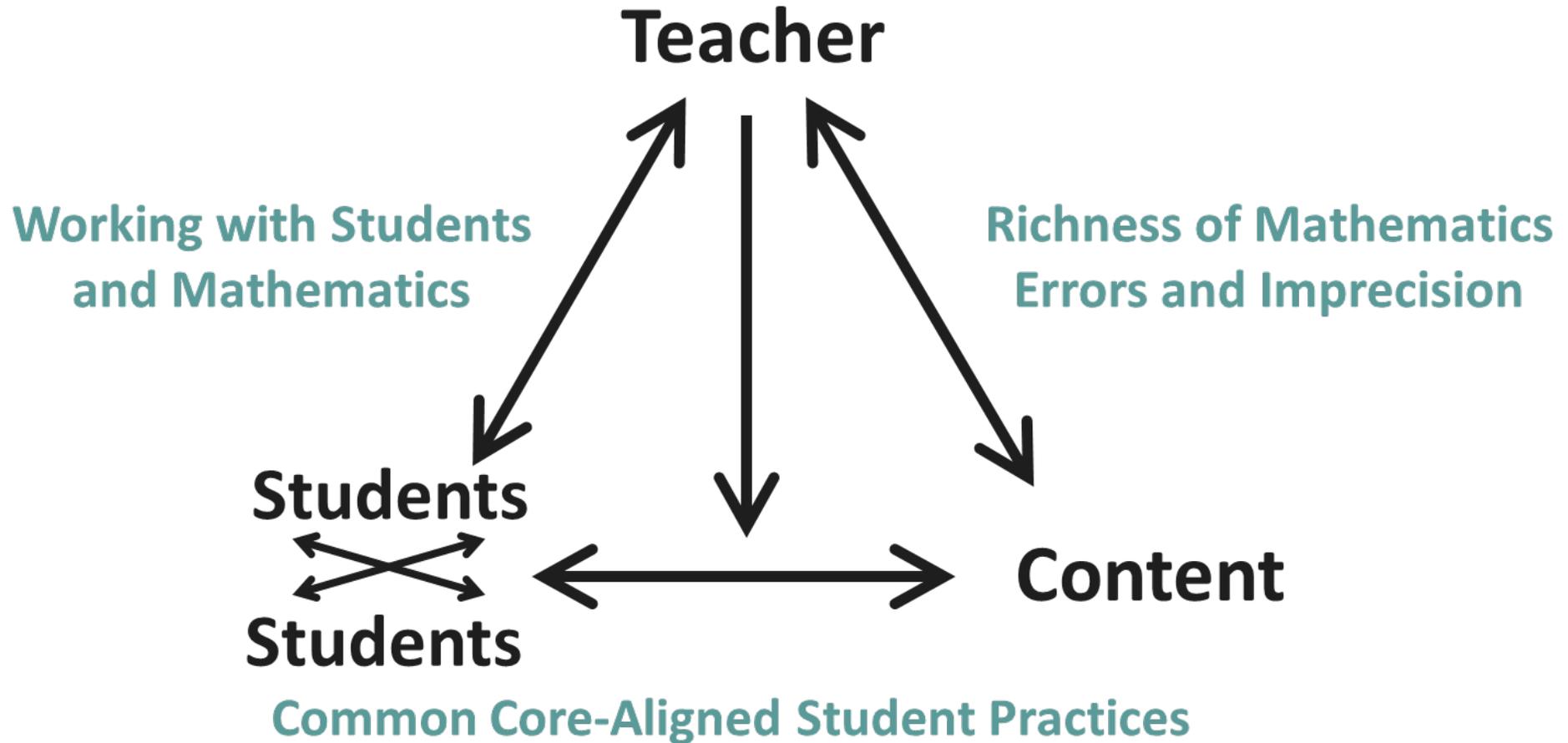
“Describe and Elevate” process for discussing video of instruction

When discussing video, coaches and teachers:

- Use one MQI code of focus related to the teacher's goals
- First describe a video clip (either of the teacher, or a stock video from our library) using the MQI code of focus: what happened in the clip? What is the evidence for that description?
- Then, elevate the clip of instruction: What would this clip have looked like if it scored higher on the code of focus? What could the teacher have done to make that happen?
- Finally, the teacher selects an action step from the list of elevation ideas to try out in their classroom. This action step should be specific, realistic, and actionable.



The Mathematical Quality of Instruction (MQI)



Introductions

- **Evelyn Ennis**

- Secondary Math Coach for School Transformation
- Partnership For Los Angeles Schools

- **Lainey Moe**

- Manager, Secondary Math
- DC Public Schools

- **Joshua Sawyer**

- District Math Instructional Coach
- Elizabeth City - Pasquotank Public Schools



Which key feature of the MQI coaching process had the greatest impact on your coaching? And why?

Joshua:

- Evidence-based conversations
- Grounding conversation in a rubric



Which key feature of the MQI coaching process had the greatest impact on your coaching? And why?

Lainey:

- Analyzing SHORT clips of math instruction
- Using both teacher's own instruction and stock clips from a video library



Which key feature of the MQI coaching process had the greatest impact on your coaching? And why?

Evelyn:

- Shared language as a team
- Video and transcripts offer concrete examples and a clear picture of reality
- Narrow focus
- Individualized based on teacher's needs
- Tracking progress



What is one coaching practice that helped you to get teachers' buy-in and improve instruction?

Joshua:

- Modeling instruction
- In particular, modeling instructional practices that supports student communication:
 - Providing wait time
 - Being intentional about the types of questions asked in a math class (instead of asking general recall questions, ask more questions to get students self-reflecting and/or thinking conceptually about the mathematics)



What is one coaching practice that helped you to get teachers' buy-in and improve instruction?

Lainey:

- Fostering buy-in by connecting school goals to a math-specific rubric
- Using the specificity and concrete examples of the MQI to break down generic areas of growth



What is one coaching practice that helped you to get teachers' buy-in and improve instruction?

Evelyn:

- Relationships
- Confidence in my abilities as a Coach



Q & A with Panelists



How do I help teachers have the confidence to move from fact memorization to bringing students to deeper understandings?



Do you have suggestions for instructional coaches implementing a new curriculum?



What are best ways for coach and principal to partner? Advice for principals about getting the most from coaches?

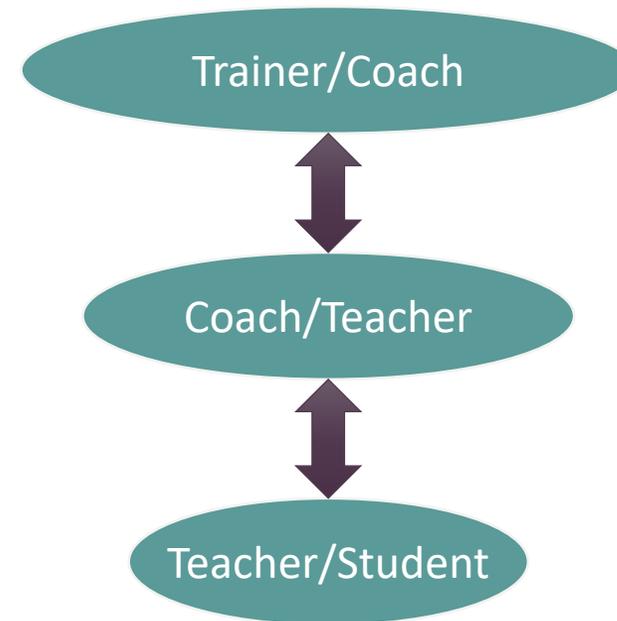


What strategies are you using to address the social emotional needs of teachers?



Connection between teacher-driven coaching and high student engagement in math classrooms

- Parallel Process or “Isomorphy”: Different “levels” within a system will have similar tone/feel/relationships.
- Your interactions with the teacher will influence (and be influenced by) the teacher’s interactions with students
- Similarly, our interactions with you will influence (and be influenced by) your interactions with the teachers



From Gantt, Susan P. and Yvonne M. Agazarian. “Systems Centered Emotional Intelligence: Beyond Individual Systems to Organizational Systems.” *Organizational Analysis*, Vol. 12, No. 2, 2004, p. 151.



Questions?



MQI COACHING

Thank you! If you want to learn more:

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

Summer Virtual Institute: July 5th – July 28th

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