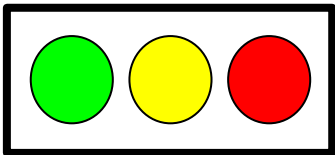


5 CORE VALUES OF A MATHEMATICS COACH



Desiree Harrison
@kidsmathtalk

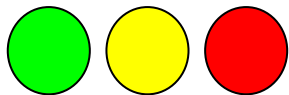
**LOOK FOR THE THINKING LIGHTS
IN THE BOTTOM LEFT HAND
CORNER**



**THESE WILL DISAPPEAR WHEN
THINKING TIME IS OVER**



WHAT ARE YOUR CORE VALUES AS A MATHEMATICS COACH?



FIRST TIME FOR COACHES

WHERE ARE WE
HEADED?
HOW WILL WE GET
THERE?



COMMON CORE VALUES



**ASSUME
POSITIVE INTENT**



BE DILIGENT



PERSEVERE

??

core
values

??

WHAT IS A CORE VALUE?

Core values are the fundamental beliefs of a person or organization. ... **Core values** also help companies to determine if they are on the right path and fulfilling their goals by creating an unwavering guide.



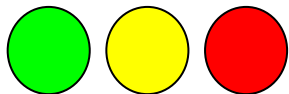
Source: <https://examples.yourdictionary.com/examples-of-core-values.html>

?

CULTURE



Strategy



“I WAS HAVING SO MUCH TROUBLE
BECAUSE I WAS LOOKING OUTSIDE
OF MYSELF FOR A QUICK
ANSWER, WHEN INSTEAD I NEEDED
TO SEARCH INTERNALLY AND
TAKE A CRITICAL LOOK AT MYSELF.”

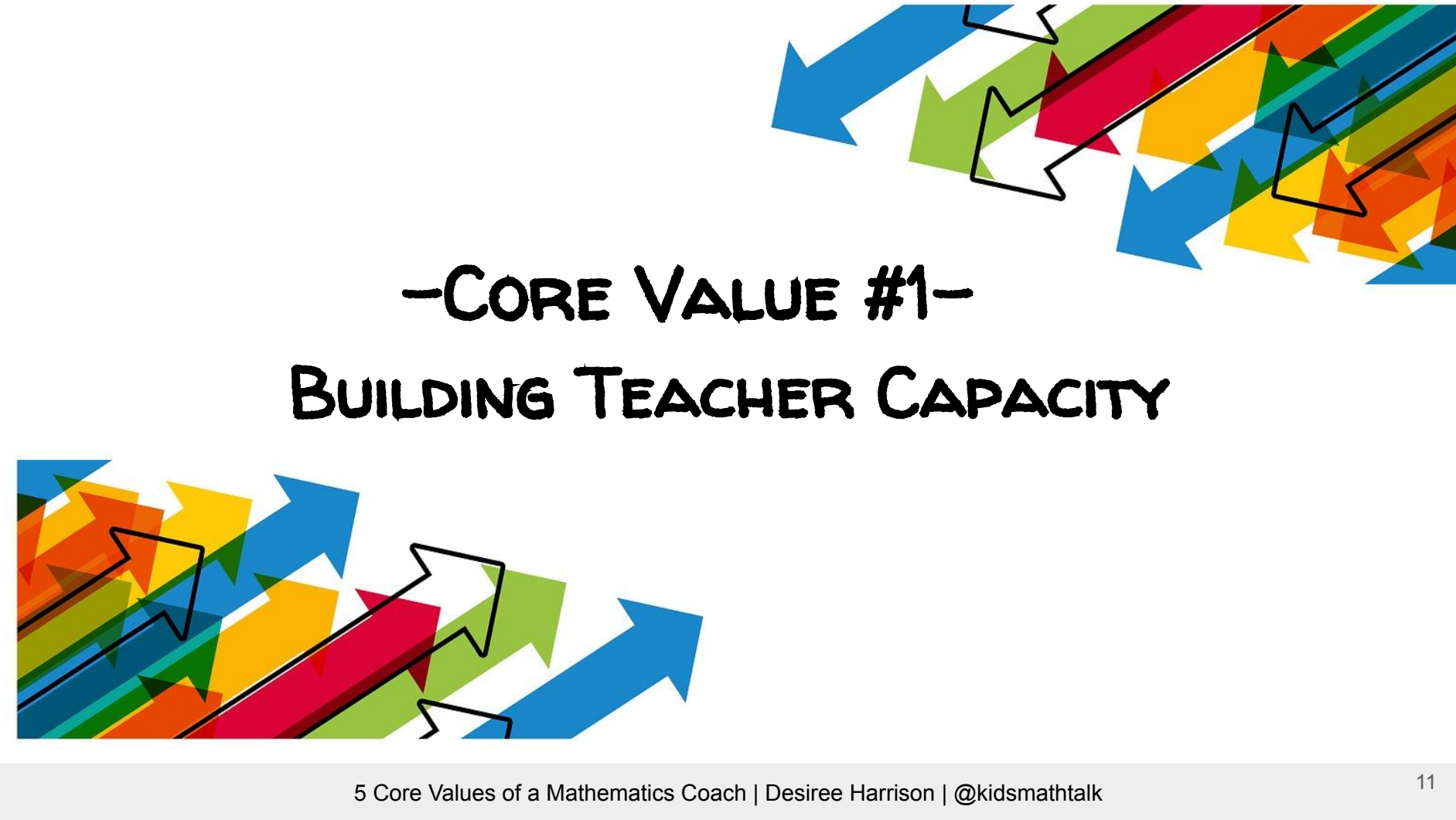




5 CORE VALUES FOR COACHES

1. BUILDING TEACHER CAPACITY
2. PROMOTING TRANSPARENCY
3. MODELING PASSION
4. MAINTAINING ORGANIZATION
5. BEGINNING EQUITY-BASED CONVERSATIONS





-CORE VALUE #1- BUILDING TEACHER CAPACITY



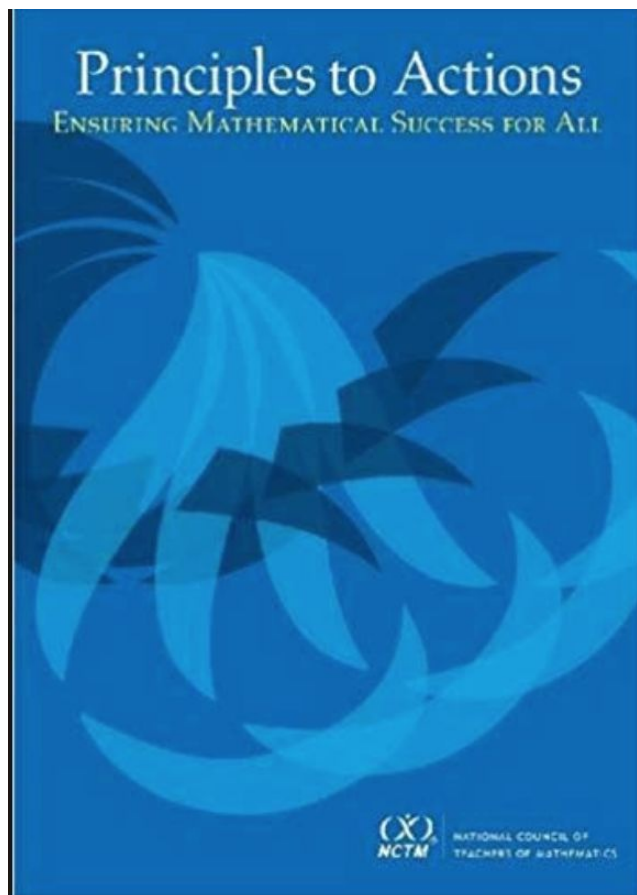
IF WE ARE NOT GROWING TEACHERS
AND BUILDING THEIR CAPACITY,
THEN WHY DO WE EXIST?





BUILDING TEACHER CAPACITY HAS TO
WORK ON PULLING PEOPLE CLOSER
TOGETHER TOWARD A COMMON GOAL.





Beliefs about teaching and learning mathematics	
Unproductive beliefs	Productive beliefs
Mathematics learning should focus on practicing procedures and memorizing basic number combinations.	Mathematics learning should focus on developing understanding of concepts and procedures through problem solving, reasoning, and discourse.
Students need only to learn and use the same standard computational algorithms and the same prescribed methods to solve algebraic problems.	All students need to have a range of strategies and approaches from which to choose in solving problems, including, but not limited to, general methods, standard algorithms, and procedures.
Students can learn to apply mathematics only after they have mastered the basic skills.	Students can learn mathematics through exploring and solving contextual and mathematical problems.
The role of the teacher is to tell students exactly what definitions, formulas, and rules they should know and demonstrate how to use this information to solve mathematics problems.	The role of the teacher is to engage students in tasks that promote reasoning and problem solving and facilitate discourse that moves students toward shared understanding of mathematics.
The role of the student is to memorize information that is presented and then use it to solve routine problems on homework, quizzes, and tests.	The role of the student is to be actively involved in making sense of mathematics tasks by using varied strategies and representations, justifying solutions, making connections to prior knowledge or familiar contexts and experiences, and considering the reasoning of others.
An effective teacher makes the mathematics easy for students by guiding them step by step through problem solving to ensure that they are not frustrated or confused.	An effective teacher provides students with appropriate challenge, encourages perseverance in solving problems, and supports productive struggle in learning mathematics.

PROVE IT!



BUILDING CAPACITY IS ABOUT MORE THAN NUMBERS



INSTEAD...

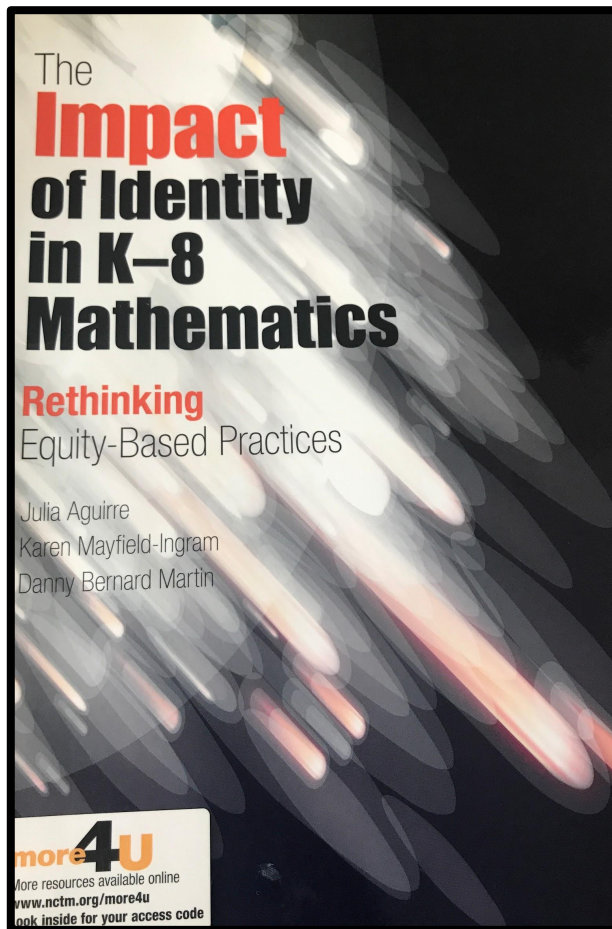
BUILDING TEACHER
CAPACITY HAS TO BE ABOUT
DEVELOPING A LARGER
BASE OF TEACHERS WHO
HAVE THE SAME VISION
AND MISSION AS THAT
OF THE ORGANIZATION IN
WHICH YOU WORK.







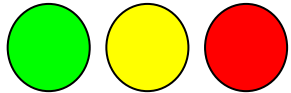




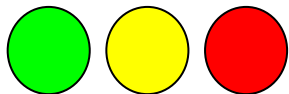
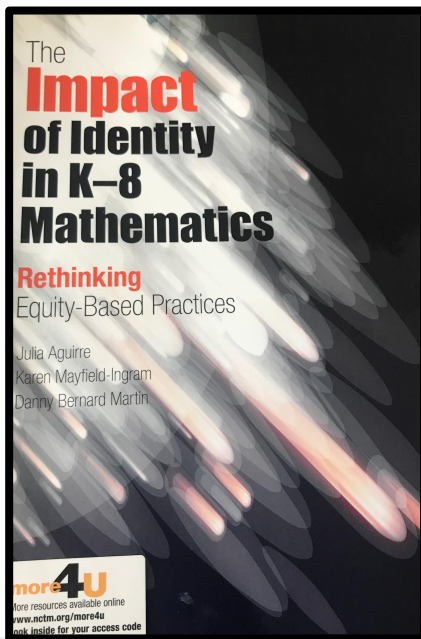
GETTING TO YOUR TRUTH
REQUIRES PUTTING IN THE
TIME, ENERGY, AND
HONESTY.



WHERE DOES YOUR STORY BEGIN?



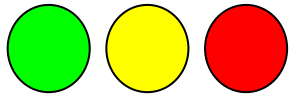
WHAT COMES TO YOUR MIND WHEN YOU THINK ABOUT YOUR MATHEMATICAL IDENTITY?



WHAT COMES TO YOUR MIND WHEN YOU THINK ABOUT YOUR MATHEMATICAL IDENTITY?



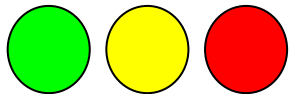
HOW MANY PEOPLE IN YOUR FAMILY HAVE ADVANCED DEGREES?



HOW MANY PEOPLE IN YOUR FAMILY HAVE ADVANCED DEGREES?

“Wide disparities in educational attainment still exist along racial lines, the Census shows. More than 37 percent of non-Hispanic white Americans have a college degree, while just 23 percent of African-Americans have reached the same level of formal education. Only 16.4 percent of Hispanic Americans have a college degree.”

SOURCE: <https://thehill.com/homenews/state-watch/326995-census-more-americans-have-college-degrees-than-ever-before>



MY MATHEMATICAL IDENTITY

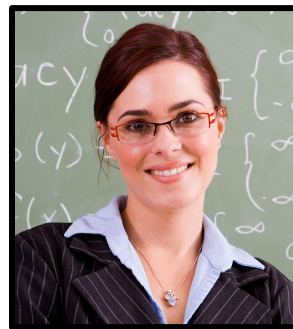


MY BACKGROUND AND EXPERIENCE IS NOT GOING TO
BE THE BACKGROUND AND EXPERIENCE OF THE
MAJORITY OF THE TEACHERS AND STUDENTS THAT
I WORK WITH ON A DAILY BASIS.



BUILDING TEACHER CAPACITY

APPROXIMATELY
80% OF
TEACHERS ARE
WHITE WOMEN.

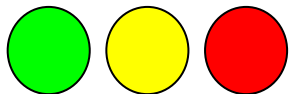
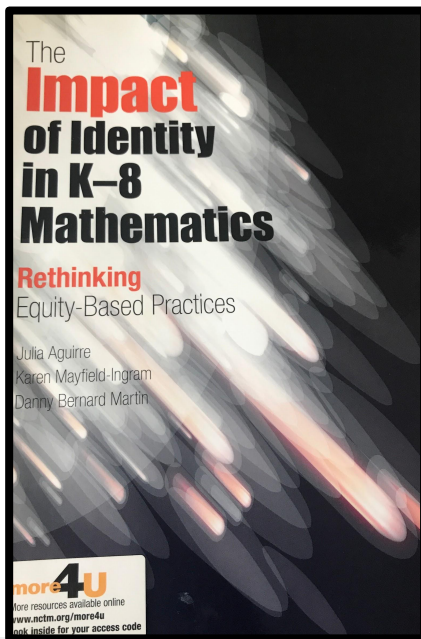


SOURCE: <https://www.edweek.org/ew/articles/2017/08/15/the-nations-teaching-force-is-still-mostly.html>

MY MATHEMATICAL IDENTITY



WHEN IN UNDERGRAD, HOW OFTEN DID YOU TALK ABOUT MATH INEQUITIES?





WE ARE MATH COACHES WITH
A HISTORY,
A PAST,
AND IMPLICIT BIAS.





I FIRST HAVE TO OWN THE FACT THAT
I AM COMING FROM AND VIEWING THE
WORLD FROM A PLACE OF PRIVILEGE.





HOW CAN I,

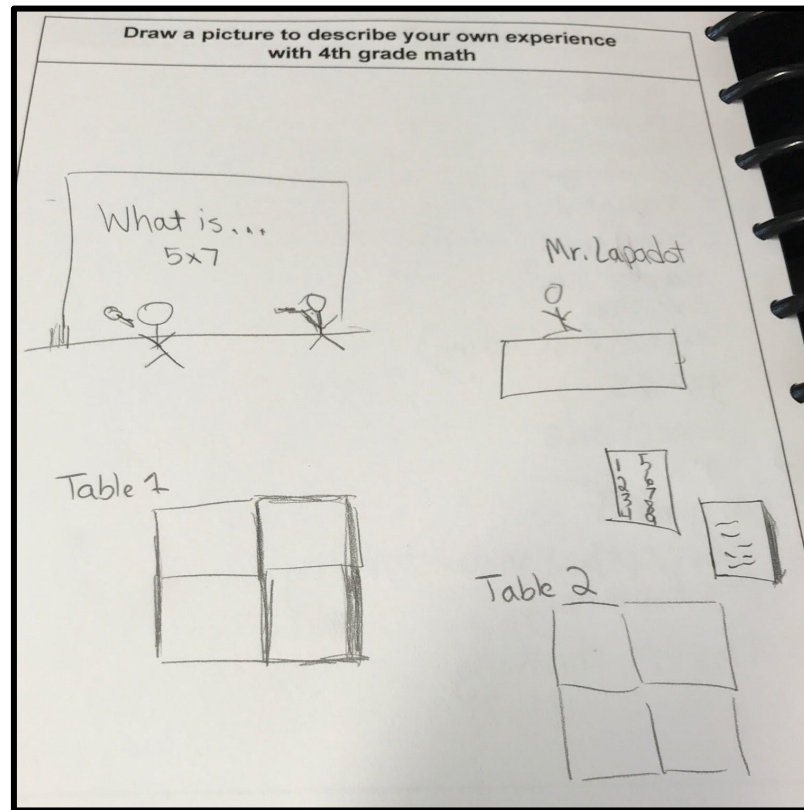
**AS SOMEONE WHO IDENTIFIES AS A PERSON FROM A
POSITION OF PRIVILEGE—**

**COACH IN A WAY THAT BUILDS TEACHER CAPACITY
AND PROMOTES HIGH-QUALITY
MATHEMATICS EDUCATION?**



A STARTING PLACE FOR TEACHERS

DRAWING PICTURES IS A LOW
STRESS AND NON
CONFRONTATIONAL WAY TO
INTRODUCE THE IDEA OF A
MATHEMATICAL IDENTITY TO
TEACHERS.



A STARTING PLACE FOR TEACHERS

DID YOU HAVE
MANIPULATIVES WHEN
YOU WERE IN SCHOOL?
HOW COULD USING
THESE WITH YOUR
STUDENTS HELP THEM
ACCESS THE MATH?



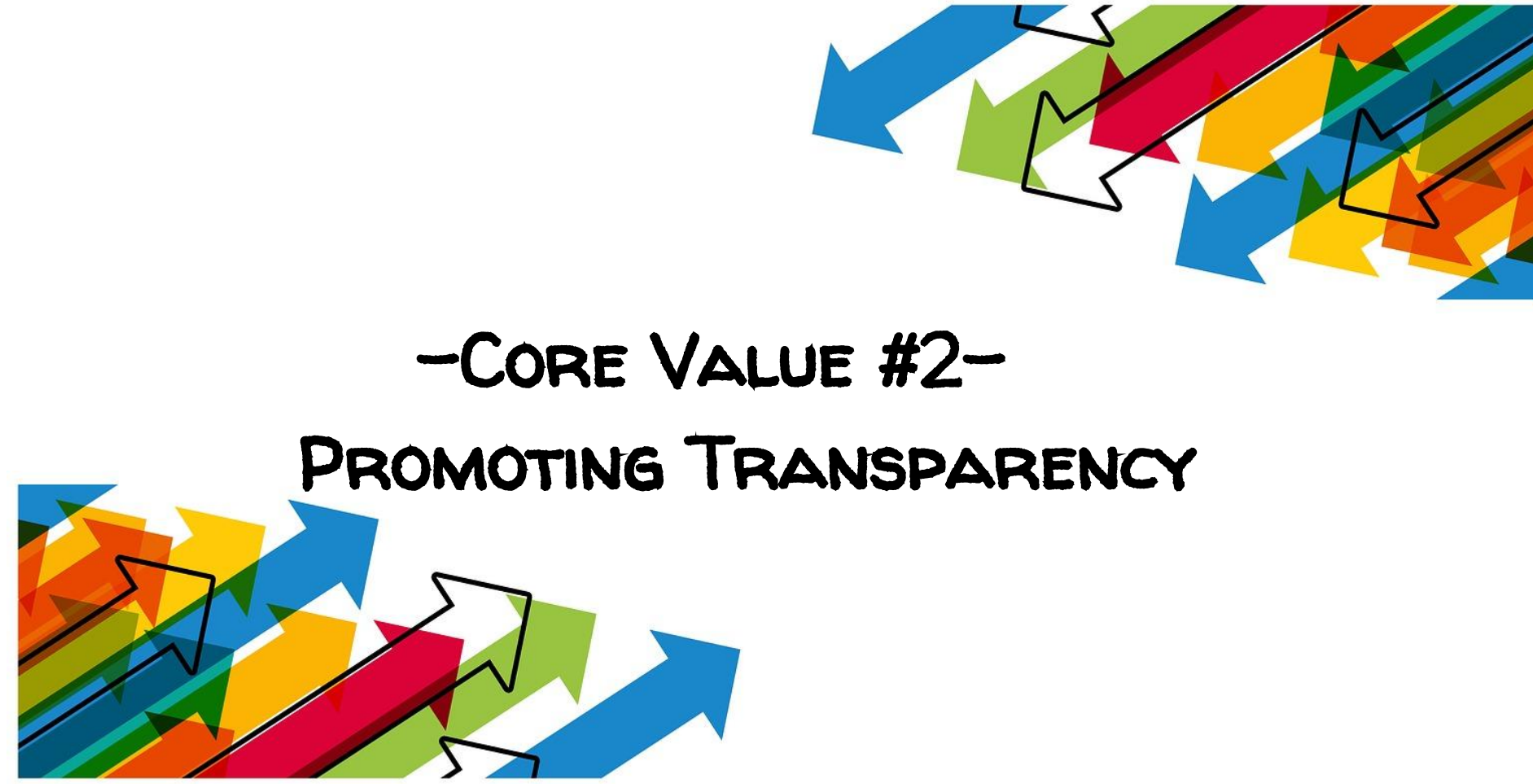
BUILDING TEACHER CAPACITY WITH TECHNOLOGY



BUILDING TEACHER CAPACITY WITH PRINCIPALS

SCHEDULE MONTHLY HALF HOUR
MEETINGS WITH PRINCIPALS TO
GIVE SNIPPETS OF YOUR BELIEFS.

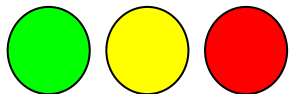




-CORE VALUE #2-

PROMOTING TRANSPARENCY

WHAT IS A MATH COACH?



WHAT IS A MATH COACH?

A mathematics specialist or coach can be defined as an educator who works primarily with teachers in a job-embedded context, either as individuals or in teams, to support their professional practice with the aim of increasing student learning.

The specific roles and tasks of a coach can vary according to the coaching model a school or district chooses to use.

(National Council of Supervisors of Mathematics)

WHAT IS A MATH COACH?



WHAT IS A MATH COACH?



START BY BREAKING DOWN DEFINITIONS OF COACHING INTO ACTIONABLE ITEMS

So what is coaching anyway?	
Coaching is...	Coaching isn't ...
<ul style="list-style-type: none"> • Assisting with assessments when a long term sub is in place • Assisting with Kindergarten CBM assessments* • Supporting new teachers with district assessments • Co-scoring assessments • Private and confidential • Consistent collaboration with principals to support school goals • Organizing and distributing district materials • Helping teachers to use current resources and materials • Supporting teachers to implement quality Tier 1 instruction as well as Tier 2 interventions • Supporting teacher implementation of evidence based interventions (Math Recovery, Phonics intervention, etc.) • Planning professional learning for staff • Meeting with teachers when they are available (before school, during lunch, after school) • Student centered coaching • Modeling best practice in the classroom • Partnering with the classroom teacher • Participating in building and District MTSS teams when invited <ul style="list-style-type: none"> ◦ Literacy coaches with buildings they are serving ◦ Math coaches will attend when in a coaching cycle at that school • Supporting principals with data digs • Consulting with teachers in regards to parent communication • Consulting with schools on parent learning sessions • Consulting with schools on materials management 	<ul style="list-style-type: none"> • Administering district assessments (NWEA, MSTP, F & P, MLPP, Easy CBM grades 1-5, makeups) with the exception of long term subs, Kindergarten assessments, and co-scoring. • "Fixing" a teacher • Evaluating a teacher • Making copies and laminating • Organizing the IRIP process* • Facilitating conversations with parents. Curriculum questions can be directed to coordinators. • Assisting in math acceleration process



Desiree Harrison's Mathematics Coaching Schedule

Week
of:

April 8

-WEEK 29-

	4/8 MONDAY	4/9 TUESDAY	4/10 WEDNESDAY	4/11 THURSDAY	4/12 FRIDAY	SA
8:00 AM						
8:30 AM	MEC		Forest			
9:00 AM						
9:30 AM	Wood Creek	Longacre			Coaches meeting @Lanigan	
10:00 AM				MEC		
10:30 AM						
11:00 AM	Wood Creek	Longacre				
11:30 AM			Lunch and Learn @ Hillside			
12:00 PM	Lunch	Longacre		Lunch	Wood Creek	
12:30 PM						
1:00 PM	Gill for planning meeting	Lunch				
1:30 PM						
2:00 PM		Longacre				
2:30 PM	MEC	MEC				
3:00 PM						
3:30 PM						
4:00 PM						
4:30 PM						
5:00 PM						

Color Coding

YELLOW=Coaching cycle/Lesson study Work

PINK=Building Meeting

GREEN=Teacher Meeting/Work with students

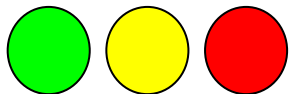
BLUE=Leadership /Teacher Check Ins

ORANGE=Planning for facilitation

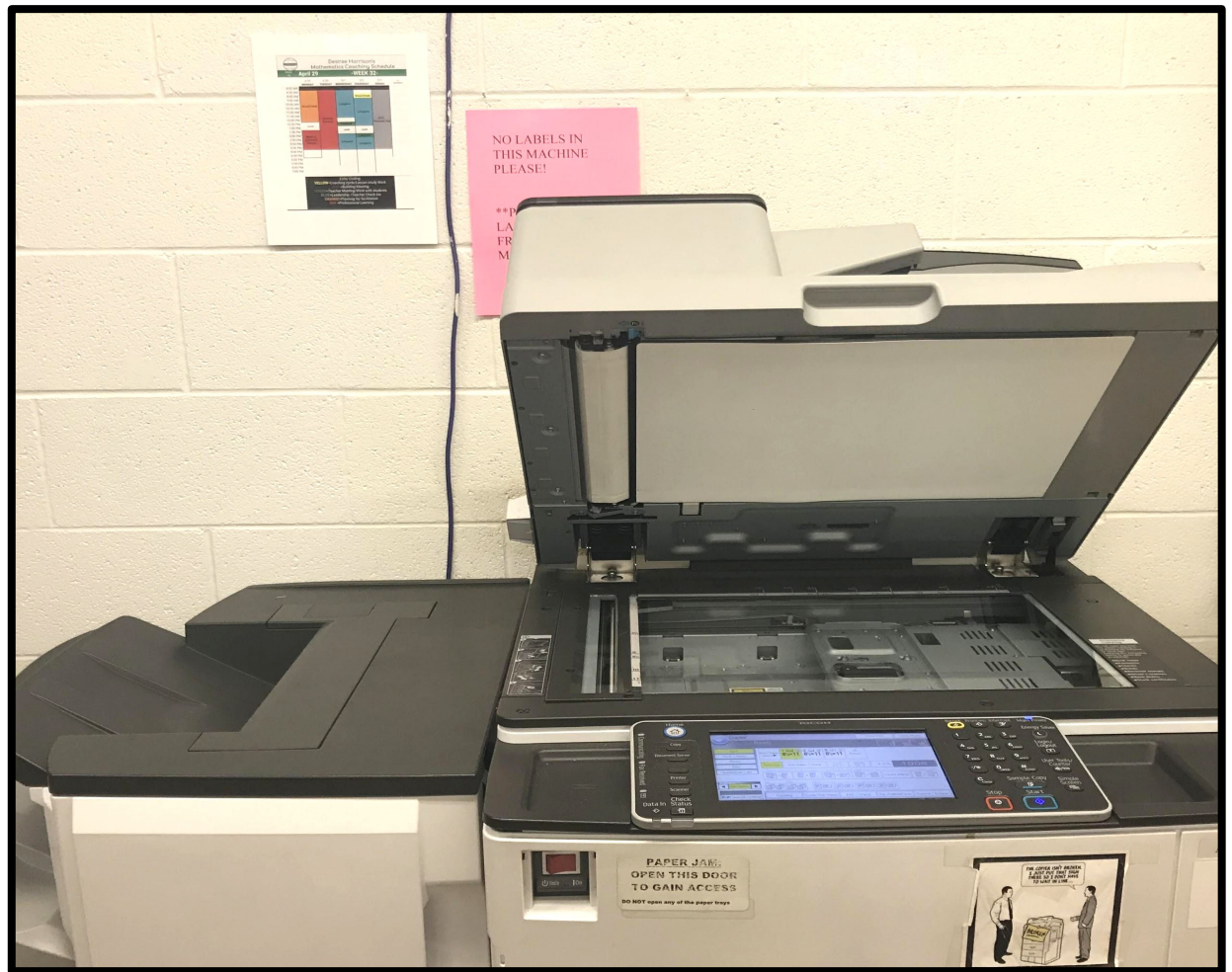
RED=Professional Learning

ONE WAY THAT I
PROMOTE
TRANSPARENCY IS
BY CREATING AND
THEN
PROMINENTLY
DISPLAYING MY
WEEKLY SCHEDULE
IN THE BUILDINGS
IN WHICH I SERVE.

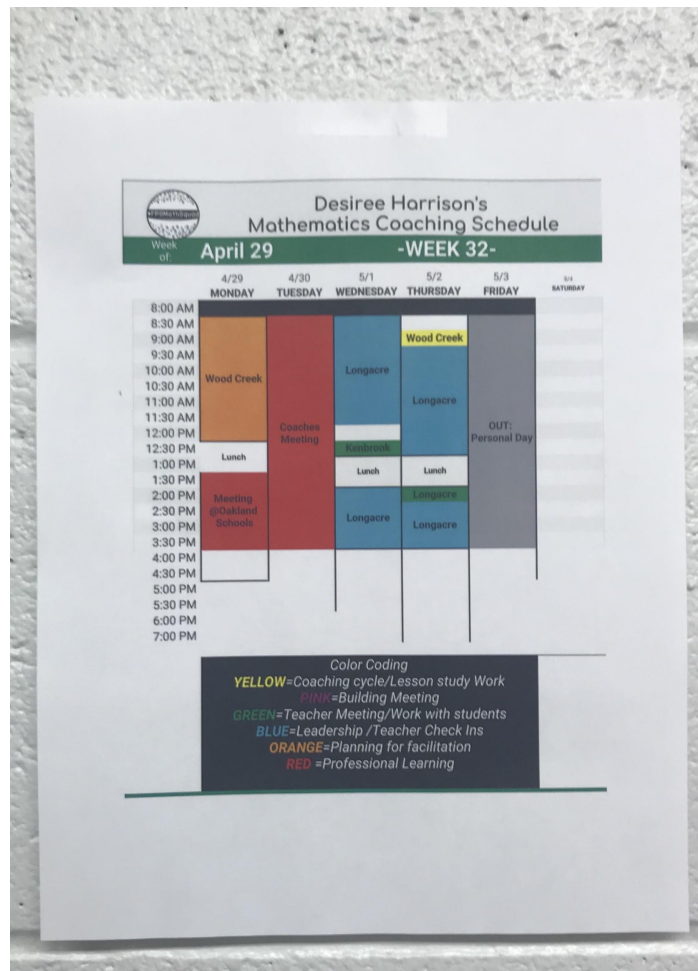
WHERE IS THE COMMON GROUND FOR STAFF?



THE COPY MACHINE!



TAPE YOUR SCHEDULE
ABOVE THE COPY
MACHINE TO PROMOTE
TRANSPARENCY





Desiree Harrison's Mathematics Coaching Schedule

Week
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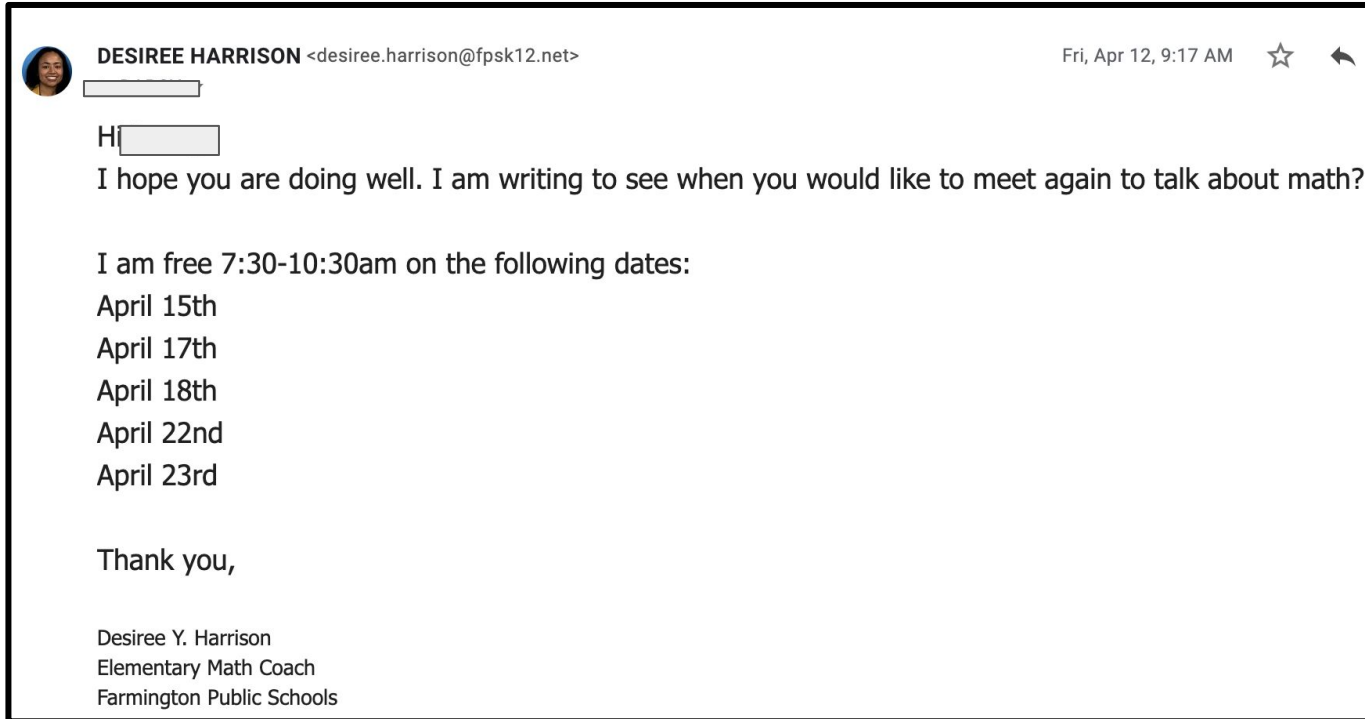
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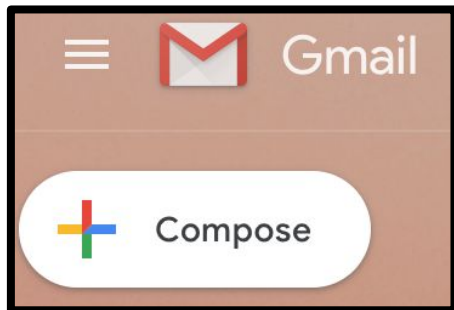
STEP 1:

INITIAL EMAIL

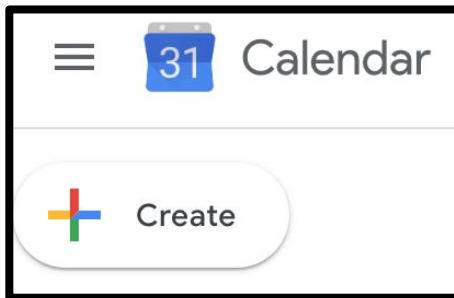


PROMOTING FURTHER TRANSPARENCY IN 3 STEPS

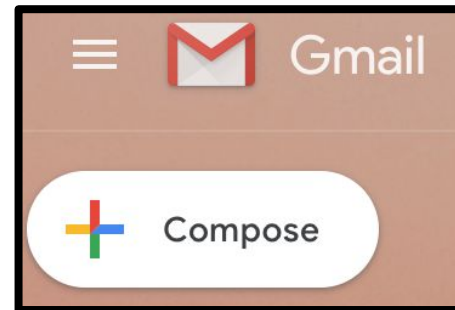
-STEP 1-
INITIAL
EMAIL



-STEP 2-
GOOGLE
CALENDAR



-STEP 3-
FOLLOW UP
EMAIL



STEP 1:

EMAIL CONTACT



DESIREE HARRISON <desiree.harrison@fpsk12.net>

Thu, Sep 6, 2018, 12:32 PM



to

Fantastic! I will send you a calendar invite in a few minutes.



Reply



Forward

STEP 2:

GOOGLE CALENDAR

Calendar Today < > April 2019

Create

April 2019

S M T W T F S

31 1 2 3 4 5 6

7 8 9 10 11 12 13

14 15 16 17 18 19 20

21 22 23 24 25 26 27

28 29 30 1 2 3 4

5 6 7 8 9 10 11

Add calendar

My calendars

- ☒ HARRISON-Math Coach
- ☐ Birthdays

	SUN 7	MON 8	TUE 9	WED 10	THU 11	FRI 12	SAT 13
GMT-04		C Day	A Day	B Day	C Day	A Day	
8 AM							
9 AM			Bring books for Col 8 – 9am	Desiree's , 8:40am	Math Data Dig slide work 8:30 – 11:30am	Coaches Meeting 8:45 – 11:45am J.A. Lanigan Elementary School	
10 AM		Math Data Dig Disc 9:30 – 10:30am		Hillside Lunch and Learn? 10am – 2:30pm			
11 AM							
12 PM							
1 PM		Coaching cycle plan 1pm, Gill Elementary			Desiree's pushing in 12:15 – 1:15pm		
2 PM		Hillside lunch and learn planning 2 – 3:45pm	Desiree's wo, 2pm		Desiree's wo, 2pm		
3 PM							
4 PM							

STEP 2: GOOGLE CALENDAR

The screenshot shows the Google Calendar event creation interface. The event title "Math Unit 7 Planning Meeting with Desiree" is circled in red. A red arrow points from the top right to the "Add guests" field in the "Guests" tab. Another red arrow points from the bottom left to the text formatting toolbar. The event is scheduled for April 12, 2019, from 12:30pm to 1:30pm. The "Event Details" tab is active, showing options for location, Hangouts, notifications, and visibility. The "Guests" tab is also visible, showing the organizer and a guest. The text formatting toolbar includes options for bold, italic, underline, bulleted list, numbered list, link, and unlink. The event description is: "This meeting is to talk about how to differentiate the beginning lesson of Unit 7. We will also discuss the online resources available."

Math Unit 7 Planning Meeting with Desiree Save

Apr 12, 2019 12:30pm to 1:30pm Apr 12, 2019 Time zone

☐ All day Does not repeat ▾

Event Details Find a Time

Add location

Hangouts ▾ × desiree-harriso

Notification ▾ 10 minutes ▾ ×

Add notification

HARRISON-Math Coach ▾

Busy ▾ Default visibility ▾

B *I* U

This meeting is to talk about how to differentiate the beginning lesson of Unit 7. We will also discuss the online resources available.

Guests Rooms

Add guests

desiree.harrison@fpsk12.net
Organizer

dyhmath82@gmail.com *

* Calendar cannot be shown

Guests can:

☐ Modify event

☒ Invite others

☒ See guest list

STEP 3: FOLLOW UP EMAIL

Re: Math Meeting with Desiree on Wednesday (3/13)

 Boomerang this? the day before May 1, 2019 6:45AM. [Confirm](#)



DESIREE HARRISON <desiree.harrison@fps.net>

Mon, Mar 11, 4:51 PM

to

Hi 1st grade,

I have us scheduled for a meeting on Wednesday during your PLT time to talk about fact fluency and/or anything else concerning EM/assessments/report cards that you would like to discuss. Is this still a good time to meet?

Thank you,

Desiree Y. Harrison
Elementary Math Coach
Farmington Public Schools

 Reply

 Reply all

 Forward



Boomerang

 Boomerang

Return Conversation to Inbox... 

☐ if no reply

☐ with a note

In 1 hour

In 2 hours

In 4 hours

Tomorrow morning

Tomorrow afternoon

In 2 days

In 4 days


In 1 week

In 2 weeks

In 1 month

At a specific time:

Examples: "Monday 9am", "Dec 23"

4/30/2019 8:00 AM 

[Confirm](#)

Random time ▼

PROMOTING TRANSPARENCY

Mathematics Coaching is here!

Dear Principals,

Thank you for the opportunity to be a part of your school for this year. I am excited to work side by side with teachers as well as with students on the implementation of Everyday Math and math practices!

Sincerely,
Desiree Harrison



Elementary Math Coach 2018-2019



Desiree Harrison

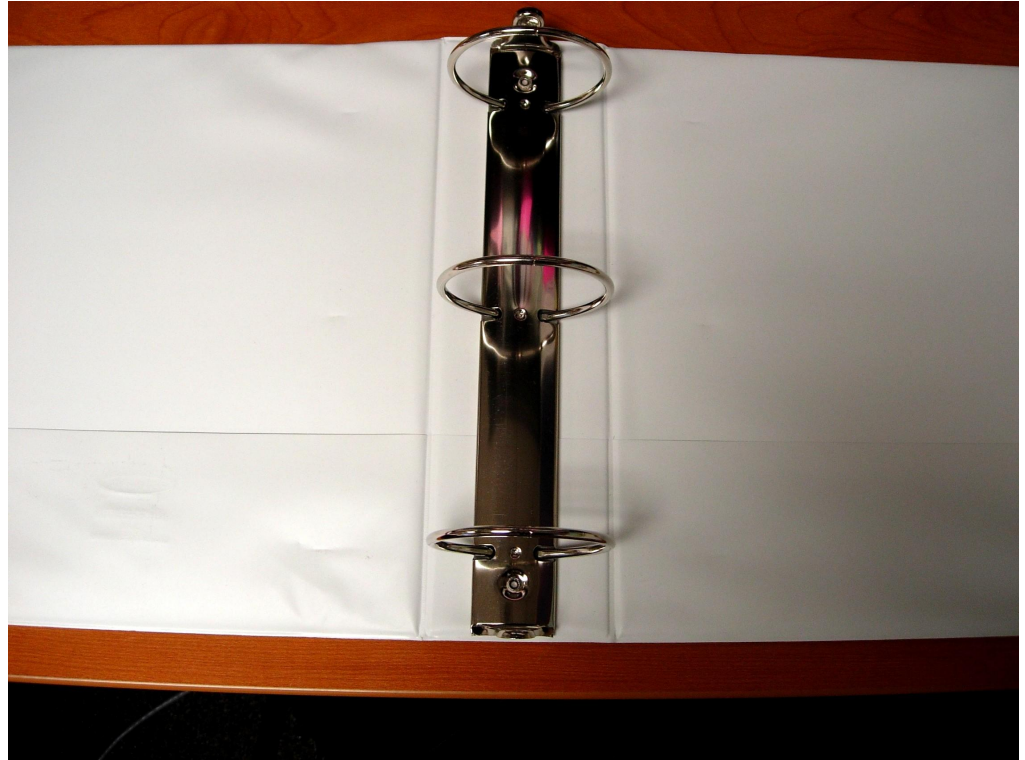
Schools:

- Forest
- Hillside
- Kenbrook
- Longacre
- Wood Creek

Office ext. * Cell:
@kidsmathtalk

PROMOTING TRANSPARENCY

PROMOTE
TRANSPARENCY
BY GROUPING
IMPORTANT
DOCUMENTS



PROMOTE TRANSPARENCY WITH AN INTRO LETTER

Math Coaching is officially starting at



Desiree Harrison, your Math Coach,
has a new schedule **STARTING APRIL 22nd!**
From April 22nd to May 31st my *tentative* weekly
scheduled days for Longacre will be:

-Mondays, Wednesdays, and Thursdays-

I am also available through individual appointments set up by email or text/phone on other days. I will continue to send emails letting you know exactly when and what times I will be at Longacre and informing you of any schedule changes.

Some of my Core Values:

1. Building teacher capacity
2. Consistent communication (with Google Calendar invites!)
3. Students are always at the center of our work.

WANT TO TALK MATH?

I am here to serve you and your students. Some possible coaching requests include:

- Talk about math data/assessments
- 3rd Tri Expectations
- Test a student on place value (requires follow up meeting)
- Push in during math block to assist/work with small group
- Co-plan a lesson/ look ahead to the next unit
- Go over online resources
- Brainstorm small group instruction
- Something else that is on your mind about math



Please stay in touch and continue to reach out!

Feel free to text/call me too with any questions or wonderings.

Desiree's Cell:

Thank you!

PROMOTING TRANSPARENCY

PROMOTE
TRANSPARENCY
WITH VISUALS



PROMOTE TRANSPARENCY WITH A COACHING AGREEMENT FORM

SCHOOL _____

Coaching Cycle Planning Sheet

Date Created: _____

1

Coaching Agreement Form

Individual form

Teacher Name: _____

You will be known as Teacher _____ during this coaching cycle.
Nothing that we talk about will be discussed with others without your permission.

Coaching commitments:

- This is a side-by-side coaching experience for planning, gathering data, and reflecting on a set goal.
- This coaching cycle process is non-evaluative.
- We are both here to create engaging learning opportunities for students.
- We will come prepared to meetings. If we are unable to attend a meeting, we will give as much notice as possible.
- We will stay in regular contact during the 4-6 week coaching cycle (in person, email, text, etc.)
- The coachee agrees to completing a short exit reflection at the end of the coaching cycle.

What is working really well for you in math this year?

How would you like to communicate?

- ☐ Email
- ☐ Text
- ☐ In Person

How would you like to interact for the coaching cycle? (Check all that apply)

☐ Co-Plan ☐ Collaboration ☐ Coach fishbowl

Do you have any concerns about our work together?

Is there anything you want me to be sure to do as your coach?

Teacher

Coach

Date

USE SOCIAL
MEDIA TO KEEP
IN TOUCH AND
MAINTAIN
TRANSPARENCY





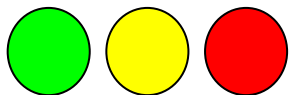
**-CORE VALUE #3-
MODELING PASSION**



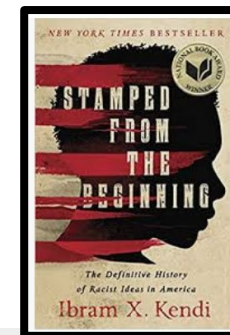
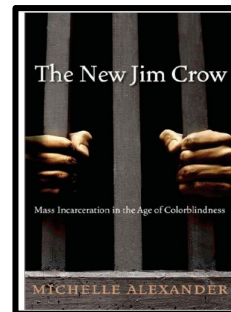
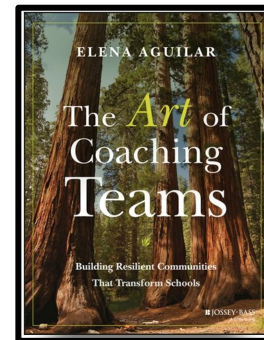
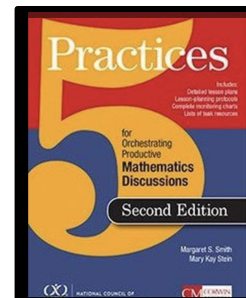
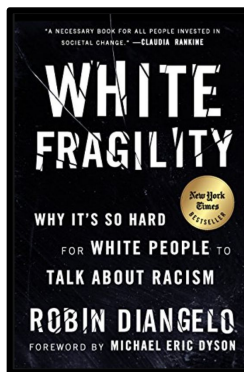
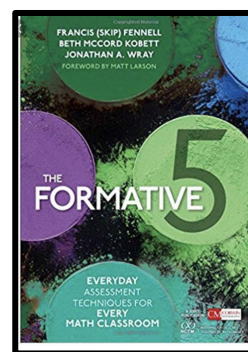
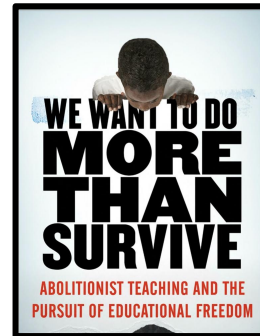
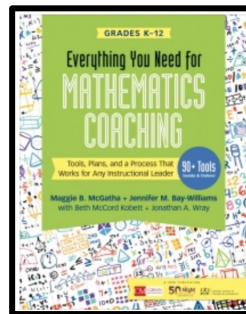


HOW OFTEN DO YOU READ
BOOKS/BLOGS/ARTICLES?

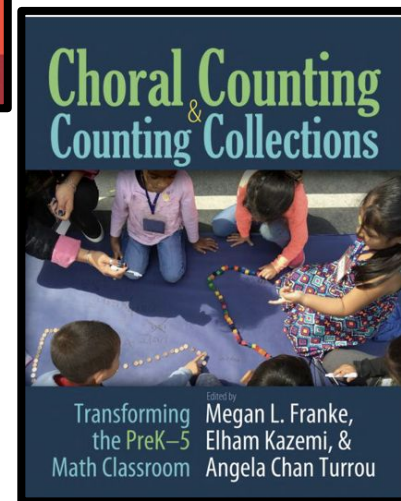
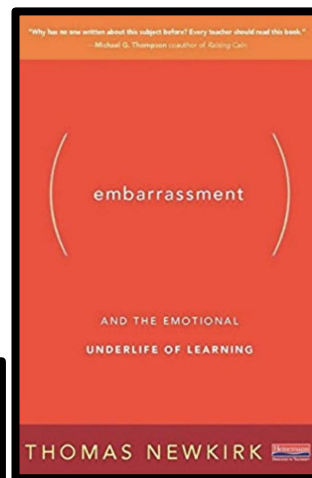
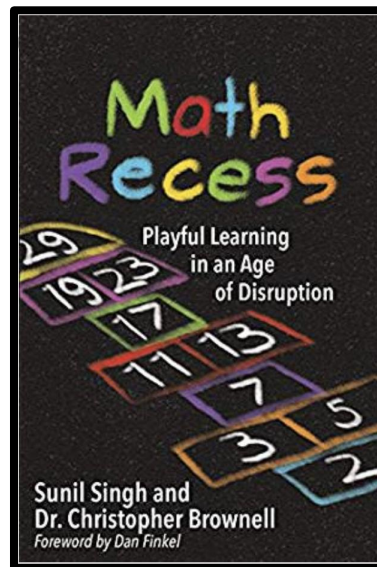
HOW MANY OF THESE TEXTS ARE BY
AUTHORS WHO ARE NOT
“EDU-CELEBRITIES”?



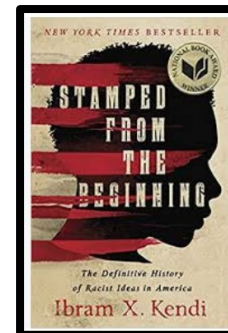
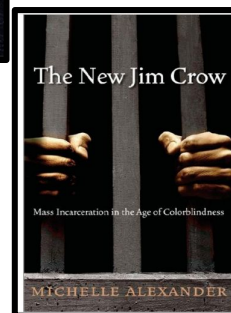
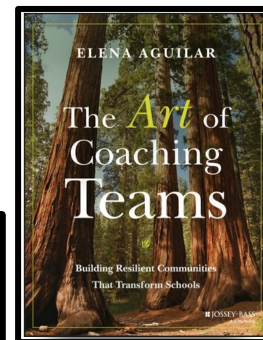
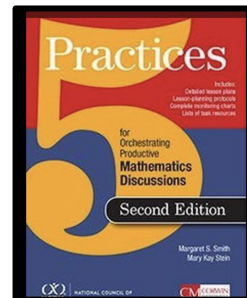
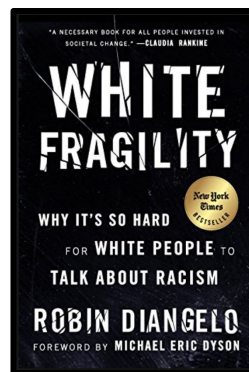
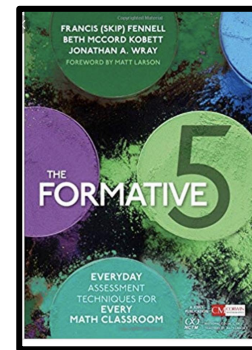
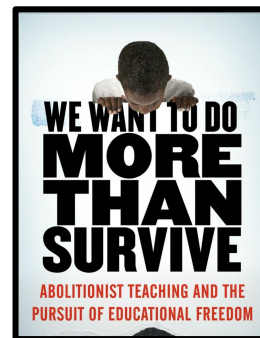
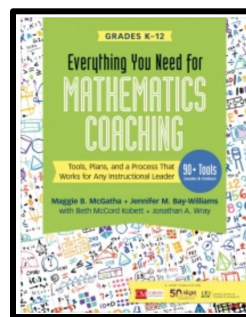
CONTINUE TO LEARN AND GROW




CONTINUE TO LEARN AND GROW YOUR CRAFT



CONTINUE TO LEARN AND GROW



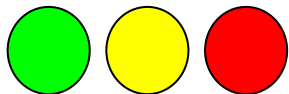


-CORE VALUE #4-

MAINTAINING ORGANIZATION



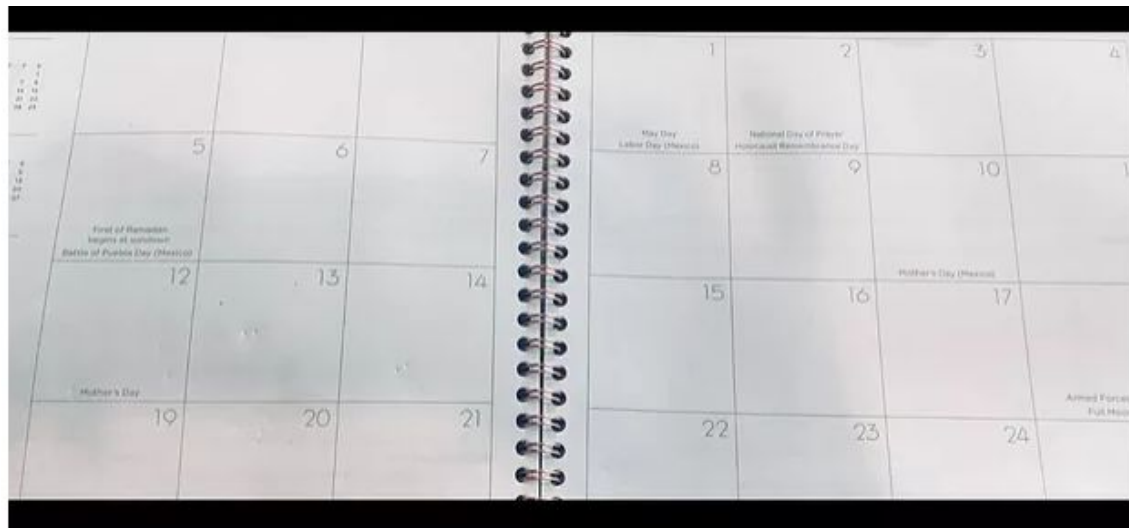
WHAT IS YOUR ORGANIZATIONAL ROUTINE?



-CORE VALUE #4-

MAINTAINING ORGANIZATION

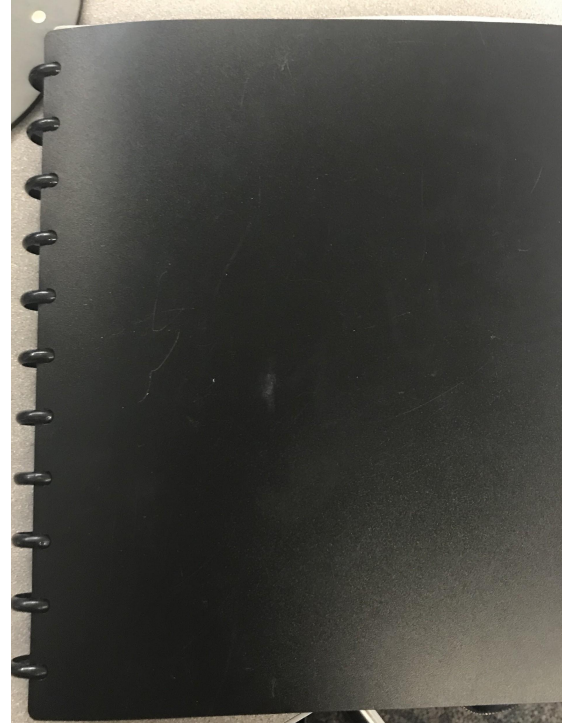
HAVING A PRINT
CALENDAR GIVES
YOU A CLEAR VIEW
OF EACH WEEK



-CORE VALUE #4-

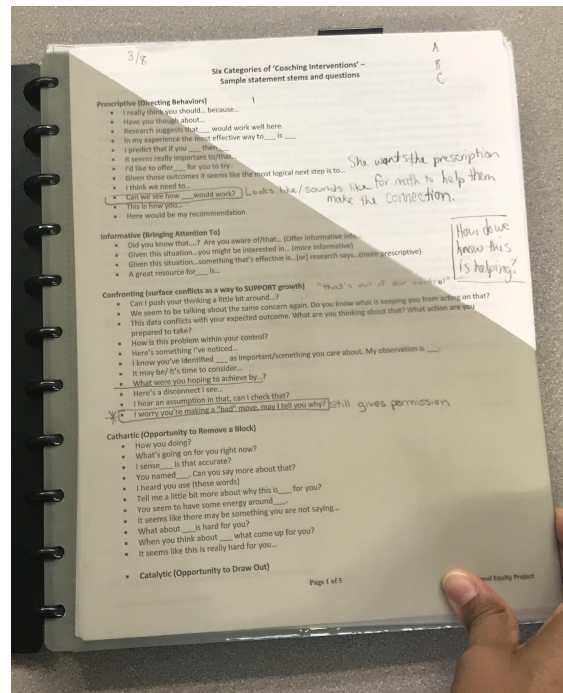
MAINTAINING ORGANIZATION

HAVING A PRINT
CALENDAR GIVES
YOU A CLEAR VIEW
OF EACH WEEK



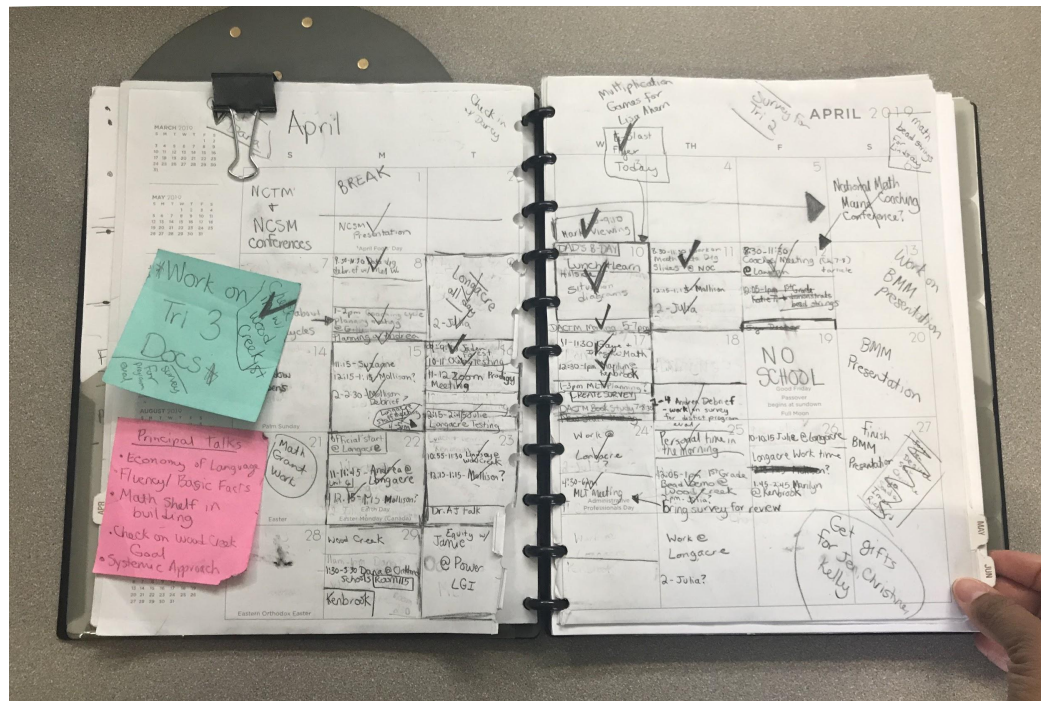
-CORE VALUE #4- MAINTAINING ORGANIZATION

HAVING A PRINT
CALENDAR GIVES
YOU A CLEAR VIEW
OF EACH WEEK



-CORE VALUE #4- MAINTAINING ORGANIZATION

HAVING A PRINT
CALENDAR GIVES
YOU A CLEAR VIEW
OF EACH WEEK



-CORE VALUE #4-

HAVING A PRINT

CALENDAR GIVES

YOU A CLEAR VIEW

OF EACH WEEK

Kenbrook Schedule

	A - Meash	B - Meash	C - Meash	
	B - PG	C - PG	A - PE	
	C - Art	A - Art	B - Art	
8:30-9:10	Prep	Prep	Prep	IST Times 8:15 - 10:00 Lunch - 10:25 - 10:45
9:20-10:00	English	Mathematics	Mathematics	9:15 - 10:00 10:05 - 10:40
10:05-10:45	Science	Math	French	10:05 - 10:40
10:50-11:30	Language	Mathematics	French	10:50 - 11:40 Lunch - 11:15 - 12:10
11:30-12:30	Lunch	Lunch	Lunch	12:30 - 1:30 1:40 - 2:25 2:45 - 3:30 3:50
12:30-1:10	History	Mathematics	Mathematics	16:50-11:00 Advanced Math Block
1:15-1:55	Butler	Lindenberg	Wright	
2:00-2:40	Mathematics	Mathematics	Mathematics	
2:45-3:25		French	Thomas Claydon	
11:10-12:10				
8th Grade	Lunch	Recess	4th Grade	
3rd Grade	Recess	Lunch	LWR 6th Grade	
4th Grade (1 class)	Lunch	Recess	Lindenberg-2nd Tr	
4th Grade (2 classes)	Recess	Lunch	Butler - 3rd Tr	
12:30-1:20				
Kinder	Lunch	Recess	1st Grade	
2nd Grade	Recess	Lunch	LWR w Kinder	
1st Grade (1 class)	Lunch	Recess	Wrightwood - 1st Tr	
1st Grade (2 classes)	Recess	Lunch	Schumann-2nd Tr	
			Loney - 1st Tr	

All Grades
have PLT
@ Lunch
on Wednesday

-CORE VALUE #4-

MAINTAINING ORGANIZATION

**KEEP A LOG OF
ALL OF YOUR
COACHING
INTERACTIONS**

School X Communication Log			
-Mathematics Coach: Desiree Harrison-			
Date	Time Block	Teacher/PLT	Main Topic/Questions

-CORE VALUE #4-

MAINTAINING ORGANIZATION

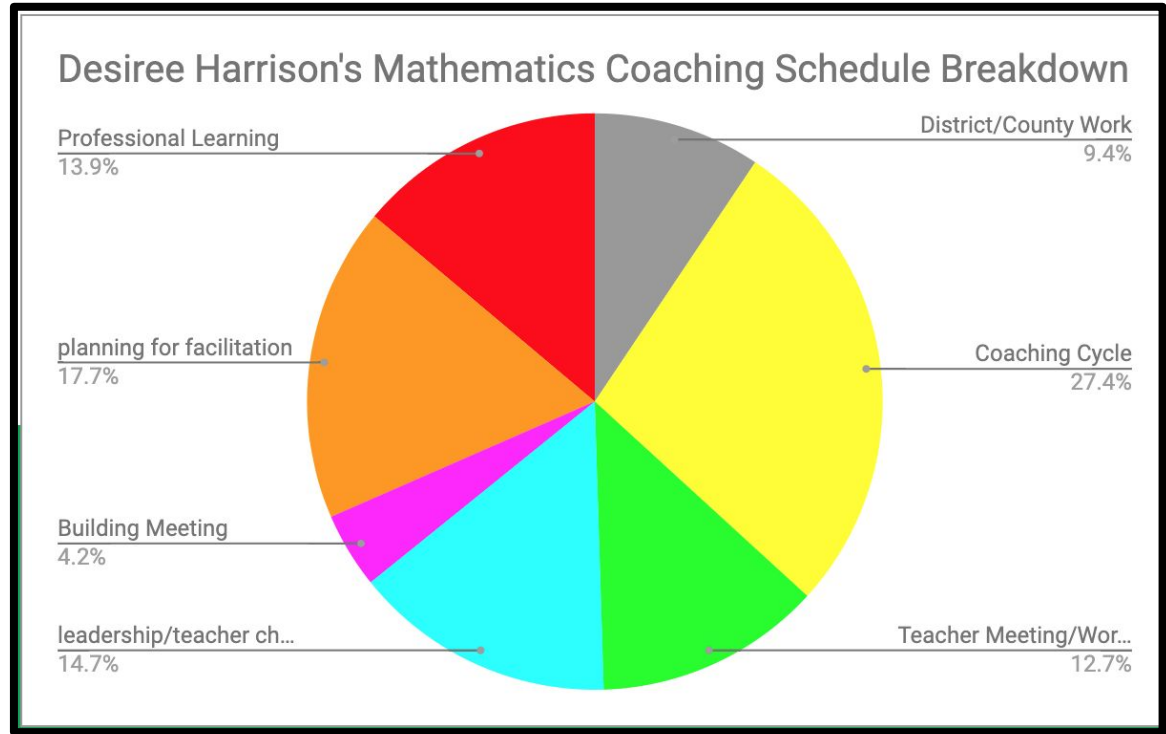
KEEP A LOG OF ALL
OF YOUR COACHING
INTERACTIONS

Working with Students Log			
School: _____			
-Mathematics Coach: Desiree Harrison-			
Date	Time Block	Teacher/PLT	Main Topic/Questions

MAINTAINING ORGANIZATION

District/County Work	81
Coaching Cycle	235.5
Teacher Meeting/Work with students	109.5
leadership/teacher check ins	126.5
Building Meeting	36.5
planning for facilitation	152
Professional Learning	119.5

THIS GRAPH KEEPS ME AWARE OF WHEN I NEED TO ADJUST HOW I SPEND MY DAYS TO MAKE SURE THAT ONE AREA DOESN'T COMPLETELY DOMINATE ANOTHER.



-CORE VALUE #4-

MAINTAINING ORGANIZATION



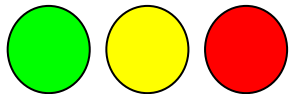


**-CORE VALUE #5-
BEGINNING EQUITY-BASED
CONVERSATIONS**



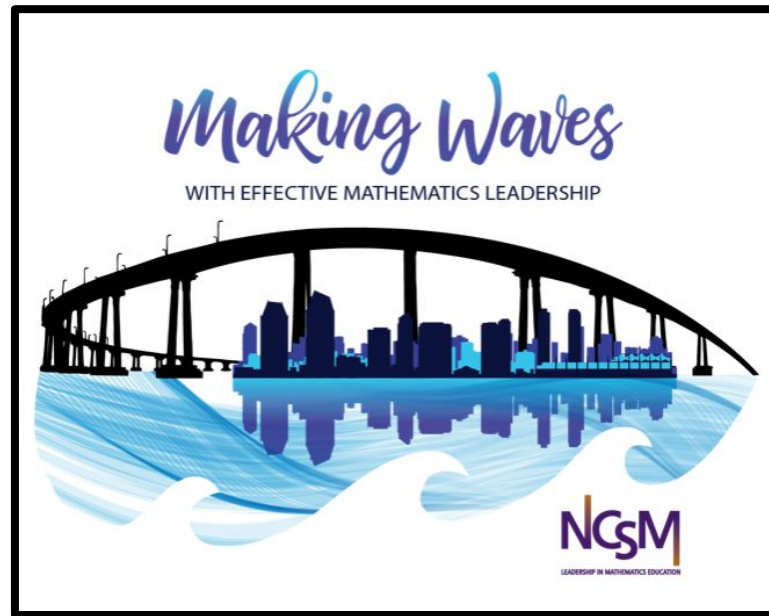


HOW COMFORTABLE ARE YOU IN
STARTING A CONVERSATION
ABOUT EQUITY IN MATH
EDUCATION?



-CORE VALUE #5-

BEGINNING EQUITY-BASED CONVERSATIONS





“Equity must be a priority for all mathematics educators and leaders, including coaches - that is, success for every child should be the primary purpose of every coaching program”

(National Council of Supervisors of Mathematics)

THE INTROVERT IN
ME SAID,
“WON’T PEOPLE GET
UNCOMFORTABLE?”



“WILL PEOPLE WANT
TO MEET WITH ME IN
THE COACHING
CAPACITY EVERY
AGAIN?”



IT'S TOUGH TO SIT DOWN
AND START TO TALK
ABOUT IMPLICIT BIAS.

START THE
CONVERSATION ANYWAY.





WE AS COACHES EXIST TO SERVE THE
NEEDS OF TEACHERS AND STUDENTS,
NOT OURSELVES.





**"YOU CAN'T MAKE DECISIONS BASED ON
FEAR AND THE POSSIBILITY OF WHAT
MIGHT HAPPEN."**

-MICHELLE OBAMA



WHERE TO START WITH TEACHERS

**BUILD
AUTHENTIC
RELATIONSHIPS
WITH
TEACHERS**



WHERE TO START WITH TEACHERS

**KEEP THE MATH STORIES
IN A BINDER SO THAT
STUDENTS CAN COME BACK
TO SEE HOW THEIR
THINKING AND FEELING
ABOUT MATH HAS
CHANGED THROUGHOUT THE
YEAR.**





AM I DOING EVERYTHING I CAN TO
PROMOTE EQUITY IN EACH CLASSROOM?
IN EACH SCHOOL? IN THE LARGER
DISTRICT?



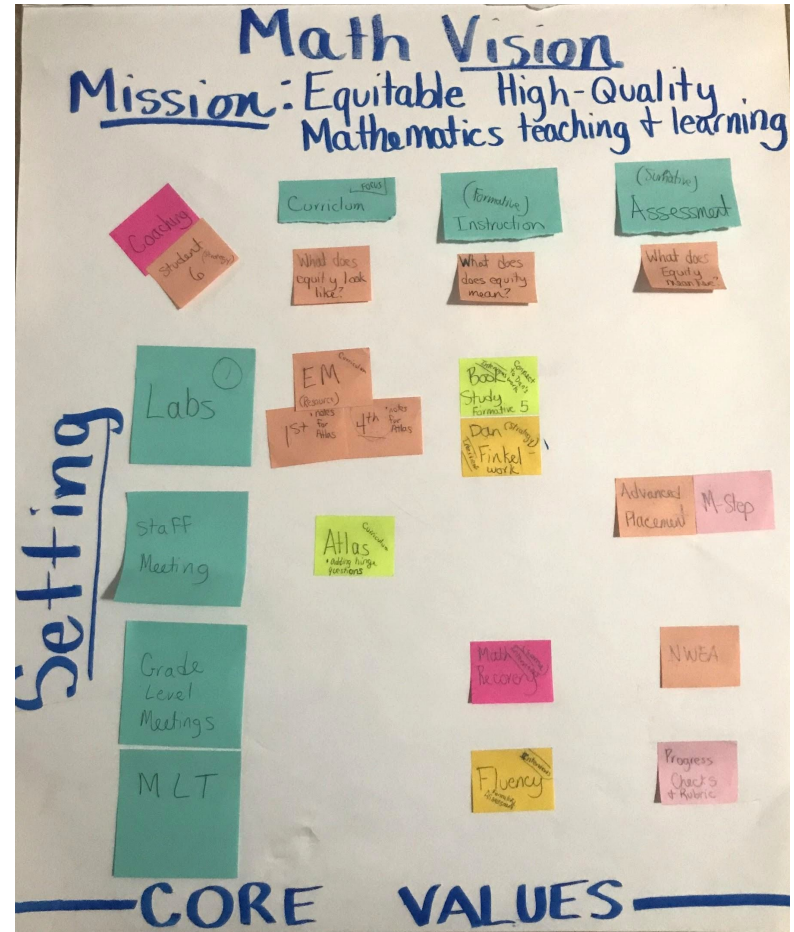


5 CORE VALUES FOR COACHES

1. BUILDING TEACHER CAPACITY
2. PROMOTING TRANSPARENCY
3. MODELING PASSION
4. MAINTAINING ORGANIZATION
5. BEGINNING EQUITY-BASED CONVERSATIONS



OUR CORE VALUES MUST BE THE FOUNDATION OF OUR WORK





CALL TO ACTION

-CRITICALLY EXAMINE THESE 5 CORE VALUES

-DIG DEEP INTO YOUR OWN IDENTITY
AS A LEARNER AND TEACHER OF
MATHEMATICS

-FIND AN ACCOUNTABILITY PARTNER FOR THE FALL

-INVITE SOMEONE ELSE TO VIEW THIS PRESENTATION

5 CORE VALUES FOR COACHES

1. BUILDING TEACHER CAPACITY
2. PROMOTING TRANSPARENCY
3. MODELING PASSION
4. MAINTAINING ORGANIZATION
5. BEGINNING EQUITY-BASED CONVERSATIONS



ENDING THOUGHTS



The best way
to predict the future
is to create it.

Peter Drucker

5 CORE VALUES OF A MATHEMATICS COACH



Desiree Harrison
@kidsmathtalk