

CMC-South 2019
Math Coaching Pre-Conference
Nov 14, 1:00-4:30



Polishing Diamonds: Getting Your Teachers to Shine

Learn from experienced coaches across the nation to support new teachers, teachers with special needs students, reaching resistant teachers, and establishing relationships to bring out the sparkle in your teachers, who then in turn bring out the brilliance in ALL of their students.

1:00-2:15	Keynote	Rachel Lambert <i>Coaching Across Boundaries: Building Bridges with Special Education Teachers</i> With Welcome from Texas Instrument
2:25-3:10	Breakout 1*	
3:15-4:00	Breakout 2*	
4:10-4:30	Roundtable Action Statements	

* Breakout Options (grade level neutral)

Angela Torres, San Francisco USD

Coaching Teachers Towards Equitable Discourse Using Video

The use of video in coaching conversations can be a useful tool to support us working towards a vision of math instruction where all students are involved in equitable participation and learning rigorous math. Join a conversation where we see how a coaching debrief with video based evidence can help teachers reflect on their practice, expand what we notice in our class, recognize more strengths of students and the teacher, and help the coach and teacher learn together about what might support more equitable participation. Participants will engage in an interactive session and leave with a protocol for capturing and watching video with teachers.

Erica Heinzman, UC San Diego & Alexandra Martinez, Sweetwater Union HS District

Observations as a Valuable Tool for Professional Growth

Have you ever organized learning walks that fall flat? Do the participants reflect on the wall art instead of the instructional moves? Are participants hypercritical (record a scathing list of judgments) or dismissive ("of course, that works for them") of the teachers being observed? Join us to strategize ways to make observations productive and meaningful for participants. We will share our evolving efforts facilitating observations with undergrads and early-career teachers and we are eager to learn more from you.

Mike Flynn, Mount Holyoke University

Turning Adversaries Into Allies: Building Community-Wide Support for Your Initiatives in Mathematics Education

For most parents, policymakers, and members of the general public, their understanding of what math is supposed to look like derives from their own experiences as students. This session will draw upon the work of Chip and Dan Heath and their SUCCESS framework from Made to Stick, Robert Cialdi's Six Principles of Influence, and Jonah Berger's STEPPS framework for building system-wide support. The interactive session will give participants a chance to try some of the ideas and create plans to take back to their districts.

Jody Guarino, Orange County DOE, John Drake, Newport Mesa USD, Kristin Gray, Illustrative Math
Professional Learning Situated Within the Work of Teaching

Learn about a professional learning model focused on improving content knowledge and instructional practice while working with students in a classroom setting. Consider how this model can be leveraged to develop a professional vision and beliefs while working on pedagogies of investigation and enactment simultaneously. Explore how participating teachers planned, rehearsed, enacted and reflected on equitable instruction.

Catherine Vittorio, San Bernardino County Superintendent of Schools
Using Your Sphere of Influence to Address Barriers to Learning in Today's Classrooms

Join your colleagues in mathematics education in a collaborative workshop to identify some of the learning barriers that exist in today's classrooms. Together we will define our sphere of influence and outline actions and goals to support positive learning outcomes for our students.

Audrey Mendivil, San Diego County office of Education
Taking a Lesson from Math Class -- Revisioning Professional Learning for Teachers

What could happen if the same words that describe "what mathematicians do" described what teachers do in professional learning? Come discuss how revisioning the professional learning you design into teachers taking risks, making mistakes, working together and asking questions can transform student learning.

Christina Lincoln-Moore, Los Angeles USD
Talk Number 2 Me™-The Mindful Mathematics Leader

Leadership of Self. Lead yourself first. Commit to self-development. School leaders serve as instructional leaders who provide access to various opportunities for authentic professional development for themselves and their staff. Let's explore four key areas of mathematics leadership: 1) What's your personal Mathematics Identity, 2) Employ Contemplative Reflection as a Mindful Leader, 3) Be Brave and Bold to be vulnerable and challenge own assumptions, and 4) Developing a keen Lens to guide teacher planning, professional development, and evaluation.

John Berray, Grossmont Union HSD
Third Spaces: Strengthening Community and Collaboration

While lessons in school are often punctuated by a crisp opening and time-bound closing, the digital world offers us the ability to create third spaces - places in between school and home that allow the learning to linger and develop. These digital spaces provide more opportunity for our learners to interact with the content and each other in powerful ways. Let's explore them.

Andrew Stadel & Crystal Kirsch, Tustin USD
Instructional Coaching that Math Teachers Want to Apply For

Many math teachers are reluctant to receive instructional coaching. Over the past 7 years, our district (Tustin Unified) has used an evolving application model where many math teachers welcome instructional coaching and are interested in growing and shifting their practices. In our session, you will learn how we have leveraged teacher frustrations to inform our application process and coaching models. You will leave with a framework of practical ideas and actionable steps that will boost math teacher interest and participation in coaching.