

00:32:48 Jamey Lovin: Good from Richmond VA
00:32:49 Barbara Cymanski: Ohio
00:32:51 Kia Barrieau: Sonora, CA
00:32:54 Michelle Katz: Los Angeles
00:32:56 Patricia Chenail: Moosup, CT
00:32:56 Colleen Carman: San Francisco
00:32:57 Caroline Murphy: Miami, FL
00:32:57 Alison Ridgway: Chicago
00:32:58 Kevin Dykema: Mattawan, MI
00:32:59 Westley Mildenhall: Brooklyn NY
00:32:59 Lianne Jones: Waco, TX!
00:33:00 Suzanne Abdelrahim: Orange County, CA
00:33:01 Amy Roehrig: Bloomington, IL
00:33:03 Alexis Volk: cleveland
00:33:04 Dewey Gottlieb: Aloha from Hawaii
00:33:04 Lauren Niessing: Darien, Connecticut
00:33:04 Marcia Thomas: Good afternoon from Dallas Texas
00:33:05 Gail Saltveit: Portland Oregon
00:33:05 Carin DeClute: King George, VA
00:33:06 Chris Lin: Chicago, IL
00:33:07 Ilana Rashba: Wallingford, CT
00:33:09 Renee Deken: Jackson Missouri
00:33:10 Vashti Ward: Denver, Colorado
00:33:14 Patricia Barrera: Bogotá - Colombia
00:33:15 Lindsey Haubert: Ohio
00:33:19 Lindsey Bickford: Gardiner, Maine!
00:33:22 Erin Toliver: Toronto, canada
00:33:24 Charve Drew: Dinwiddie Va
00:33:24 Colleen Wampler: Kensington, Maryland
00:34:21 Lisa Smith: Chicago, Illinois
00:35:08 Eboney Mckinney: Hello All from Hot and Sunny Phoenix, AZ ☉
00:35:28 Rachelle Hathaway: Lockport, NY
00:35:39 Courtney Baker: Hello everyone! Thank you for joining! 😊
00:37:01 Melinda Knapp: Welcome everyone!
00:37:03 Libby Roesch: Welcome everyone! I'm Libby, I work at NCTM, and I'm helping to moderate this session for Courtney and Melinda! Please let me know if you have any questions or technical issues that I can help resolve!
00:37:36 Lianne Jones: Lianne Jones, PhD student, Baylor University, working with preservice teachers
00:37:42 Rachelle Hathaway: Rachelle Hathaway
00:37:43 Lisa Smith: Lisa Smith, EdD
00:37:56 Emily Johns: My name is Emily Singell. I am currently a graduate student at University of Missouri. I am an instructional coach with middle school math teachers
00:38:05 Laura Potter: Hi All! I'm Laura Potter, Coordinator for Secondary Mathematics in Baltimore County, Maryland. I work with school leadership teams to support their math programs.
00:38:09 Malika Gillette: Malika, Math Instructional Coach, Woodburn School District (Oregon) my first year as a coach, I hope to build a strong knowledge foundation to coach from

00:38:19 Jamey Lovin: Jamey Lovin, Assistant Professor of T/L, Virginia Commonwealth University, Coached in Tidewater for 10 years, now teach Mathematics Specialist courses at VCU

00:38:23 Colleen Carman: Colleen Carman, Math teacher and Head of Math Department, French American International School of SF. I hope to learn more about how to work with my colleagues to be more student centered in their work

00:38:31 Cheri Cheney: Cheri Cheney

00:38:33 Charve Drew: Charve Drew, Instructional Math Coach, brand new to the position at Dinwiddie Middle School. Super excited to get as much knowledge and support as possible.

00:38:34 Doris Rodriguez: Doris, Math Content Coach, too many schools to name in Elementary level. 4 years in coaching Math. I hope to accomplish getting new ideas of how to coach to make connections academically and personally.

00:38:36 Westley Mildenhall: I'm Westley, the Elementary Math & Pedagogy Manager for BEAM, and I work with coaches that themselves support teachers in schools across the country running BEAM's math program with their students, and I only have informal experience

00:38:38 Gail Saltveit: Gail Saltveit, informal math teacher mentor for severaars. Moving into a more formal math coaching role at 3 new-to-me alternative High Schools.

00:38:38 Marcia Thomas: Marcia Thomas; Instructional Coach; Southern Methodist University; I hope to build.a stronger coaching foundation

00:38:40 Renee Deken: Renee Deken/Math Ed Consultant/ SEMO/ Professional Development Leader for Teachers

00:38:40 Tina Lara: Tina Lara - Secondary Math coach for 4 years for DoDEA Located in Naples, Italy...my schools include Sicily, Bahrain, Ankara and Naples. Also, I never received my book :(

00:38:46 Kevin Dykema: Kevin Dykema, President, NCTM. Taught 8th grade math for 25+ years and served as K-12 Math Consultant for my district in Mattawan, MI

00:38:49 Barbara Cymanski: Barb Cymanski Math Consultant for West Geauga Schools in NEOhio. I have been a math instructional coach for 5 years, after teaching MS and HS math for 30 years. I work with teachers on how to structure math lessons to help all students become mathematicians.

00:38:49 Kelly Bartle: Kelly Bartle, Coordinator of Curriculum Systems Advising, Los Angeles Unified, former coach and administrator

00:38:51 Patricia Chenail: Patricia Chenail, Mathematics Curriculum Ldr/Coach; Thompson Public Shools (K-12). I have only been in this role for 2 years. I am hoping to be able to bring structure to my job.

00:38:52 Lauren Niessing: Lauren Niessing, K-5 Math Specialist, Tokeneke Elementary School (Darien, CT)... we do not have coaches in our district, so our role is expected to take take on some coaching... would love to just get more confident and experience for coaching

00:38:54 Shelley Bolen-Abbott: Shelley, Education Specialist, Regional Education Service Center, Houston, Texas

00:38:54 Chris Lin: Chris Lin - Assistant Principal - Intrinsic Schools Belmont Campus - been in admin for 8 years - I hope to learn better ways to support my math teachers through coaching in particular in making some mindset shifts

00:38:56 Lisa Smith: Lisa Smith, EdD- Professor for Elementary Ed methods courses, Moody Bible Institute, Coaching Experience-- working with pre-service

teachers in El Ed major

00:38:57 Amy Roehrig: Amy Roehrig, District Mathematics coach, Mahomet-Seymour District, completing my PhD in 2 weeks, have provided mathematics PD on effective practices, worthwhile tasks, and more.

00:38:59 Lindsey Bickford: Lindsey Bickford

Math Coach

MSAD#11

Going into my 6th year as a math coach.

00:39:01 Michelle Katz: Michelle Katz, Coach for Math for America teacher fellows in Los Angeles.

00:39:03 Damitra Newsome: Damitra Newsome, Instructional Facilitator, supporting middle and high school mathematics educators across the district

00:39:04 Kia Barrieau: I am a Math Coordinator at our county's office of education working with all of our small, rural districts. Part of my work is providing instructional coaching in mathematics to TK-12 teachers!

00:39:04 Rocky Paneno: Rocky/Math Coach/Professional Development Specialist/Los Angeles Area Schools/Coaching for 4 years/Learn any and all techniques and strategies to better serve my teachers and their students

00:39:08 Alexis Volk: Teaching & Learning Consultant; I work with about a dozen schools in Northeast Ohio. I am looking for ways to support productive work in middle school PLC's/TBTs

00:39:09 Patricia Stephens-French: Trish French, currently Utah Elementary Math Specialist, a couple of years of coaching and math leadership.

00:39:10 Alix Duggins: Hi! I'm Alix Duggins, Director of Mathematics at Bright Star Schools in Los Angeles. I've been coaching secondary math teachers for about 8 years. I hope to build my understanding about how to coach teachers in ways that develop their content expertise

00:39:11 Carin DeClute: Carin DeClute, Division Elementary Math Specialist, King George County Schools-I would like to be more effective with coaching individual teachers and teams

00:39:12 Eboney Mckinney: Eboney McKinney, Dir. of K12 Math and Ed Tech standards, Statewide work; previous instructional coach, but am going to work as part of the State Superintendents -Lab school project; just wanted refresher but also SO excited to have Math specific coaching tools!

00:39:19 Ilana Rashba: Hi! My name is Ilana Rashba and I am a K-2 Math Coach at two K-2 schools (Highland and MYB) in Wallingford, CT. This will be my 3rd year as a math coach. I am also going to school for ed leadership and after tomorrow will be officially half way done!

00:39:35 Cheri Cheney: Coach Math for America Los Angeles, (rossier USC, 15 years

00:39:46 Caroline Murphy: Caroline Murphy, Math Instructional Coach and Program Coordinator at The SEED School of Miami. First time as a full-time coach but have supported new teachers and teachers in the process of clearing their credential

00:39:46 Erin Toliver: I'm Erin, a Coach with BEAM, supporting teachers who are running BEAM's math program with their elementary students in schools across the country.

00:39:51 Patricia Stephens-French: I hope to find helps for supporting coaches throughout our state.

00:39:59 Dewey Gottlieb: Dewey Gottlieb, Educational Specialist, Hawaii Dept.

of Ed. I work with and support school and district teams of math teachers and leaders

00:40:00 Suzanne Abdelrahim: Dr. Suzanne Abdelrahim, consultant at UC Davis working on a federal project with LAUSD teachers and coaches focusing on multilingual students and understanding fractions. Many many years of experience with coaching teachers. I live in California but originally from Maryland and did my doctoral work at George Washington University.

00:40:07 Eboney Mckinney: Reacted to "Dewey Gottlieb, Educ..." with 😊

00:40:08 Lindsey Haubert: Lindsey Haubert, PhD. Educational Consultant for the North Central Ohio Educational Service Center. I have been a District Math Coach, an assistant professor of math education, and a coach/consultant in grad school.

00:40:15 Lucia Arias: Lucia Arias, special ed math coach with Math for America Los Angeles for the past three years. Our fellows are all in secondary schools, grades 6-12.

00:40:17 Molly Stern: Hello everyone! Molly Stern here. I am starting a new position as the math and science instructional coach two elementary schools in Irvington, NY. For the past 5 years I've coached high school math teachers in NYC public schools. I'm excited to formulate a plan for getting started in my new position coaching elementary school teachers.

00:40:18 Patricia Barrera: Patricia Barrera
Teacher middle school and learning leader

Robert Warren - in Calgary

Support colleagues on mathematics teaching in an informal way and I want to start to do some coaching in a more formal way.

00:40:21 Labonnie Smith: Hi All! I'm Labonnie Smith, Content Manager for K-5 Math overseeing 14 schools supporting mathematics and science instruction. I coach instructional coaches, APs and principals in K-5 mathematics and science instructional practices.

00:40:25 Rachelle Hathaway: Hi!! Rachelle Hathaway, Instructional Mathematics Coach K-8, Newfane Elementary and Middle Schools, prior experience: 10 years as K-4 Mathematics specialist, 8 years as 6-12 mathematics classroom teacher

00:40:33 Alison Ridgway: Alison Ridgway, Academic Instructional Coach, Dawes Elementary School (Evanston/Skokie D65 near Chicago), year 3 as a coach (middle school math teacher for 15 years). Math teaching and learning is my passion, and I am excited to learn more about coaching that is more math-specific as I've been trying to brush up on my ELA side recently 😊

00:41:06 Vashti Ward: Vashti Ward, Instructional Coach, Math and Science Northglenn High School. Interested in strategies that will encourage students to think and reason in a math classroom.

00:41:08 Catherine Beals: Cathy Beals - I have the privilege of supporting teachers of mathematics as the Math Coordinator for the Idaho State Department of Education

00:41:09 Cheri Cheney: Hi, My name is Cheri Cheney from Math for America Los Angeles Coach for 15 years.

00:41:18 Eboney Mckinney: Reacted to "Cathy Beals - I have..." with 😊

00:42:09 Natasha Grey: Natasha Grey, Elementary Mathematics Curriculum, Instructional Coach, and Math Interventionist in Ardsley, NY. This is my 5th year

coaching.

00:42:37 Colleen Wampler: My name is Colleen Wampler. I am a math teacher at Holy Cross School in Garrett Park, Maryland. I teach math in grades 3-8, and often have teachers ask me questions about teaching math. I would like to have a more targeted way of answering their questions and help coach my peers. Got my master's years ago in mathematics instructional leadership but don't feel that I have an effective way of coaching.

00:43:38 Andrew Lebovitz: high school teacher. we'll have an entire cohort of teacher candidates from our local university at our high school this year

00:43:58 Melinda Knapp: @Andrew very exciting about the teacher candidates!

01:04:42 Lianne Jones: I had a traditional university preparation program, lots of field experience. I continue to learn about teaching through PD and observing other teachers - being a lifelong learner!

01:04:43 Renee Deken: Eled program with field experience, observing teachers, student teaching, etc/ I continued by going to professional development

01:04:47 Suzanne Abdelrahim: I learned about teaching by going through a program - observing others, field experience for 2 years, trying out new things and reflecting with others on how things went, how to improve.

01:04:48 Lindsey Bickford: I feel like I learned to teach from watching other teachers. This started even when I was a student and I took pieces of things I enjoyed as a student in their classrooms. Formally, I attended the University of Maine at Farmington for my teaching degree.

01:04:50 Chris Lin: 1) Went through a program to earn my masters and certification, student taught, lots of trial and error 2) observed, continued reading/learning about new methodologies, webinars, etc.

01:04:52 Alexis Volk: I feel like I learned the most about teaching from the teachers I had in my life. I continue to learn by reading and watching others

01:04:55 Doris Rodriguez: I learned to teach from field experience. A lot of collaboration with teammates, and long nights reading curriculum.

01:04:55 Caroline Murphy: I learned to teach through a fellowship / master's program (Harvard Teacher Fellows). Started in summer school and then stepped into a classroom full time in the fall. Continue to learn about teaching through school-based PD, reading, observations, webinars, etc.

01:04:56 Lynn McKuin: I learned to teach by watching others, practicing, and receiving feedback.

01:05:00 Lauren Niessing: UConn's Near School of Education IB/M program... 1 full year of student teaching senior year, 2 semesters of 1x a week observations junior year , 1 year masters internship experience and research project

01:05:01 Charve Drew: Masters classes are how I learned how to teach along with watching a do-teacher and professional development is my go to on continuing to learn

01:05:02 Gail Saltveit: Learn: went through very old-school program. Had a great professor who worked on helping us diagnose learning struggles.

01:05:03 Eboney Mckinney: BA- was a traditional program, coursework, student teaching, classroom; MA- Mt. Holyoke Mathematics Teaching Program

01:05:10 Ilana Rashba: 1. I learned to teach officially through a teacher prep program at the University of Bridgeport. That being said I had several years of experience working at a camp, preschool, and visiting schools during my breaks

01:05:10 Emily Johns: Learned a lot from experience and what worked and did not work

01:05:14 Colleen Wampler: Learned from a mentor, then watching others, worked on my Master's degree

01:05:16 Colleen Carman: I learned through a typical teacher training program with Ohio University. Tons of observation, mock lessons, and student teaching. I continue to learn by reading, attending conferences, and REFLECTION

01:05:23 Catherine Beals: I call it failing forward over my career

01:05:25 Shelley Bolen-Abbott: I learned to teach at a university with student teaching and other experiences. I continue to learn about teaching through formal learning (PD, university), reading, sharing, observing, reflecting.

01:05:30 Eboney Mckinney: attending professional development and reading

01:05:34 Patricia Barrera: I learned to teach by going through the program when I was able to bring theories to practice by learning in classroom and observing, and by having field experience during the whole 5 years of the program.

01:05:35 Libby Roesch: Reacted to "I call it failing fo..." with 🤔

01:05:36 Amy Roehrig: 'Traditional' route: Bachelor in Elementary Ed, Masters in Secondary Ed. PhD in mathematics education - Had the opportunity to teach the classes I took as an undergraduate, provided a different insight. Providing students with those opportunities, and myself learning more about teaching.

01:05:37 Rachelle Hathaway: I went to a private college in NYS with a double major focus---elementary education and mathematics major----I continue to learn about teaching through classroom observations, co-teaching, classes, trial and error of lessons

01:05:37 Barbara Cymanski: Learned to teach- through field experience, getting ideas from the teachers I worked with. Continue to learn about teaching by reading lots of books, talking with others, and thinking about what works in my classroom. HOW DO I GET EVERY STUDENT INVOLVED?

01:05:41 Malika Gillette: MAT program with student teaching. I continue learning by focusing on improving my practice to be anti-bias and anti-racist to make it the best it can be for my students

01:05:41 Jamey Lovin: Very traditional undergrad teacher training (lots of lesson planning) I keep engaged through volunteer organizations NCTM, VCTM, VACMS, VCMS.

01:05:42 Patricia Chenail: I worked for 20 years in the corporate world prior to education. I took a full time substitute position for one year and decided to get into education. I took an accelerated/Alternate Route for Certification from the State of CT

01:05:44 iPad (5): I learned to teach in a teaching program that gave me field experience in the first semester of the 2 1/2 year program. I continue to learn about teaching through peer observations, PLCs, and PD.

01:05:45 Carin DeClute: I learned from observing, talking to other teachers, and teaching lessons and reflecting on them.

01:05:46 Gail Saltveit: Continuing: read all I can, professional journals, Math Conferences, workshops, try new pedagogy

01:05:47 Charve Drew: Reflection is definitely big for me now too with continuing to learn. I love it.

01:05:51 Colleen Wampler: No student teaching, subbed first, then jumped in with both feet

01:05:58 Vashti Ward: 25 years ago-baptism by fire

01:06:03 Doris Rodriguez: I continue to learn about teaching from

reflecting on my practices and continuing to take classes or attend conferences to enhance my practices.

01:06:06 Erin Toliver: I first learned through workshops as a math graduate student. But learned most through collaboration with colleagues. Now I learn a lot as an unschooling parent of two!

01:06:06 Andrew Lebovitz: supportive colleagues; professional contacts and mentors, networking (e.g., conferences)

01:06:11 Michelle Katz: I continue to learn about teaching by reading educational books/research/conferences and from other teachers techniques and pedagogy.

01:06:17 Elizabeth Hawkins: 1. I received my credential and masters through a UC. 2. Continue to learn from PD and also from just doing it. I work in a school with collaborative teaching so having other teachers to teach with and reflect with has been really instrumental to getting better.

01:06:18 Patricia Chenail: working with other teachers; sharing, collaborating, mentoring,

01:06:21 Patricia Barrera: I continue learning by reflecting, listening, observing, reading

01:06:23 Molly Stern: I learned to teach by teaching and paying attention to what was and wasn't working in my own classroom. I was a NYC Teaching Fellow, so I started teaching with no prior teaching experience. I continued to learn about teaching by receiving coaching myself, by reading about teaching and finding resources that reflected my emerging beliefs about teaching, and finally, recently, by going back to school for a doctoral degree in mathematics education.

01:06:31 Colleen Wampler: continue to learn by reading, webinars, conferences, classes, PD

01:06:36 Cheri Cheney: Student teaching and teaching in my classroom, and continued collaboration with as many conferences that I could go to.

01:06:37 Lindsey Haubert: I learned to teach from a traditional teacher program - methods, lesson plans, student teaching, observations, etc. I continue to learn by reading, researching, social media, conferences, other teachers and colleagues

01:06:47 Kia Barrieau: I "learned" to teach in my preservice teacher education program through student teaching, but I really learned to teach after I was thrown into the classroom by interacting with colleagues and especially by observing peers. I have continued to learn through conferences, PL events, and by interacting with colleagues. I learn the most through PDSA cycles with teachers.

01:06:49 Westley Mildenhall: They both include building relationships, trust, and respect

01:06:54 Suzanne Abdelrahim: Listen to understand, not to respond.

01:06:56 Gail Saltveit: belief that those I coach are capable

01:06:56 Renee Deken: keeping up on research and what works in classrooms

01:06:57 Colleen Wampler: Observing leaders that I admire

01:07:02 Lauren Niessing: Observing

01:07:04 Eboney Mckinney: lol! You figure it out as you go; having the right people to support and work with

01:07:07 Malika Gillette: Desire for continuous improvement

01:07:08 Libby Roesch: Reacted to "Listen to understand..." with 🙄

01:07:11 Alexis Volk: I learned by watching leaders and replicating things I love and avoiding things everyone hates

01:07:14 Patricia Chenail: With all of the opportunities for collaboration, working on common problems of practice it gave me a toolbox to share with other teachers.

01:07:15 Patricia Barrera: Mentoring from leaders

01:07:15 Lindsey Bickford: Knowing I don't always have all the answers

01:07:15 iPad (5): Practice

01:07:15 Jamey Lovin: Leadership programs and math specialist preparation programs

01:07:17 Amy Roehrig: My experiences in the classroom has taught me to lead, respecting others thoughts and perspectives.

01:07:18 Rachelle Hathaway: I'm still learning to lead....my co-workers respect my knowledge

01:07:19 Caroline Murphy: Building relationships and your knowledge-base on research and current best practices

01:07:19 Alix Duggins: similarly thrown into it very quickly and learned through practice, failure, reflection

01:07:23 Lauren Niessing: Readings

01:07:23 Ilana Rashba: General understanding

01:07:25 Labonnie Smith: Modeling great teaching practices.

01:07:32 Lauren Niessing: Asking questions

01:07:35 Libby Roesch: Reacted to "Knowing I don't alwa..." with 🗨️

01:07:37 Elizabeth Hawkins: Lots of PD, working with fellow coaches, continuing to see myself as a learner and teacher.

01:07:37 Barbara Cymanski: The role of coach is less defined than that of teaching. Have to figure out how to best use your time.

01:07:38 Chris Lin: Relationship building is foundational, lots of trust not only in you as a person but also in your expertise or knowledge base

01:07:38 Lindsey Haubert: Both involve being a learner first and building relationships

01:07:43 Lauren Niessing: Relationship building

01:07:46 Catherine Beals: I found that the skills to be a good teacher are very different than being a good leader/coach/administrator/politician

01:07:48 Jamey Lovin: Adult learning versus leading young people

01:07:52 Colleen Wampler: Have to be able to focus people's attention!

01:07:53 Natasha Grey: Questioning, observing, and adjusting

01:07:57 Doris Rodriguez: Building connections with teachers and leaders

01:07:59 Libby Roesch: Reacted to "I found that the ski..." with 🗨️

01:08:00 Charve Drew: Learning to lead: definitely observing and mentors. And a lot of faith from administration. I know from being a teacher that relationships is a huge piece.

01:08:10 Erin Toliver: They're both about helping others to take charge of their own education.


01:08:29 Westley Mildenhall: Reacted to "They're both about h..." with 🗨️

01:08:37 Kia Barrieau: Similar in that I need to know what people in the room already know and think about how I can connect that knowledge to what we are learning.

01:08:38 Jamey Lovin: Reacted to "Similar in that I ne..." with 🗨️


01:08:51 Libby Roesch: Reacted to "Similar in that I ne..." with 🗨️

01:08:59 Lisa Smith: Seeking ways to motivate the listener.


01:08:59 Westley Mildenhall: Reacted to "Seeking ways to moti..." with 

01:09:07 Charve Drew: That's big I need to see me as effective. Writing that one in my journal.

01:09:15 Molly Stern: Tuning in to, understanding, and building on prior experiences, understandings, ideas, and beliefs of students and of teachers is essential in both roles.

01:09:26 Jamey Lovin: Reacted to "Learning to lead: de..." with 

01:09:45 Melinda Knapp:
https://docs.google.com/presentation/d/1RCeDPlj1Cwo35eTwqPhqL1SLj_SJEfLrCa3UUR_FY10/edit#slide=id.g237c58f041f_0_92

01:09:51 Westley Mildenhall: Reacted to "Similar in that I ne..." with 

01:10:12 Melinda Knapp: Slides 2-6


01:10:19 Courtney Baker:
<https://docs.google.com/presentation/d/13lLVFwtVnApRxlvf09vJY0NjSZVfPrpvtNKC-uTppUY/edit?usp=sharing>

01:10:42 Melinda Knapp: www.nctm.org/more4u

01:11:37 Libby Roesch: Let me know if you have difficulties accessing the material!

01:11:44 Courtney Baker: Thanks Libby!

01:19:46 Lianne Jones: Has this framework been used with preservice teachers or in conjunction with a specific MTP?

01:20:01 Lisa Smith: Reacted to "Has this framework b..." with 

01:20:11 Melinda Knapp: Interesting idea....sort of since I do teach pre-service teachers.

01:20:26 Melinda Knapp: @Lianne not researched yet.

01:35:06 Gail Saltveit: setting a math curriculum for our students at 3 alternative high schools

01:35:12 Jamey Lovin: With my preservice teachers going beyond rich math tasks (which we do) towards mathematical modeling

01:35:13 Lianne Jones: Working on purposeful questions that are a gateway to other MTPs

01:35:13 Kia Barrieau: Build teachers' knowledge and skills to plan and launch learning around problem-solving tasks.

01:35:13 Caroline Murphy: Increase student discourse in mathematics classrooms and shift bulk of cognitive load from teacher to student

01:35:14 Elizabeth Hawkins: Fully in sync with you: increasing math discourse!

01:35:15 Ilana Rashba: Long Term Goal: enhancing small group instruction

01:35:15 Amy Roehrig: We are implementing a new curriculum and exposing teachers to P2A practices

01:35:19 Marcia Thomas: Long term goal: To support middle school teachers in using DBI, to facilitate engaging instruction, and to ensure algebra readiness.

01:35:22 Melinda Knapp: Keep track of this goal so we can work on this throughout the workshop.

01:35:28 Rocky Paneno: Help my teachers engage in positive reflection

01:35:31 Cheri Cheney: Increase student discourse.

01:35:32 Westley Mildenhall: Expanding teachers' ideas about what it

means to be good at math

01:35:36 Patricia Chenail: embedding performance tasks into each of our units

01:35:37 Andrew Lebovitz: we're working on group work and group-worthy tasks

01:35:38 Catherine Beals: Integrating 7-12 math instruction with CTE courses

01:35:40 Malika Gillette: Vertical articulation across all levels

01:35:49 Libby Roesch: Reacted to "Integrating 7-12 mat..." with 🗨️

01:35:50 Rachelle Hathaway: At the K-4 level I am working on increasing Mathematical tasks for students not pulled the classroom during RTI pulls

01:35:51 Carin DeClute: Support teachers in presenting students with rigorous problem solving tasks in all math standards.

01:36:00 Libby Roesch: Reacted to "Vertical articulatio..." with 🗨️

01:36:05 Charve Drew: Teacher reflection.

01:36:05 Suzanne Abdelrahim: increasing math discourse among emergent bilingual students; examining student conversations to reflect on more opportunities to support students in articulating their mathematical thinking about fractions

01:36:14 Alix Duggins: Support teachers and leaders to create classrooms in which all students actively engage in critical thinking and problem solving

01:36:16 Colleen Wampler: increasing student discourse

01:36:16 Kelly Bartle: Shift teacher beliefs around student capabilities in order to increase the percentage of teachers effectively using a problem-based approach.

01:36:17 Natasha Grey: Building teacher capacity to understand the standards for pacing, assessment, and intervention.

01:36:17 Doris Rodriguez: Reflection of self and teacher reflection in Math.

01:36:29 Libby Roesch: Reacted to "Shift teacher belief..." with 🗨️

01:36:30 Molly Stern: Choosing and supporting teachers in implementing a new curriculum, and developing a common vision of inquiry-based mathematics instruction that teachers feel ownership of and invested in.

01:36:31 Patricia Barrera: Reacted to "Building teacher cap..." with ❤️

01:36:37 Alexis Volk: make sure students are receiving instruction at appropriate level identified by the standards.

01:36:37 Vashti Ward: Building Thinking classrooms in Math.

01:36:40 Libby Roesch: Reacted to "Choosing and support..." with 🗨️

01:36:43 Alison Ridgway: Yes to student discourse. Also, creating more opportunities for departmentalized 3-5 teachers to collaboratively plan with one another and with dual-language teachers. I would like to create opportunities for Lesson Study within our school or district.

01:36:57 Ilana Rashba: ^yes! This too!!

01:37:07 Libby Roesch: Reacted to "Yes to student disco..." with 🗨️

01:37:20 Colleen Wampler: create problem solvers, not just procedure - followers

01:37:23 Eboney Mckinney: Building out resources to support building teacher capacity, through, deep understanding of Math Content standards

01:37:26 Labonnie Smith: Build coaching capacity to engage teachers in intention planning of high-quality Tier 1 math instruction.

01:38:25 Westley Mildenhall: Reacted to "create problem solve..." with



01:39:01 Labonnie Smith: Reacted to "Building Thinking cl..." with 🤔
01:39:17 Labonnie Smith: Reacted to "Building teacher cap..." with 🤔
01:39:22 Labonnie Smith: Reacted to "Shift teacher belief..." with 🤔
01:39:30 Labonnie Smith: Reacted to "increasing math disc..." with 🤔
01:40:50 Courtney Baker: Does anyone connect to this?
01:40:51 Ebony Mckinney: Reacted to "Does anyone connect ..." with 🤔
01:40:53 Ebony Mckinney: Removed a 🤔 reaction from "Does anyone connect ..."
01:40:57 Ebony Mckinney: Reacted to "Build coaching capac..." with 🤔
01:40:57 Courtney Baker: Or part of it?
01:41:15 Colleen Wampler: yes
01:41:24 Westley Mildenhall: yes, definitely seeing this
01:41:28 Ebony Mckinney: We hear about this around the state all the time!
01:41:29 Kia Barrieau: Reacted to "Does anyone connect ..." with 🤔
01:41:46 Ebony Mckinney: Reacted to "Build coaching capac..." with 🤔
01:41:47 Ebony Mckinney: Removed a 🤔 reaction from "Build coaching capac..."
01:42:04 Jamey Lovin: Yes definitely hearing about this from teachers all over the state here too
01:44:18 Melinda Knapp:
<https://jamboard.google.com/d/1WMD8jV0KoY4I1p-jvhN4zTUD5JkKYXe87LqT0QBLfMw/viewer?f=3>
01:44:29 Melinda Knapp: What is an interaction that you want to plan?
01:44:46 Melinda Knapp: Record your thinking on the Jamboard. You may have more than one....
01:46:18 Libby Roesch: You can double click to edit the sticky notes, or use the tools along the left side of the Jamboard to add your own text/sticky notes!
01:49:53 Lindsey Bickford: I am in 4 schools and they are adding a 5th. Yikes
01:50:27 Suzanne Abdelrahim: There is a word limit so couldn't put it all on there
01:51:05 Melinda Knapp:
https://docs.google.com/presentation/d/1RCeDPljlCwo35eTwqPhqL1SLj_SJfLrCa3UUR_FY10/edit#slide=id.g237c58f041f_0_92
01:52:36 Suzanne Abdelrahim: It allows you to collect baseline data. Where are you? Where are the students? Where do you start?
01:53:14 Chris Lin: Need to figure out where we are in order to better understand where we are, where we are trying to go, and how to get there
01:53:22 Lianne Jones: It's gauging the temp of the room before adjustments are made
01:53:31 Malika Gillette: It seems like phase 1 grounds your work/goal in the needs of your school/district so you aren't doing unnecessary work
01:53:50 Melinda Knapp: @Malika yes, exactly
01:54:09 Suzanne Abdelrahim: You don't want to assume - you want to hear from the teachers. This phase allows for trust building as well

01:54:24 Molly Stern: It's necessary to understand the needs of a particular teacher or school in order to meet those needs. Also, this phase is necessary to figure out strengths to build on and areas of weakness to address.

01:54:43 Melinda Knapp: @Molly I appreciate the strengths based approach

01:54:58 Molly Stern: Reacted to "@Molly I appreciate ..." with 🗨️

01:56:46 Labonnie Smith: Take stock (collect qualitative data) of the state of mathematics instruction, instructional practices, and teacher mindsets.

01:56:53 Melinda Knapp: Reacted to "Take stock (collect ..." with 🗨️

01:57:03 Suzanne Abdelrahim: Reacted to "Take stock (collect ..." with 🗨️

01:58:03 Melinda Knapp: Each group can capture notes on a slide if it is helpful:
https://docs.google.com/presentation/d/1RCeDPlj1Cwo35eTwqPhqL1SLj_SJEfLrCa3UUR_FY10/edit#slide=id.g237c58f041f_0_813

02:15:45 Libby Roesch: It should automatically send you back to the same room, but remember the room number just in case!

02:18:37 Charve Drew: It gives you something to work towards and assess yourself along the journey of coaching.

02:18:39 Malika Gillette: Content questions remind me of SMART goal format, it serves the purpose of having tangible checkpoints for progress monitoring so you know you are getting somewhere and not floating along not having awareness of your success or failure

02:18:45 Catherine Beals: When you focus on one thing and do it well - you improve a lot of things

02:18:55 Eboney Mckinney: Goals will center the work, everyone has a common understanding of the work to be completed, focuses the work

02:18:56 Charve Drew: Reacted to "Content questions re..." with ❤️

02:18:56 Molly Stern: Creating goals is so important because it gives us the opportunity to assess whether or not what we're doing is effective

02:19:01 Charve Drew: Reacted to "Goals will center th..." with ❤️

02:19:05 Charve Drew: Reacted to "Creating goals is so..." with ❤️

02:19:06 Libby Roesch: Reacted to "Creating goals is so..." with ❤️

02:19:09 Charve Drew: Reacted to "When you focus on on..." with ❤️

02:19:09 Catherine Beals: Reacted to "Goals will center th..." with ❤️

02:19:11 Marcia Thomas: The accountability piece of coaching. How can the coach partner with others and measure progress

02:19:13 Amy Roehrig: Creating goals allows for reflection and focus

02:19:14 Libby Roesch: Reacted to "Goals will center th..." with ❤️

02:19:17 Dawn Barson: The coaching goal will allow all parties to agree they are working towards they same goal and will help their work stay focused as they revisit their goal.

02:19:17 Caroline Murphy: Your goal should be in your ZPD so it feels manageable, and you need some way to measure your progress or you won't know when you made it or how to adjust

02:19:18 Kia Barrieau: In the Context: Making connections helps participants understand the WHY as well as helping them to see that this is not something else to add to their plate, but rather how it fits into what they are already doing.

02:19:19 Chris Lin: Measuring progress is important because it will let

you know if you are making gains to celebrate or if something needs to change. Connections is about relationships and how everything is working towards similar goals, vision

02:19:22 Gail Saltveit: Reacted to "Creating goals is so..." with ♥

02:19:24 Libby Roesch: Reacted to "In the Context: Maki..." with ♥

02:19:27 Ilana Rashba: Creating goals first brings the work to the
forefront

02:19:32 Jamey Lovin: Should be attainable and a provide a way to measure
sucess

02:19:32 Gail Saltveit: Reacted to "Goals will center th..." with ♥

02:19:36 Libby Roesch: Reacted to "Creating goals first..." with ♥

02:19:38 Gail Saltveit: Reacted to "When you focus on on..." with ♥

02:19:42 Rachelle Hathaway: goals help you make connections between what
you are doing and what you need to do

02:19:45 Dawn Barson: Reacted to "Measuring progress i..." with 🗨

02:19:51 Colleen Wampler: Having a goal helps me to focus on one
thing, helps me to start planning

02:20:07 Dawn Barson: Reacted to "Your goal should be ..." with 🗨

02:20:27 Libby Roesch: Reacted to "Having a goal helps ..." with ♥

02:20:51 Erin Toliver: Gives a way to re-center when you feel like you're
being swept up in the distracting realities of teaching (technology hiccups,
behavioural challenges, testing disruptions, etc...)

02:22:48 Colleen Wampler: Reacted to "Gives a way to re-ce..." with
♥

02:38:28 Melinda Knapp:
https://docs.google.com/presentation/d/1RCeDPlj1Cwo35eTwqPhqL1SLj_SJEfLrCa3UUR_FY10/edit#slide=id.g25bcbf85ee2_76_0

02:38:37 Melinda Knapp: Slides 7 and 8

02:42:25 Marcia Thomas: This is the action. How can the coach reach the
teachers? What needs to be done to promote and reach your goal?

02:42:47 Malika Gillette: This phase feels like moving from theory to
practice. Now that the "why" is established we can work on "what" specific actions
will be taken

02:43:01 Melinda Knapp: Reacted to "This phase feels lik..." with 🗨

02:43:03 Molly Stern: This phase feels necessary for choosing coaching
practices and teaching practices that are likely to work.

02:43:04 Libby Roesch: Reacted to "This is the action. ..." with ♥

02:43:05 Westley Mildenhall: Selecting a coaching practice is like
choosing how we will support the teacher in the goal, and selecting the teaching
practice is choosing how the teacher will enact this with their students. So the
goal is "what" and the practice is "how"

02:43:05 Charve Drew: I think it's like steps towards reaching your goals.

02:43:09 Colleen Wampler: You will have a different approach depending
on your audience, so it is important to think about what will help the most.

02:43:17 Melinda Knapp: Reacted to "You will have a diff..." with 🗨

02:43:19 Chris Lin: Agree with those already stated, what is the change
that is going to happen and how to best make that change happen

02:43:24 Ilana Rashba: Reacted to "You will have a diff..." with ♥

02:43:24 Suzanne Abdelrahim: This is the data collection

02:44:10 Erin Toliver: Reacted to "Selecting a coaching..." with ♥

02:44:30 Melinda Knapp: Reacted to "This phase feels nec..." with 🗨️

02:44:39 Melinda Knapp: Reacted to "This is the action. ..." with 🗨️

02:47:02 Westley Mildenhall: great point, only trying one thing at a time
is more do-able for new/overwhelmed teachers

02:47:07 Melinda Knapp: Reacted to "great point, only tr..." with 🗨️

02:47:11 Libby Roesch: Reacted to "great point, only tr..." with 🗨️

02:47:24 Colleen Wampler: Reacted to "great point, only tr..." with
🗨️

02:47:53 Charve Drew: Reacted to "great point, only tr..." with 🗨️

02:48:30 Melinda Knapp: Reacted to "This is the data col..." with 🗨️

02:49:27 Rachelle Hathaway: Reacted to "great point, only tr..." with
🗨️

02:54:22 Melinda Knapp: What would you do in your planning. Which practices
and why?

03:10:56 Dawn Barson: Tasks - This is a pedagogical shift for my teachers
and an integral part to the long term goal

03:11:00 Alexis Volk: build procedural fluency from conceptual
understanding

03:11:10 Gail Saltveit: math discourse

03:11:12 Elizabeth Hawkins: #4 on math discourse

03:11:13 Colleen Wampler: Implement tasks that promote reasoning and
problem solving

03:11:15 Colleen Carman: Elicit and use evidence of student thinking - helps
guides our goals and has a good convo starter that evidence isn't just in assessment

03:11:19 Malika Gillette: Establish mathematics goal because we got
new state standards and need to think about vertical progression across grade levels

03:11:21 Amy Roehrig: Establishing goals to focus learning

03:11:34 Caroline Murphy: #1

03:11:35 Rachelle Hathaway: implement tasks that promote reasoning and
problem solving-----I chose this because we want all students to have access to rich
mathematical learning

03:11:36 Jamey Lovin: With my 100 math courses and work with GTAs: Elicit
and use evidence of student thinking through exit passes which also lets us
pre-assess learning and understanding.

03:11:38 Patricia Barrera: Build procedural fluency from conceptual
understanding

03:11:41 Ilana Rashba: I'm still debating...but I'm thinking begin with
modeling new curriculum, move to co-teaching, with an ultimate goal of engaging in
math lab/lesson study

03:11:44 Alix Duggins: I chose MTP #2 Implement tasks that promote
reasoning and problem solving. My audience is school leaders who are responsible
for observing/evaluating/coaching teachers but may not have knowledge of what
problem-based learning and curriculum look like in the classroom

03:11:44 Libby Roesch: Reacted to "Tasks - This is a pe..." with 🗨️

03:11:45 Natasha Grey: Goals to focus learning

03:12:02 Kelly Bartle: Implement tasks that promote reasoning and problem
solving - our early data shows that just putting grade level curriculum in front of
students has a positive impact on student achievement

03:12:02 Colleen Wampler: Reacted to "implement tasks that..." with
🗨️

03:12:03 Libby Roesch: Reacted to "I'm still debating..b..." with ❤️

03:12:09 Molly Stern: Tasks! Because if you start with a rich, interesting task that promotes reasoning and problem solving, so many of the other MTPs fall into place more easily! Like supporting productive struggle & facilitating meaningful discourse...

03:12:16 Emily Johns: It's hard to pick one bc I feel that each of my teachers and their students need different supports. I do feel that most of them expressed the need for support in implementing tasks that promote problem solving

03:12:29 Erin Toliver: Support productive struggle. (So many misconceptions around what it means to be good at math connect to this idea!)

03:12:29 Libby Roesch: Reacted to "It's hard to pick on..." with ❤️

03:12:44 Doris Rodriguez: Pose purposeful questions - when we are mindful of what we ask it helps to formatively assess what teachers/students know

03:12:49 Charve Drew: Establish math goals to focus learning and elicit and use evidence of student thinking. Using it to help gauge students thinking and monitor goals with new standards

03:12:53 Dawn Barson: Reacted to "Pose purposeful ques..." with ❤️

03:12:54 Libby Roesch: Reacted to "Pose purposeful ques..." with ❤️

03:12:57 Molly Stern: Reacted to "Implement tasks that..." with ❤️

03:12:58 Dawn Barson: Reacted to "Support productive s..." with ❤️

03:13:05 Dawn Barson: Reacted to "Tasks! Because if yo..." with ❤️

03:13:11 Charve Drew: Reacted to "It's hard to pick on..." with ❤️

03:13:20 Chris Lin: Implement tasks that promote reasoning and problem solving. A big push for this upcoming year is to better implement Illustrative Mathematics in a way more philosophically aligned with how it is designed

03:13:53 Gail Saltveit: co-teach, why is set up by principals

03:13:55 Ilana Rashba: I'm still debating..but I'm thinking begin with modeling new curriculum, move to co-teaching, with an ultimate goal of engaging in math lab/lesson study

03:14:06 Malika Gillette: "Engage in lesson study, math lab, and math studio" because as we are working on adopting new curriculum it will be beneficial for teachers/admin to see curriculum in action

03:14:08 Chris Lin: Engage in mathematics. By "doing" the math, they will better understand why those tasks are rich and be better to implement them

03:14:14 Emily Johns: Examine student work so that we can individualize instruction to our student's needs

03:14:22 Amy Roehrig: Examine student work, attempting to model how one can establish a goal that is focused on student data.

03:14:25 Kelly Bartle: Model instruction - sometimes folks need to see it to understand what it looks like. I often model for teachers, where the teachers act as students, but I'm not sure if that is included specifically in the MCPs?

03:14:28 Jamey Lovin: Rehearse aspects of practice - modeling launching a lesson to increase students engagement - "sticking my toe in the water" for beginning work with GTAs

03:14:40 Dawn Barson: Reverse Aspects of Practice - As they shift their practice the teachers need to learn practices that will support them in successfully doing so.

03:14:43 Colleen Wampler: Examine student work - intent to discuss with the principal that we need to implement tasks that promote problem solving, so this will be a way to plead my case.

03:14:45 Molly Stern: Examine student work to center teachers' focus on student thinking after implementing a task.

03:14:48 Libby Roesch: Reacted to "Model instruction - ..." with ♥

03:14:58 Rachelle Hathaway: Sorry I have to leave a bit early...thank you so much for an informative and well thought-out webinar!

03:14:58 Charve Drew: Engage in math focus in on goals and I was also looking at coteaching for additive support

03:15:00 Labonnie Smith: Rehearse Aspect of Practice + Model Instruction which allows an opportunity for teachers to script and practice the action step prior to implemented the action with students.

03:15:19 Suzanne Abdelrahim: Examine student work and audio explanations or classroom video to add an additional layer to better understanding how students are making sense of math problems.

03:15:23 Erin Toliver: Engage in mathematics. It's hard to teach mathematics if you don't have a deep understanding of and personal relationship with what math is and what it looks and feels like to DO mathematics.

03:15:29 Libby Roesch: Reacted to "Engage in mathematic..." with ♥

03:15:35 Westley Mildenhall: Reacted to "Engage in mathematic..." with ♥

03:15:44 Doris Rodriguez: Model Instruction - I know this can be tricky because some like to do EXACTLY what they see, but co-planning and having the Summary part implemented in the modeling time will help teachers ask questions and reflect on how to change what they see to fit their teaching

03:15:59 Natasha Grey: Engage in lesson study - as we embrace a realignment initiative, the idea of teams engaging in PD, opportunities for lesson study, and utilizing data as a tool for reflection seems to be an intuitive set of next steps.

03:16:13 Charve Drew: Really hoping to engage students in the math and have teachers ask questions to keep students engaging each other.

03:16:21 Eboney Mckinney: Reacted to "Really hoping to eng..." with 🙌

03:16:25 Libby Roesch: Reacted to "Model Instruction - ..." with ♥

03:16:32 Kelly Bartle: Are the Math Coaching Practices also in Catalyzing Change and/or Principles to Action? Or is this the first NCTM book where they appear?

03:16:46 Lianne Jones: Reacted to "Are the Math Coachin..." with 🙌

03:17:08 Melinda Knapp: @Kelly this is the first NCTM book with these

03:17:15 Kelly Bartle: Thank you!

03:17:42 Catherine Beals: If you are working with pd for math coaches - do you always have a math teaching practice as a focus or would you ever just focus on the coaching practices?

03:17:55 Westley Mildenhall: Reacted to "If you are working w..." with !!

03:18:18 Melinda Knapp: @Catherine. You could just focus on a coaching practice. I've done it both ways.

03:18:27 Catherine Beals: Reacted to "@Catherine. You coul..." with ♥

03:19:02 Charve Drew: This phase helps figure out what's next. Do we go back and revamp or can we move on to the next step. It's so important to not skip this step.

03:19:12 Malika Gillette: Phase 4 acknowledges the cyclic nature of coaching and reflecting to move forward

03:19:21 Westley Mildenhall: Reacted to "Phase 4 acknowledges..." with

03:19:25 Catherine Beals: Very helpful - thank you

03:19:30 Erin Toliver: Reacted to "Phase 4 acknowledges..." with

03:19:35 Molly Stern: This is how / when we reflect and amend the plan, if necessary! This phase also keeps us accountable for making sure that we're making progress towards our goals.

03:19:58 Lianne Jones: I like how the mathematics and student thinking is the forefront of the conversation, not on judging a teacher

03:20:10 Colleen Wampler: Reacted to "I like how the mathe..." with

03:20:12 Charve Drew: Reacted to "I like how the mathe..." with

03:20:13 Molly Stern: Reacted to "I like how the mathe..." with

03:20:16 Emily Johns: Reacted to "I like how the mathe..." with

03:20:16 Melinda Knapp: Reacted to "I like how the mathe..." with

03:20:17 Charve Drew: Reacted to "This is how / when w..." with

03:20:45 Charve Drew: Replying to "I like how the mathe..."
This is awesome!!!

03:20:59 Ilana Rashba: Reacted to "I like how the mathe..." with

03:21:16 Erin Toliver: Reacted to "I like how the mathe..." with

03:21:28 Vashti Ward: We ask teachers to reflect on their practice towards achieving their goal. As leaders we also have to reflect on our practice towards achieving our goals. This is how growth happens.

03:21:42 Lianne Jones: Reacted to "We ask teachers to r..." with

03:21:44 Melinda Knapp: Reacted to "We ask teachers to r..." with

03:21:45 Colleen Wampler: Reacted to "We ask teachers to r..." with

03:22:01 Melinda Knapp: @Vashti this was our intent. 😊

03:22:58 Labonnie Smith: Context: Collecting evidence of teacher growth as a result of coaching goal(s) to determine whether to pivot as needed. Content: Allow an opportunity for teachers to reflect on coaching support to include evidence as a part of the debrief conversation.

03:24:20 Molly Stern: A thought to share: I've found when working with both school leaders and teachers that putting time into presenting the data that I have and value so that it's legible and visually appealing makes a huge difference in terms of how compelling/convincing it is...

03:24:30 Ilana Rashba: Reacted to "A thought to share: ..." with

03:26:58 Lianne Jones: Reacted to "A thought to share: ..." with

03:27:35 Lianne Jones: Coaching Goal: Plan purposeful questions to anticipate and prepare for student responses
Data: lesson plans, interviews, observation notes

03:27:40 Caroline Murphy: My goal is to ensure teachers are exposing students to grade level content on a consistent basis to increase rigor. Data sources are exit tickets and student work samples, lesson plans, and formative / summative assessment data.

03:27:43 Jamey Lovin: Informal visits/observations to see how teachers are using the strategies we've been discussing in our PLCs

03:27:52 Ilana Rashba: Goal: Implementation of K & 2 new curriculum
Data Sources: lesson plans, observation and notes

03:27:55 Amy Roehrig: Discussion of what student thinking/assessment

teachers use to establish goals for their next lesson, connecting them to content standards

03:28:05 Eboney Mckinney: Use of formative assessment data to drive instruction daily; not just focus on state assessment data

03:28:11 Kelly Bartle: Goal: Tasks, Data Source: Class walk observations over time, rated on an indicator from the curriculum-specific implementation reflection tool

03:28:12 Alix Duggins: Goal: For school leaders to understand what a problem-based lesson looks like in the classroom. Data: observations and notes/debriefs

03:28:17 Melinda Knapp: Reacted to "Use of formative ass..." with 🗨️

03:28:41 Malika Gillette: Coaching Goal: Facilitate MS/HS agreement and communication around curriculum adoption

Data: Feedback from all teachers, students, and community members on curriculum

03:28:47 Catherine Beals: Goal: Use this framework to engage Regional Math Specialists in setting goals for their own coaching practice and collecting evidence of meeting their goals. Data: Focus Groups; Work samples

03:28:54 Westley Mildenhall: Goal: teachers are willing to try new things and learn deeper conceptual math in order to teach it to their students

Data: observations and notes from coaching sessions and workshops, teacher surveys and focus groups

03:28:57 Dawn Barson: Goal: For teachers to know how the district is available to support them.

03:28:59 Charve Drew: So honestly my phase 2 goal was building relationships since this is my first year. And I would love to use surveys or just assessing teachers receptiveness through dialogue and interaction. I hope this makes sense.

03:29:05 Suzanne Abdelrahim: Videos of students explaining their math thinking to a partner. How was the discourse changed over time? How are students supporting one another to make sense of fraction problems.

03:29:12 Westley Mildenhall: Reacted to "Videos of students e..." with 🗨️

03:29:17 Vashti Ward: Encouraging teachers to try one new strategy and not continue with what is comfortable.

03:29:17 Melinda Knapp: Reacted to "Videos of students e..." with 🗨️

03:29:56 Labonnie Smith: Facilitate a data (qualitative and quantitative) walk with coaches to craft a SAMRT goal for Term 1. Data Sources: Surveys & Questionnaires

03:30:08 Ilana Rashba: Reacted to "Facilitate a data (q..." with 🗨️

03:30:14 Labonnie Smith: CORRECTION - Facilitate a data (qualitative and quantitative) walk with coaches to craft a SMART goal for Term 1. Data Sources: Surveys & Questionnaires

03:30:22 Ilana Rashba: Reacted to "Encouraging teachers..." with 🗨️

03:30:30 Erin Toliver: Goal: broaden teacher understanding of what it means to do and be good at math.

Data: notes (and surveys) from coaching sessions, activity workshops, and community gatherings.

03:30:32 Doris Rodriguez: Reacted to "CORRECTION - Facilit..." with 🗨️

03:30:40 Colleen Wampler: Goal: Principal will see that we do not need to always separate the younger grades by ability. Data: Observations of problem solving in the classroom

03:30:42 Molly Stern: A near term goal: To develop a common vision of inquiry-based mathematics instruction that teachers feel ownership of and invested in. Data sources: discussions with teachers, noticings from classroom observations, maybe surveys...

03:31:18 Jamey Lovin: How long do you have??

03:31:19 Kelly Bartle: Excited to see the MCP - this is a great tool I can use in working with coaches and schools

03:31:20 Lianne Jones: Specific coaching moves that are particularly appropriate for your goal and audience

03:31:23 Lindsey Bickford: I really love the MCP!

03:31:31 Molly Stern: I loved the visual on the slide that showed organizing little goals into categories based on overall goals and thinking about the work that way.

03:31:31 Doris Rodriguez: I love the Coaching Practices! They help to focus my intention with coaching

03:31:36 Ilana Rashba: New/Refined Idea:coaching practices!!

03:31:42 Charve Drew: New: One practice at a time. This has helped me to not be overwhelmed. Also build relationships

03:31:48 Caroline Murphy: Ensuring that coaching centers on the problem of practice AND the mathematical contexts / concepts

03:31:50 Gail Saltveit: so appreciative of the entire process, but really appreciate "permission" just to focus on one of the practices

03:31:50 Emily Johns: Reflecting on some practices - I need to give more practice space to teachers when introducing new instructional strategies

03:31:52 Natasha Grey: The coaching practices are a great addition to my toolkit.

03:31:54 Amy Roehrig: MCP and application in different types of situations. Meeting the teachers where they are at.

03:31:57 Malika Gillette: Coaching isn't just one on one with a mentee but proactive coaching can be used in various situations

03:31:57 Colleen Wampler: Heard about a new strategy from my break-out room partner - great job, coach!

03:32:04 Westley Mildenhall: loved the idea that a short meeting with a principal can be part of a long-term goal

03:32:05 Eboney Mckinney: MCP and goal setting

03:32:37 Doris Rodriguez: Thank you so much!!

03:32:47 Colleen Wampler: Have more confidence to implement practices.
Thank you

03:32:48 Carin DeClute: Thank you!

03:33:07 Gail Saltveit: Thank you!

03:33:23 Vashti Ward: Thank you.

03:33:29 Colleen Carman: Thank you!

03:33:37 Colleen Carman: And thanks to my breakout room group!

03:33:40 Eboney Mckinney: Thanks 😊

03:33:45 Amy Roehrig: Thank you, this was very beneficial!!

03:34:02 Chris Lin: Thank you! This was helpful and had a wonderful conversation with @Dewey

03:34:07 Erin Toliver: Reacted to "And thanks to my bre..." with ❤️
03:34:10 Vashti Ward: Are you planning on doing this training again?
03:34:27 Suzanne Abdelrahim: Thank you!
03:34:29 Jamey Lovin: Thank you
03:34:34 Ilana Rashba: Thank you!!!
03:34:35 Melinda Knapp: Reacted to "Are you planning on ..." with 🗨️
03:34:45 Natasha Grey: Thank you!
03:34:48 Charve Drew: This was awesome.
03:34:52 Lisa Smith: Thank you so much! This unfolded beautifully.
03:34:53 Caroline Murphy: Thank you!
03:34:55 Elizabeth Hawkins: Thank you!
03:34:57 Molly Stern: Thanks so much for the book and for this workshop!!
03:35:02 Dawn Barson: Thank You!
03:35:03 Libby Roesch: <https://www.surveymonkey.com/r/PVDGWL2>
03:35:06 Labonnie Smith: Thank you! This was an awesome workshop!
03:35:11 Courtney Baker: cbaker@gmu.edu
03:35:11 Patricia Barrera: Thank you
03:35:24 Melinda Knapp: Melinda.knapp@osucascades.edu
03:35:25 Lindsey Haubert: Thank you!