

00:22:30 Libby Roesch: Let me know if you have any questions during the session that I can help with!

00:26:01 Libby Roesch - NCTM: https://docs.google.com/spreadsheets/d/1K0w0U8Qjsscj_6ntrnVUpk_Bb7BCo4fR62-vxe4M1lY/edit#gid=0

00:28:07 Libby Roesch - NCTM: Padlet link - <https://padlet.com/knappme/tell-us-what-you-tried-related-to-the-proactive-coaching-fra-yduu21c0973psn16>

00:29:24 Ingrid Rockhead: I can share

00:31:58 Melinda Knapp: I love this reflection....

00:32:19 Kenya Lawrence: Kudos!!

00:32:28 Libby Roesch - NCTM: Snaps! Thank you for sharing!

00:32:39 Michelle karwowski: Thanks for sharing this!

00:33:00 Rachel Benoff: Reacted to "I can share" with ❤️

00:33:27 Alisa Hamilton: I can share too

00:34:09 Rachel Benoff: Yes! I have the same question!

00:34:10 Michelle karwowski: that is such a great question!

00:34:18 Melinda Knapp: Great question for us all to consider.

00:34:30 Kenya Lawrence: Using data they chose for collection

00:34:38 Libby Roesch - NCTM: Reacted to "that is such a great..." with 🙌

00:34:48 Ingrid Rockhead: Thank you

00:35:16 Libby Roesch - NCTM: Everyone should have it!

00:37:30 Michelle karwowski: also I feel like a lot of modeling happens within co-teaching

00:37:30 Alisa Hamilton: I wonder why more people MODEL instruction regularly? Is this a more common practice?

00:37:40 Libby Roesch - NCTM: Reacted to "also I feel like a l..." with 🙌

00:37:49 Kenya Lawrence: Sometimes it's what's easier. Sometimes it's sequential

00:38:10 Rachel Benoff: Modeling is more typical of a traditional "coach" relationship.

00:38:13 Brenda Geier: I wonder if the reason people model more is because it takes less planning time than coteaching.

00:38:14 Elizabeth She/Her: It makes me think that modeling is considered more traditional for coaches, but definitely in the "teach like I teach" way, not like the book defines it.

00:38:16 Patrice Woods: to be clear, modeling should happen in tandem with co-planning, correct?

00:38:27 Elizabeth She/Her: Reacted to "I wonder if the re..." with 🙌

00:38:40 Libby Roesch - NCTM: Reacted to "It makes me think th..." with 🙌

00:38:51 Michelle Fitzenreider: I'm wondering if anyone is feeling like I do about the co-teaching requiring far more planning and cooperation than modeling might. It's also a more passive role for the classroom teacher.

00:39:03 Libby Roesch - NCTM: Reacted to "I'm wondering if any..." with 🙌

00:39:20 Elizabeth She/Her: Reacted to "I'm wondering if a..." with 🙌


00:39:48 Courtney Baker: Michelle- this is a great wonder we can talk about

later this evening!

00:39:48 Libby Roesch - NCTM: Breakout group jamboard -
https://jamboard.google.com/d/14_Qbh5YjpV3z9MKzHBZe-XKRn6clBXy0lPIb_R69TaI/edit?usp=sharing


00:55:05 Rachel Benoff: In room 6, question 2... The time needed to thoughtfully co-plan and anticipate responses can be hard to come by.

00:55:11 Alisa Hamilton: The time it takes to be intentional/reflective about a teacher individual needs is well spent.

00:55:19 Libby Roesch - NCTM: Reacted to "The time it takes to..." with 

00:55:20 Michelle karwowski: we were thinking what would kamala do if Mr. Singh thought the book was too much at once.

00:55:21 Melinda Knapp: Yes!

00:55:36 Libby Roesch - NCTM: Reacted to "In room 6, question ..." with 

00:55:39 Kenya Lawrence: Chunk information that we give as resources

00:56:50 Peterson Laurie: One takeaway is being mindful of balancing the role of a coach without overstepping. So, for Kamala balancing her role as a classroom teacher, but also a collaborative partner with the coach

00:56:53 Edmond Lau: Can Mr. Singh saying anything bad? Many administrators have reservation on changes, so as many teachers, right?

00:57:10 Libby Roesch - NCTM: Reacted to "One takeaway is bein..." with 

00:57:19 Elizabeth She/Her: I appreciated the acknowledgement of the difficulty of her role

00:57:25 Libby Roesch - NCTM: Reacted to "I appreciated the ak..." with 

00:58:49 Dana Williams: You have to fill the cup first so start with positives to build the relationships

00:59:08 Peterson Laurie: Reacted to "You have to fill the..." with 

00:59:18 Libby Roesch - NCTM: Reacted to "You have to fill the..." with 

00:59:43 Courtney Baker: Number talk


00:59:53 Courtney Baker: How to use manipulative

01:00:08 Courtney Baker: What other ways have you engaged in modeling?

01:00:49 Michelle karwowski: modeled through Rehearsal of how to question and choose student work

01:01:25 Melinda Knapp: Reacted to "modeled through Rehe..." with 

01:02:17 Rachel Benoff: I feel like a new take away for me is the explicitness of the definition in the first bullet. I don't think I've ever framed it for teachers that way. Like... "I'm going to be modeling ____ pedagogical approach." Seems so obvious now, but I never thought about it that way.

01:02:31 Libby Roesch - NCTM: Reacted to "I feel like a new ta..." with 

01:03:20 Ingrid Rockhead: It could look like an expert showing how its done or the coach being sent in to fix someone...

01:03:41 Melinda Knapp: Yes, your positioning is important.

01:03:50 Ingrid Rockhead: It could be a coach or a teacher showing strategies in a PLC so that colleagues are more prepared

01:04:17 Elizabeth She/Her: I model with teachers who are much more experienced than me and it often leads to the most learning for both of us

01:04:25 Rachel Benoff: Reacted to "I model with teacher..." with ❤️

01:04:26 Alisa Hamilton: Someone mentioned it earlier but: How do we make sure modeling doesn't put the teacher in a passive position. In how to we make that more meaningful.

01:04:39 Libby Roesch - NCTM: Reacted to "I model with teacher..." with 🙌

01:04:42 Ingrid Rockhead: Thats the way it should be!

01:04:46 Ingrid Rockhead: Respectful

01:05:01 Melinda Knapp: Reacted to "Someone mentioned it..." with 🙌

01:05:02 Kenya Lawrence: We plan together, then I model it. Sharing the prethinking together

01:05:10 Alisa Hamilton: Reacted to "We plan together, th..." with ❤️

01:05:16 Edmond Lau: Cortney and Melinda, do you have any YouTube videos that you consider some typical, good modeling practices? I hope that our discussion can be more "down-to-earth".

01:06:04 Ingrid Rockhead: The coach has to be empathetic and put their ego aside so that the teacher can always be perceived by their students as being capable!

01:07:22 Lois Greene: As a coach, one must be mindful about the approach used, ensuring that the teacher is not merely the observer because it can be a defeating challenge for the teacher.

01:07:27 Gabriela Dumitrascu: What do you think about each of stakeholders answer the guiding questions of the framework?

01:07:39 Melinda Knapp: Reacted to "What do you think ab..." with 🙌

01:10:21 Lois Greene: Is there a pdf version of the coaching framework?

01:11:01 Edmond Lau: Can you share some common mistakes in goal setting? (More concrete examples/cases, the better)

01:13:19 Melinda Knapp: A specific coaching goal might be to increase high level tasks in a school. But there would be different teacher learning goals around that. In other words words....what does the teacher need to lean to increase high level tasks in the school?

01:14:08 Ingrid Rockhead: Yes, I agree about the MTPs and its usefulness in focusing the work

01:14:16 Melinda Knapp: Reacted to "Yes, I agree about t..." with 🙌

01:14:26 Libby Roesch - NCTM: Reacted to "Yes, I agree about t..." with 🙌

01:14:45 Edmond Lau: Thanks, Melinda. How do you evaluate that it is a good/right goal?

01:17:02 Rachel Benoff: Need more than a few minutes to answer this question 😊

01:17:39 Ingrid Rockhead: I want answers to these questions!!

01:17:51 Ingrid Rockhead: 😊

01:18:32 Kenya Lawrence: I wonder if using a graphic organizer like a y-chart in which we focus on what you see, hear, feel then eventually move towards indicators but focusing only what you see now vs. What do you want to see next.

01:18:47 Ingrid Rockhead: Good point.

01:19:01 Ingrid Rockhead: Should my work be connected to test scores?

01:19:07 Courtney Baker: Reacted to "I wonder if using a ..." with ❤️

01:19:45 Alisa Hamilton: for progress: Most of mine is observational. Is there examples of changed mindsets, either in debrief/discussions

01:19:55 Edmond Lau: Courtney and Melinda, in the book, you talk about the purpose of your book is about "to increase equitable and effective mathematics learning environments." Isn't the progress is about the learning environment? In your view, what is included in learning environment?

01:20:44 Melinda Knapp: The learning environment is key. I wonder how you might use modeling with a teacher to support that sort of change.

01:22:16 Ingrid Rockhead: Ok, thank you. I will try!

01:22:46 Dana Williams: Ill Be There!!!

01:22:59 Edmond Lau: Thanks, Melinda. Not sure if my question got answered though.

01:23:35 Melinda Knapp: Reacted to "Thanks, Melinda. Not..." with 🗨️

01:23:49 Edmond Lau: Can you show use where the pallet it?

01:23:52 Edmond Lau: Is?

01:23:56 Lois Greene: Is there a pdf of the framework

01:23:59 Melinda Knapp:
<https://padlet.com/knappme/tell-us-what-you-tried-related-to-the-proactive-coaching-fra-yduu21c0973psn16>

01:24:03 Edmond Lau: Thanks.

01:24:15 Libby Roesch - NCTM: I will also include links in a follow up email tomorrow! Presentation, padlet, jamboard

01:24:16 Alisa Hamilton: Thank you I missed the padlet link earlier

01:24:43 Rachel Benoff: Thank you!