Module 5
Participant Guide

Focus on Sustaining Change

Section 2

Connecticut Core Standards for Mathematics

Grades K–5

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education and the RESC Alliance. The development team would like to specifically thank Ellen Cohn, Charlene Tate Nichols, and Jennifer Webb from the Connecticut State Department of Education; Leslie Abbatiello from ACES; and Robb Geier, Elizabeth O'Toole, and Cheryl Liebling from Public Consulting Group.

The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

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Section 2

Section 2: Modes of Support

Modes of Support

***Instructions**:* When directed, read the following descriptions of possible modes of support that can be used with teachers. Then, use the information here to create a poster that describes your assigned mode of support and how the use of that mode can benefit teachers' implementation of the CCS-Math.

Modeling: The coach offers to teach a demonstration CCS-Math lesson. The coach may target in the lesson an area that the teacher has identified as something he/she is struggling with, e.g., effectively getting a particular concept across to students, formative assessment practices, etc. The teacher is often assigned a focus for their observation of the modeled lesson. Sometimes other teachers at the same level will also be given the opportunity to observe the lesson. It is important to meet with teachers both before and after a demonstration lesson to discuss the various elements of the lesson and its impact on student learning.

Co-Teaching: This is a form of action research, where a teacher and the CCS-Math coach together investigate a question related to mathematics instruction. Exploring questions together is at the heart of co-teaching. Examples: "How can I help my students express their thinking more clearly in writing?", "What scaffolding can I provide to help students who are having difficulty solving these problems?" (Felux & Snowdy, 2006). The coach and teacher present the lesson together, switching off on the lead at various points. A pre-lesson conference and a post-lesson conference are essential to reap the benefits of this mode of support.

Co-Planning: The coach provides support for lesson creation. Each person brings ideas and suggestions to be considered for the lesson that may address the mathematical content, the use of a variety of teaching and problem-solving strategies, expectations for students, assessment strategies or ways in which the lesson might be extended or adapted to meet student needs. The co-planned lesson should be more effective than a lesson either person might have created individually.

Coaching Conversations: The coaching cycle can be presented as a three-phase process: *planning, data-gathering,* and *reflecting* (Bay-Williams, J., McGatha, M., 2014). Coaching conversations will occur in the *planning* and *reflecting* phases. In the p*lanning* phase, the coach's role is to support the teacher in effective CCS-Math lesson design. Through the coaching conversation in the *reflecting* phase, the questions asked by the coach support the teacher in reflecting on the lesson in critical ways. The coach and teacher will process the classroom experience and gain insights from sharing and analyzing the data gathered.

Analyzing Student Work: The coach and teacher make thoughtful decisions about next steps in teaching and the learning needs of their students based on evidence in student work–evidence that highlights student misconceptions and what the students do and do not know. The analysis should focus on both class and individual student needs. The coach may provide suggestions on constructive feedback that would move a student forward in his/her thinking.

Notes on the Modes of Support

***Instructions**:* Use the space below to record notes on each mode of support as they are presented by each small group.

Modeling
Co-Teaching
Co-Planning
Coaching Conversations
Analyzing Student Work