Partnersing with School Principals to Improve Mathematics Instruction

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Partnering with School Principals to Improve Mathematics Instruction

Session Description

This session is for those who partner with school principals to lead and improve their school's mathematics program. Strategies and perspectives collected from experienced mathematics coaches, teacher leaders, and principals are used as contexts for participants to examine their role to support, educate, and collaborate with their principals.
During the session we’ll:

• Find out about you
• Examine partnerships with principals
• Share advice and stories
• Consider what you might do back at school
Who are you?

• school-based coach (1 school)
• school-based coach (>1 school)
• district coach
• math supervisor
• principal
• other
Which best describes the approach that launched you into your coaching role?

• sink or swim
• unclear expectations but supported
• clear expectations, guidance, and support
Which word best describes where you are, so far, in your coaching journey?

- novice
- intermediate
- advanced
- expert
Why are you here?

- I need some advice!!!
- I have some advice!!!
- I am curious about how others collaborate with their principals.
Top Challenges

- Managing time/priorities
- Keeping current
- Supporting professional growth for new and veteran teachers
- Developing positive school culture and supports
- Keeping positive/productive relationship with the principal
- Managing time/priorities
- Developing a support network
- Working with adult learners in professional development
- Advocating for students
- Navigating the coach role with no formal authority

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The Top Three...

- Supporting new teachers
- Supporting veteran teachers
- Keeping a positive and productive relationship with the principal

Cheryl Brady

School-Based Staff Developers in High-Poverty Schools: A Report to the Kauffman Foundation.
Improved math teaching and learning

Support

Focus

Nudge

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Equip, empower, and expect all staff to improve instruction.

Institute for Research and Reform in Education
Coaches:
What do you do to support your principal in being an informed and involved instructional leader for math in your school?

Principals:
What support do you need from your math coach to be the informed and involved instructional leader for math in your school?
Colleagues say . . .

- Know your principal.
- Focus the work.
- Be proactive.
- Meet regularly.
- Leave residue.
- Be a resource.
- Use data.
- Share successes.
Know your principal.

Find out what’s important.
Principal Responsibilities

- student achievement, budget, personnel, interactions with external groups.

Coach Responsibilities

- relationships with colleagues and students, instructional improvement, student learning

How do you build a relationship that taps into resources that help to meet each person’s responsibilities?

Principal Resources

- formal authority and responsibility, fiscal resources, schedule, information, accessibility

Coach Resources

- teaching expertise, knowledge of the content and curriculum, connections with peers
Focus the work on what can improve teaching and student learning.
Be proactive.

Your job is to keep mathematics on the radar screen.
Meet regularly with your principal.

Be articulate . . . and prepared.
What did I see that’s going well?

What trends or patterns do I see?

What progress are we making on identified goals?

What adjustments do we need to make?
Document what you do.

Leave residue to show where you’ve been . . . and where you’re going.
Be a resource support for your principal.
Share the wealth of information about the successes in your school.
Use data to inform your work and support plans you want to implement.
Share the wealth of information about the successes in your school.
Mathematics education leaders must be able to ensure a better future for every student . . . through initiating adult actions focused on improved student achievement.

PRIME Leadership Framework
NCSM
Keep this list . . .

- Know your principal.
- Be proactive.
- Focus the work.
- Meet regularly.
- Leave residue.
- Be a resource.
- Use data.
- Share successes.
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