

Partnering 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

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

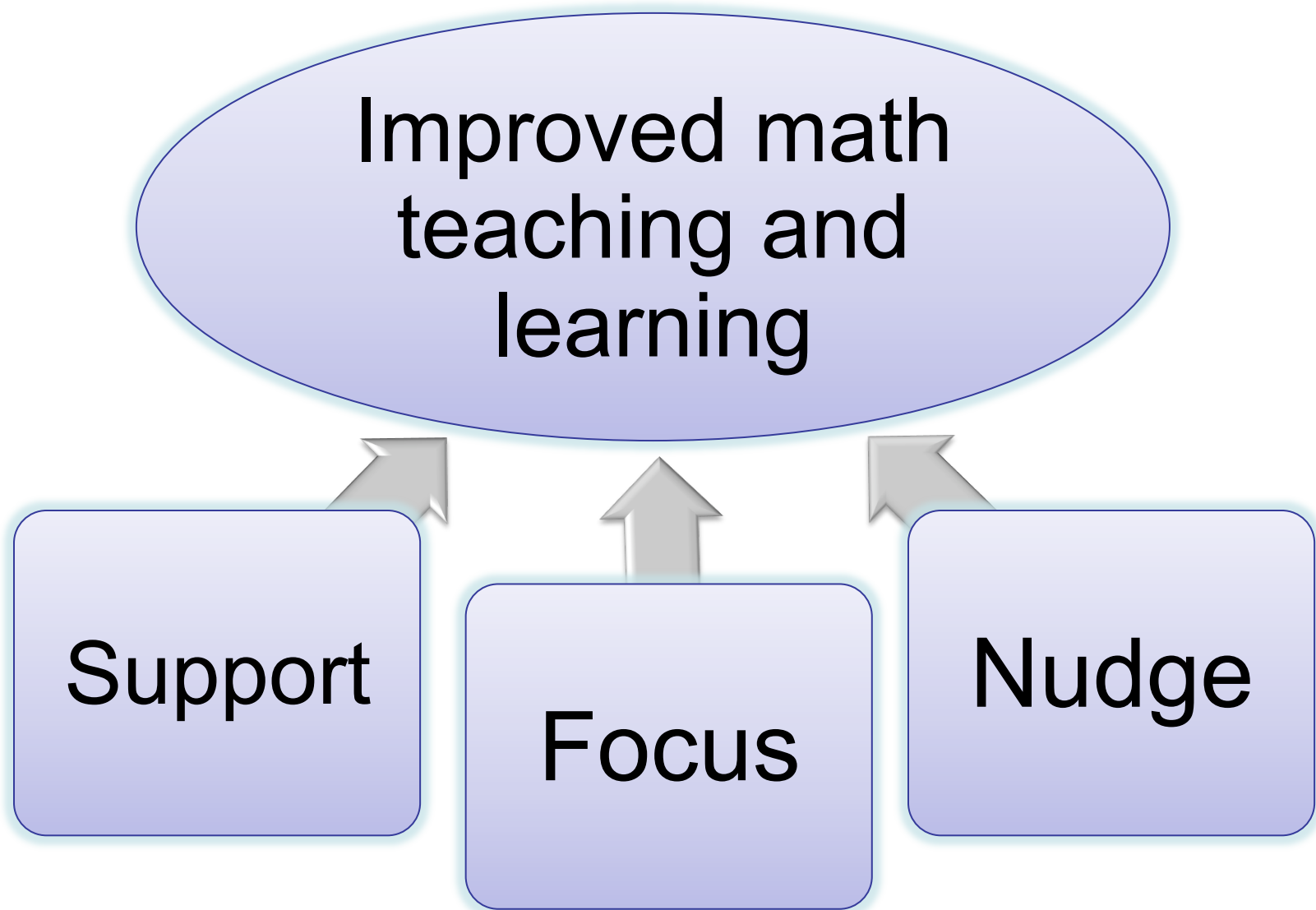
Navigating the coach role with no formal authority

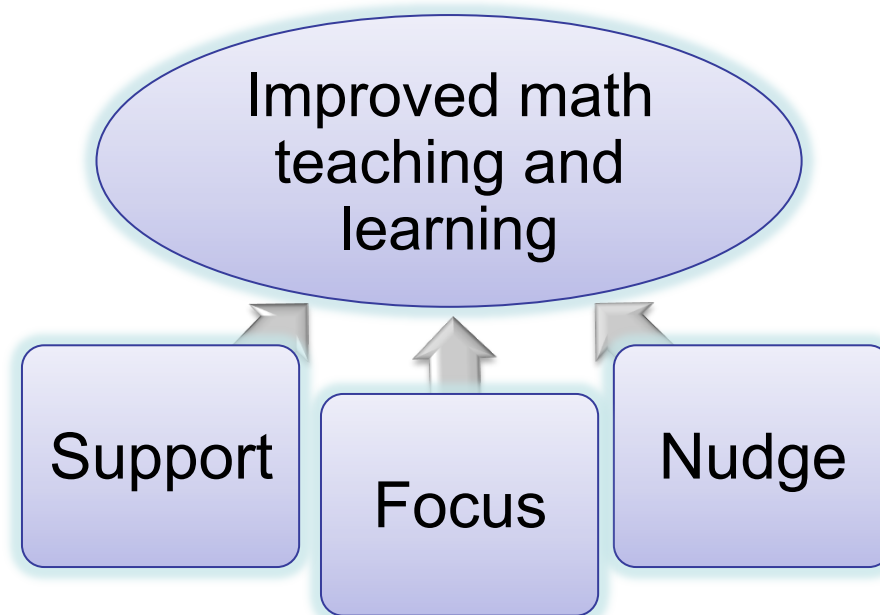
The Top Three. . .

- 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.*





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?

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

teaching expertise,
knowledge of the content
and curriculum, connections
with peers

Principal Resources

Coach Resources

**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.**

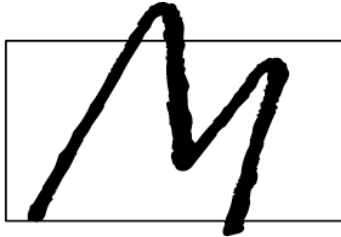
**Share the wealth of
information about the
successes in your school.**

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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