

Designing a Job-Embedded Professional Learning Series That Supports a Growth Mindset of All Stakeholders

Presented by:

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&

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Atlanta Public Schools

Stephanie Reddick

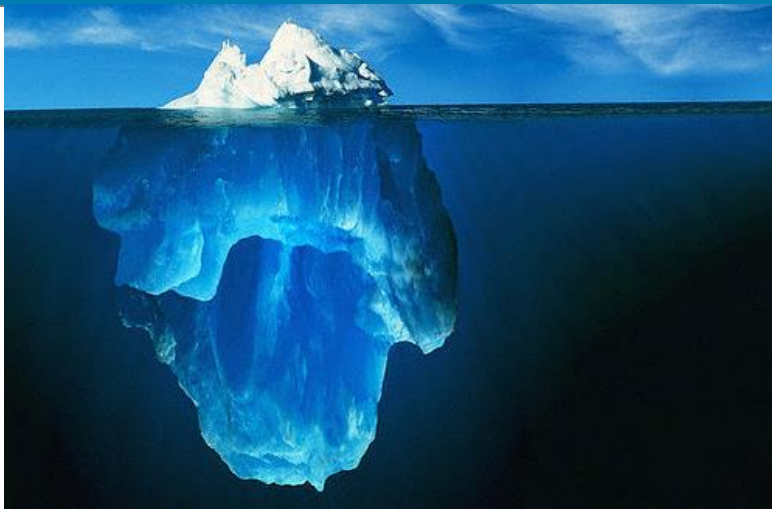
K-5 Mathematics Coordinator

Learned Something
New?

Heard Something
Curious?



@ReddHotMath
@Math_Solutions or
@clakars



A Deep Dive into the Barriers to Effective Mathematics Instruction in APS

Contending Factors for Change

Personal Experience



Contending Factors for Change

Student Achievement Data & the Standards

Personal Experience



Contending Factors for Change

Student Achievement Data & the Standards

Value Add Teacher Data & Teachers'
Beliefs
Personal Experience



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Transitioning Leadership



Contending Factors for Change

Student Achievement Data & the Standards

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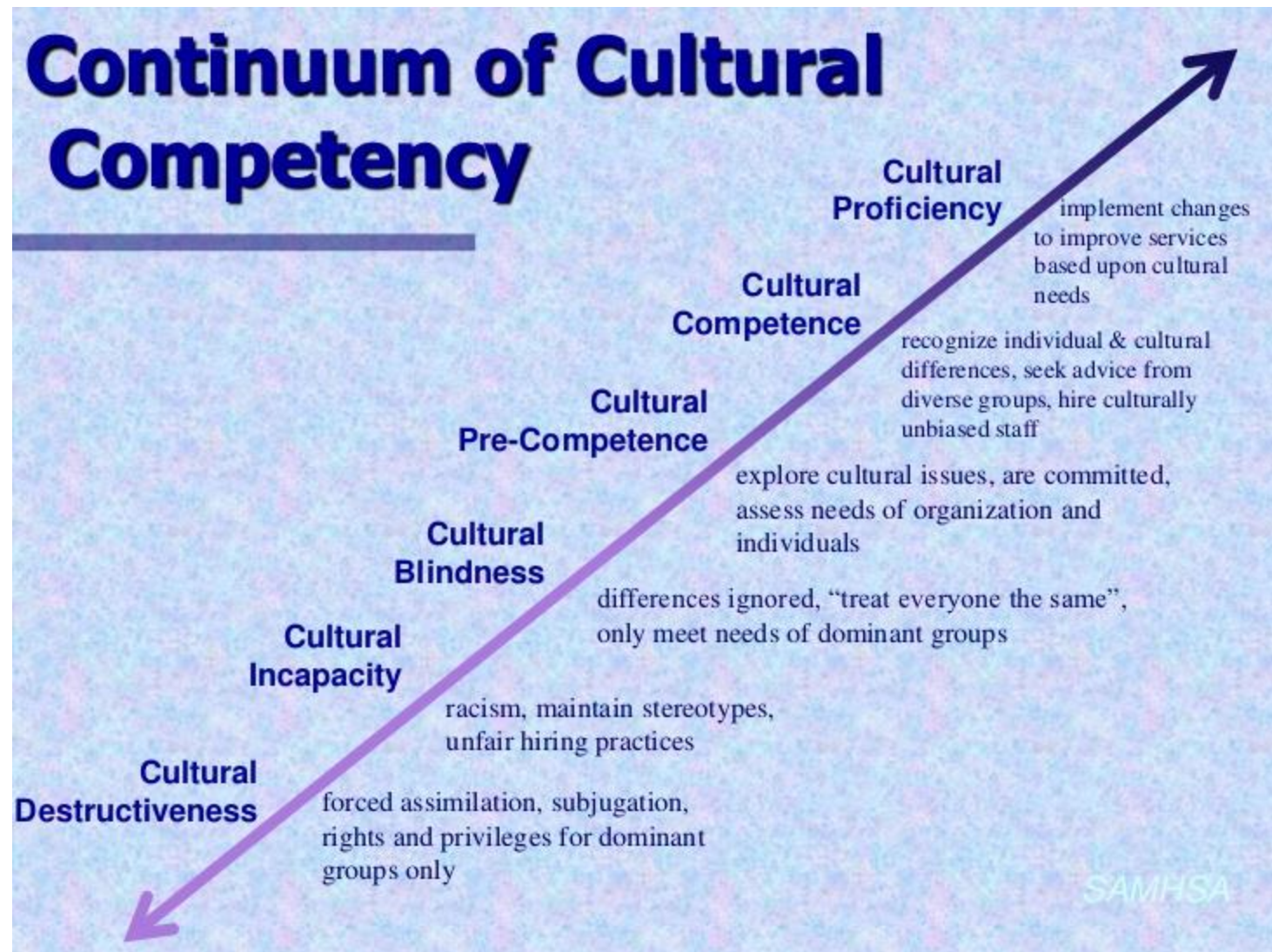
Personal Experience

Parents & Politics

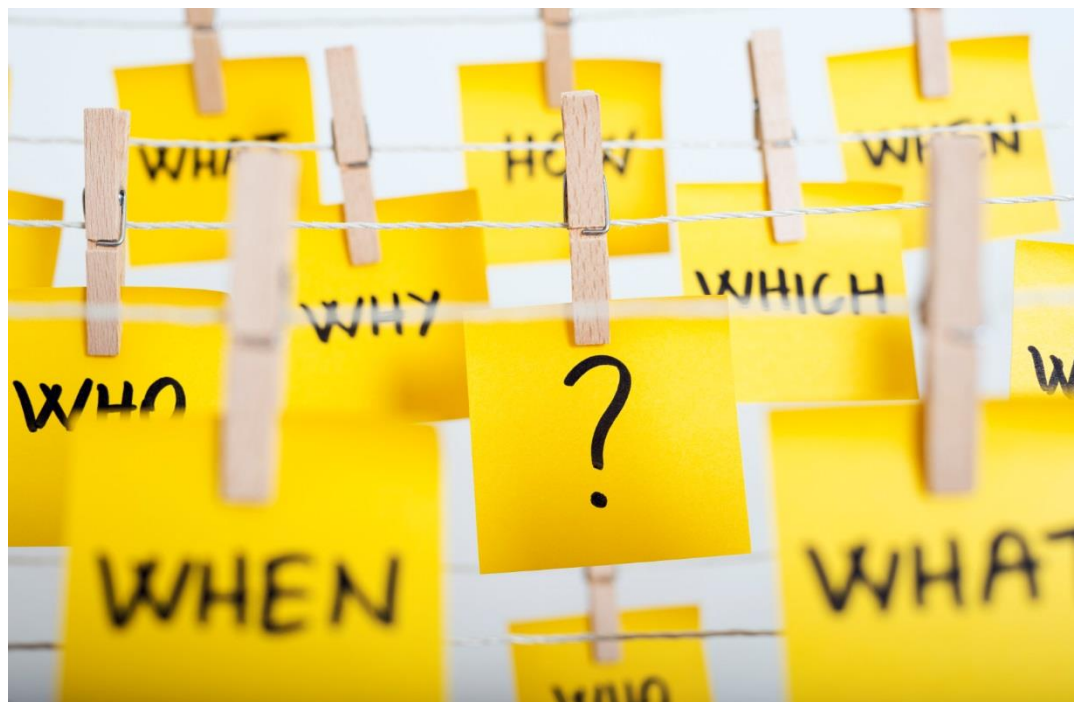
Transitioning Leadership



The Necessity for a Pervasive Growth Mindset



A Plan for Action: Asking the Questions



1. What is my vision for district-wide support?
2. What data needs to be triangulated to inform my plan?
3. What support will stakeholders be open to receiving?
4. How will I provide support?
5. What is the timeline for support?
6. How will I know if it works?

A Call to Action: Answering the Questions

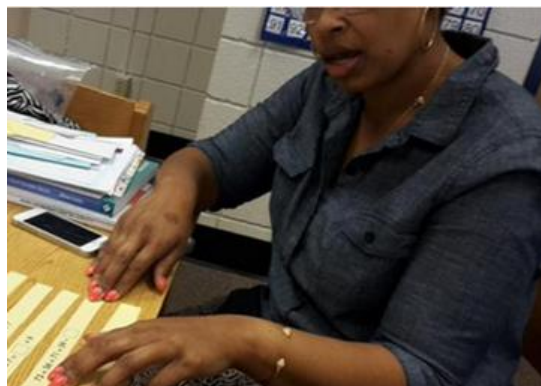


In Partnership



Coaches

Teachers



Parents

Multi-Year Comprehensive Plan

- Coaches

- Professional Learning
- Resources
- Side by side embedded coaching

Coaches

- Teachers

- Professional Learning
- Resources
- Model Lessons

Teachers

- Parents

- Interactive Presentation
- Parent Handbook

Parents

Coaches

- Professional Learning
 - Pedagogical
 - Math content
 - Coaching
 - Relationship building
 - Productive discourse
 - Asking powerful questions

Growth vs. Fixed

People with a growth mindset:

- Embrace challenges
- Keep trying to solve problems
- See effort as the path for mastery
- Learn from mistakes

People with a fixed mindset:

- Avoid challenges
- Give up easily
- See efforts as pointless
- Ignore useful or negative feedback

Teachers

- Professional Learning
 - Summer Foundational Learning
 - Mathematical Practices
 - Number and Operations
 - School-year Learning
 - Quarterly $\frac{1}{2}$ day PL targeting upcoming priority standards
 - Model Lessons in their buildings

Parents

- Back to School Math Parent Meeting
 - Interactive presentation
 - change in standards
 - discourse
 - reasoning
 - homework support



Partnering with APS to meet their needs:






- Math Solutions reviewed upcoming pacing guide and standards per grade level to target the interactive math content for quarterly PL
 - Each session revisited:
 - Discourse, Math Practices, Writing support

Results

- Summer Teacher Participation:

100% of participants agreed/strongly agreed that the course helped strengthen their math content knowledge in ways that will support their work in the classroom.

This course helped me strengthen my math content knowledge in ways that support my work.

Response	Frequency	Percent	Mean: 2.82
Strongly Agree	300	81.97	
Agree	65	17.76	
Disagree	1	0.27	
Strng Disagree	0	0.00	
Missing	0	0.00	

School Job Embedded Coaching



APS K-5 Math @APSK5Math · Sep 10

Towns' teachers unpack the Standards for Mathematical Practice during their #ModeledLessons pre-brief. @apsupdate



APS K-5 Math @APSK5Math · Sep 16

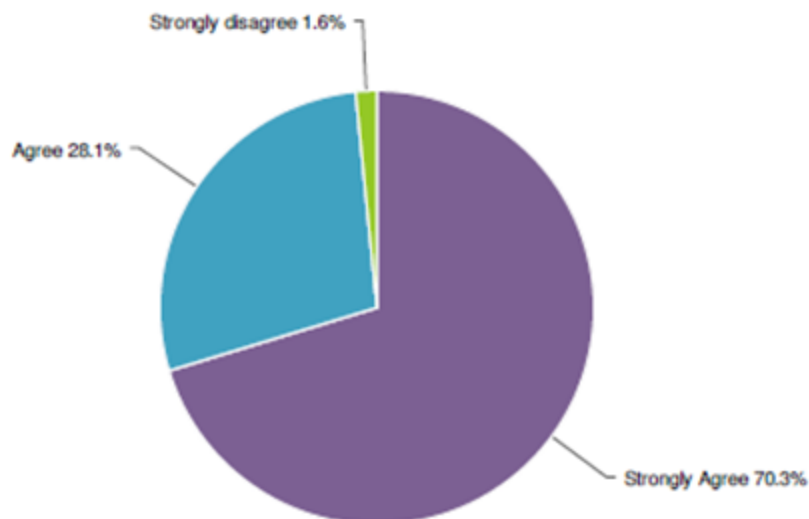
Finch teachers and coach pre-brief their #ModeledLessons & discover the power of strategy in math games. @apsupdate



Evaluations

- Teachers were asked how the model lessons impacted their ability to increase student learning:

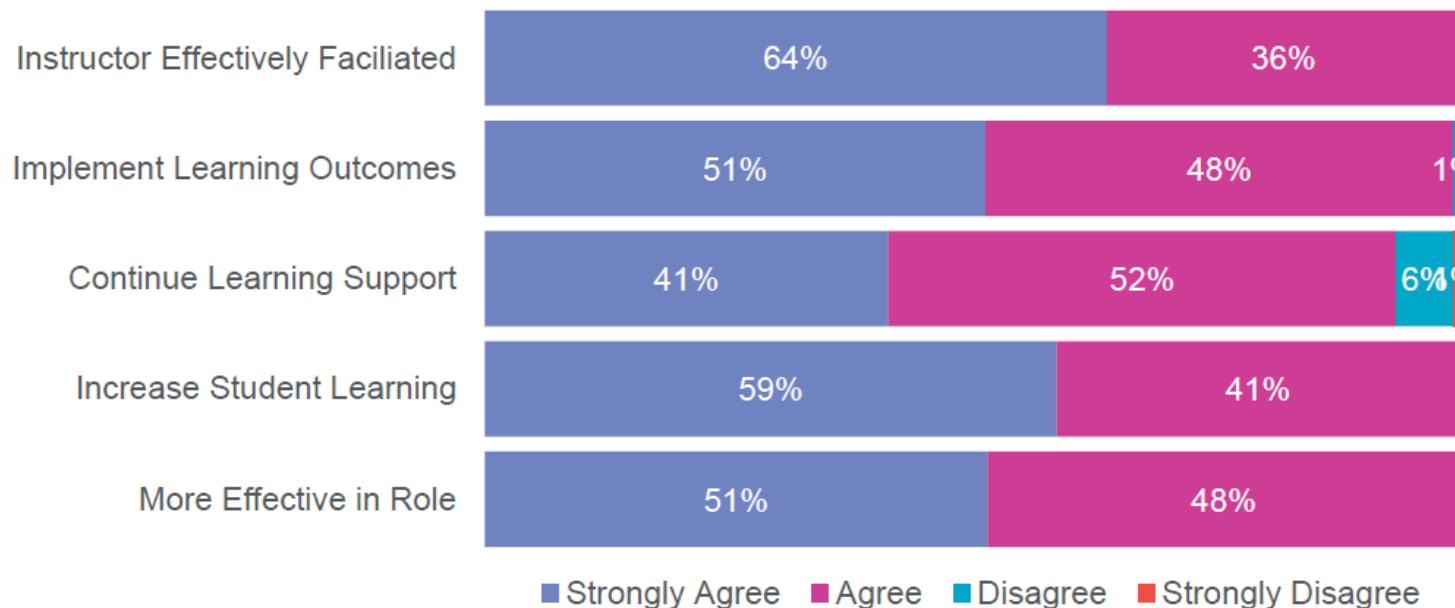
6. I can use what I learned from this session to increase student learning.



Quarterly Evaluations:

Atlanta Public Schools

Responses to Five Key Metrics
Total number of responses: (290,290,290,290,290)



Questions & Comments:





Contact & Support



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