

Presenters: Sandra Coulson
Diane Reynolds



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NCSM

Engaging Leadership: Supporting Mathematics Instruction



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Outcomes

- Learn about districts' journeys
- Explore an observation tool
- Consider who is “driving” in the classroom

Who's Driving?

- T-TESS
- Process and Practice Standards

Student Centered Classroom

Let's make sure that students play an active role in every trip they take and that they're not just along for the ride.

---Cathy Seeley

Faster Isn't Smarter, Message 44

Instructional Practices Inventory

- Learning Environment
- Reasoning and Sense-Making
- Focus and Coherence
- Formative Assessment

Pattern Blocks in My Pocket

- 18 vertices
 - What pattern blocks could be in my pocket?
1. Think to yourself.
 2. Work in pairs or triads to respond to the question.
 3. Record your thinking using words, pictures and numbers.

Turn and Talk

With a partner:

Check in with the Instructional Practices Inventory. Which indicators were part of this math experience so far? Mark them in some way.

Share

The “Big Reveal”

Processing

Look at the IPI:

- Who is doing the driving and what is the evidence?
- As you consider using the Instructional Practices Inventory, brainstorm how this tool can impact a culture of learning for leaders, coaches, teachers, and students.

Other Journeys

Outcomes

- Learn about districts' journeys
- Explore an observation tool
- Consider who is “driving” in the classroom

Who's Driving?

We need every student to pay attention, not just to the teacher, but to the mathematics they are working with. It's time for students to start driving their own learning.

---Cathy Seeley

Faster Isn't Smarter 2nd edition, Cathy Seeley. Math Solutions 2015.

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Session 1306

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