

Leading the Charge: Administrators fostering Student and Teacher Agency and Intellectual Authority

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(MEC)

www.mec-math.org

This Works!

The Reformed Teaching Observation Protocol
(RTOP) data

<http://www.mec-math.org/mec-msp-evaluation-results/>

MEC's Model: Preparing Teachers and A Next Generation of Mathematics Teacher Leaders

- Teachers learning mathematics – a series of 4-day mathematics content workshops on unifying themes of the CCSS-math with accompanying Presenters' Guides
- School year follow-up through monthly teaching/learning webinars and twice annual Studio Days
- Time to change their classroom practice before taking on leadership roles
- Mentorship
- Partnering to offer content workshops to other teachers and administrators throughout Washington State

Providing Parents and Community Members Opportunities to Learn

- Number Talks at Back to School Nights and School Board meetings
- Community Math Nights: Making the message explicit
 - Is practice still valued?
 - How can I help my child with math at home?

Model Being A Learner: An email from a principal to his staff

Colleagues,

Per Ruth Parker's suggestion, I found the following 7-minute video from Phil Daro on Grain Size as related to the best way to break up mathematical learning so as to make the most of meaning.

<http://vimeo.com/79909978>

In the video, Daro mentions that mathematics is simplest at the right grain size: stands are too big and vague, and lessons are too small, creating scattered or fragmented understanding. He goes on to say that units, or chapters, are about the right size.

As a principal, I am often harping on you all to be posting lesson objectives so that you, I and students are clear about the intended learning. What I am understanding is that each lesson within a chapter or unit has the same objectives...the chapter objectives.

Ruth also coached me how to ask a different question when I walk into classrooms. Rather than ask a student what they are learning today (think fragmented lesson objectives) it is better to ask “What are you trying to figure out right now?” At any given moment in time, if the mathematics is significant enough, students might be trying to figure different things out. A question like this provides the opportunity for students to relate their learning from many different perspectives as each student might be figuring out something different, all in relation to the overall chapter objectives.

With unit objectives at the appropriate grain size, student learning, understanding and communication to me will likely sound much more articulate (so says Daro).

I encourage you to take a look at the video and welcome further conversations about this and whatever else you've been learning through the MEC/MSP project.

Regards,

Dusty Steere