

2009-10 Math GAINS Updates and Overview

Fields Institute
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	Awareness & Understanding	Skill Development	Application & Problem Solving
Theory	85%	15%	5-10%
Modelling	85%	18%	5-10%
Practice	85%	80%	10-15%
Coaching, Study Teams, Peer Visits	90%	90%	80-90%

Student Achievement Through Staff Development, 3rd Edition – Joyce & Showers (2002)

2008-09 Coaching For Math GAINS

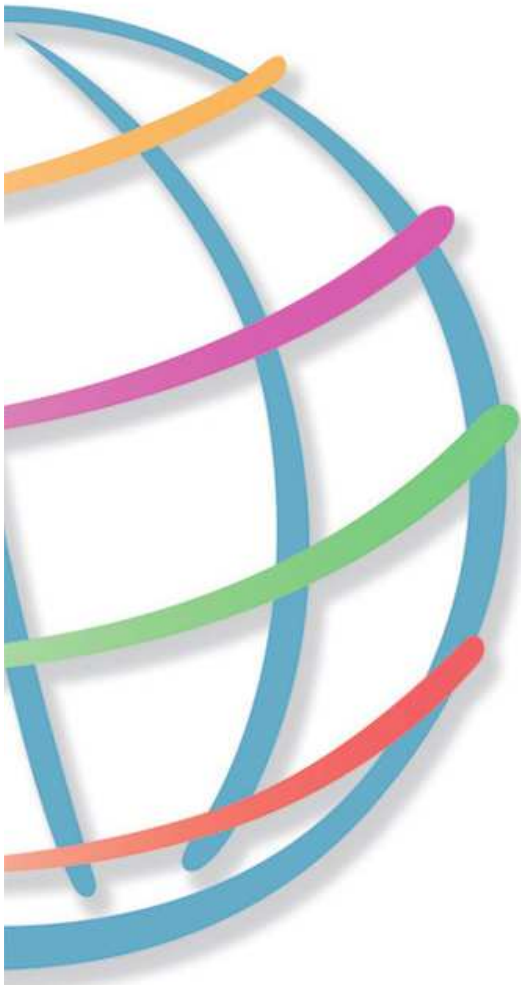
- \$7M investment
- Every board designed an Action Plan
- Ministry provided parameters
- Sensitive to local needs
- “what” versus “how”

2008-09 Coaching For Math GAINS

- Advisory Panel
- Regional Steering Committees
- Provincial coaches
- Coaching institutes
- Coaching wiki
- Ask-A-Coach
- OAME Coaches' Corner

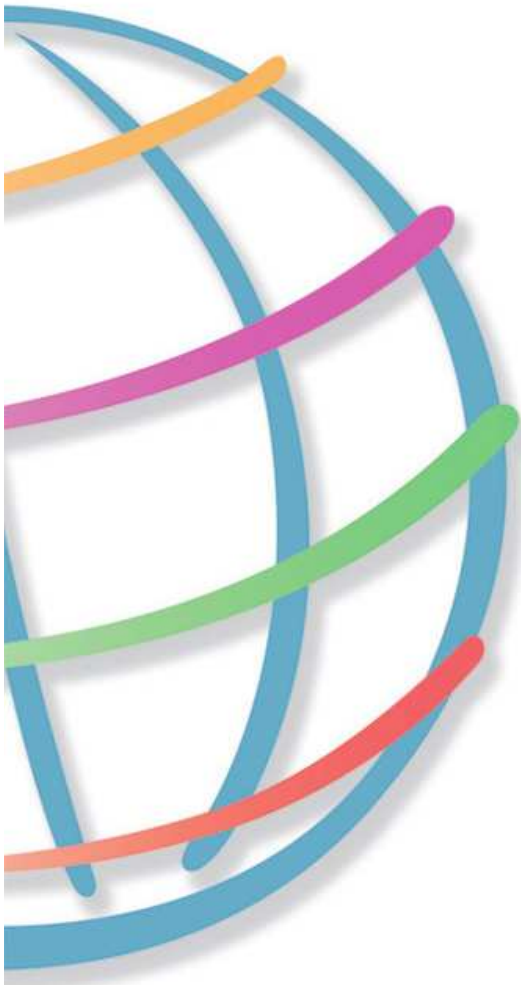
2008-09 Coaching For Math GAINS

- “Having Grade 7/8 Math Coach Enables All Students To Learn”
- “Burgeoning Uses for Coach in Grades 9 and 10”
- “Math Coach Active Across Grades 7 To 12”
- “Making Great GAINS Through Collaboration and Coaching”
- “Job-Embedded Professional Learning Shifts Practice”



2008-09 Coaching for Math GAINS

Survey Monkey Results



2008-09 Coaching for Math GAINS Survey Monkey

Participant Profile

Years of Experience

- There is diversity in years experience represented in each of the coach and coachee roles

Years Experience by Coach/Coachee Role

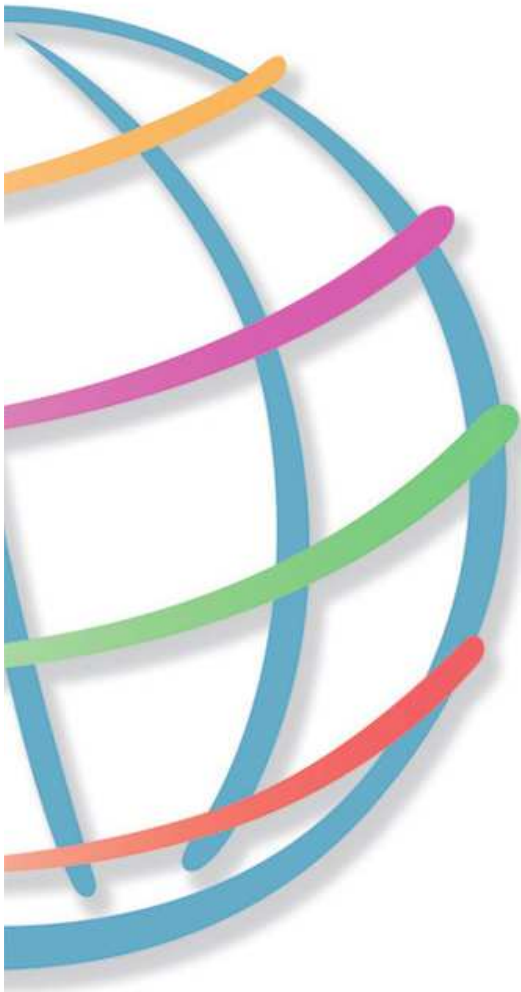
		Coach	Coachee	Total
Years experience teaching math	0-5 years	22	156	210
		16.9%	34.2%	
	6-15 years	72	213	345
		55.4%	46.7%	
	16-25 years	28	67	120
		21.5%	14.7%	
	26 or more years	8	20	41
		6.2%	4.4%	

Other Professional Development

- Generally, only 4 of 10 respondents, regardless of years of teaching experience, indicate that they are involved in other series of board-level professional learning activities

Coach/Coachee Positions

- Of respondents who identified their role as Coach, 68% were teachers and 20% were board consultants/coordinators.
- Of respondents who identified their role as Coachee, 97% were teachers.

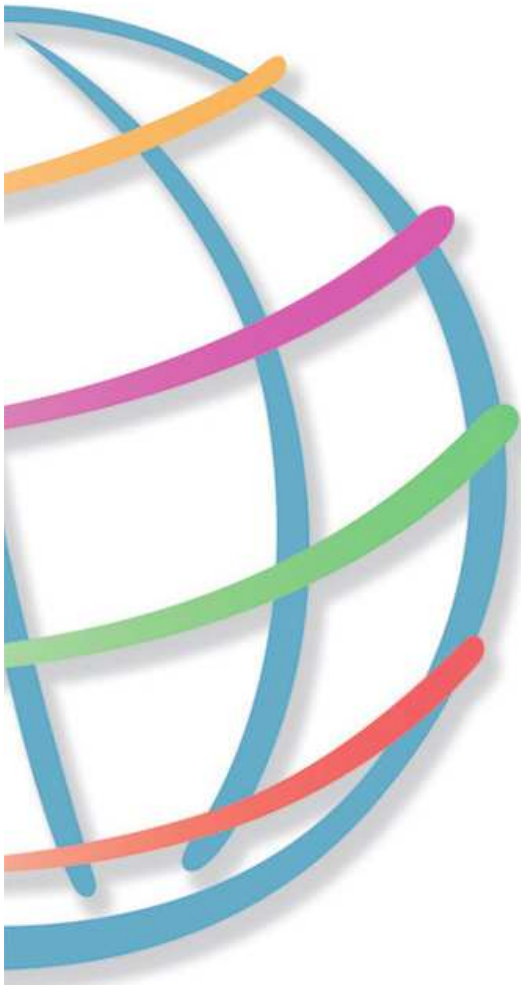


2008-09 Coaching for Math GAINS Survey Monkey

Project Profile

Math GAINS Activities/Strategies

- While activities/strategies varied across regions according to needs, provincially and regionally, the top 3 included:
 - Co-planning lessons, 64%
 - Effective uses of manipulatives and technologies, 65%
 - The role of questions in differentiating instruction, 53%
- Regionally there was no single area of focus. This reveals the complexity of the professional learning needs and opportunities.



2008-09 Coaching for Math GAINS Survey Monkey

Future Focus

Future Focus for Activities/Strategies

- Overall, the most popular area for focus in future Coaching for Math GAINS projects is *Differentiating instructions/coaching in mathematics (64%)*.

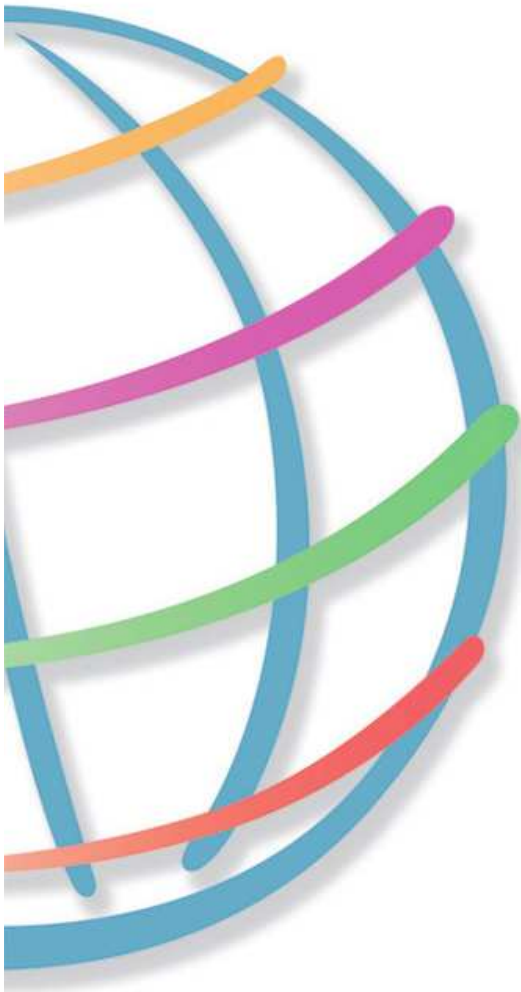
Desired areas for focus in future Coaching for Math GAINS projects by Region				
Mathematics content knowledge	Opportunities for sharing between elementary and secondary teachers	Differentiating instruction/coaching in mathematics	Questioning to expose and evoke thinking in mathematics	Increasing your repertoire of instructional or coaching strategies or interventions
35.1%	56.4%	64.2%	55.8%	55.9%

Agreement to do again!

- Across each of the *program types*, a large majority, 90 to 97%, of participants indicate that they would do a math initiative ‘like this’ again.

Level of Agree to doing a math initiative ‘like this’ again by program description

	One-to-one work	Many-to-one work	Many-to-one sessions with one-to-one work between sessions
Strongly Agree / Somewhat Agree	94.1%	90.2%	97.1%
Strongly Disagree / Somewhat Disagree	5.9%	9.8%	2.9%



2008-09 Coaching for Math GAINS Survey Monkey

Open-ended Responses

Pending



2009-10 Coaching for Math GAINS

Upcoming For This Year

Ministry Funding

- Board autonomy
- Ministry provided parameters
- Sensitive to local needs
- Voluntary participation
- Ministry supports

Two-day Coaching Coaches

- Burlington, Sudbury, London, Ottawa,
- September 15-16, 16-17, 21-22, 21-22
- Intended for new mathematics coaches
- Similar to last January's sessions, but incorporating some learnings from Lucy West's August content coaching session

Three-part PL Series

- Burlington, London, Ottawa, Sudbury
- Three 1-day sessions October to December
- Parallel learning goals and activities for teachers and system-level instructional leaders
- Using materials field-tested in Math CAMPPP and Summer Institutes plus new materials
- Offering a range of between-session opportunities to “view and discuss” and “do”

Three-part PL Series

- Sessions mirror the 3-part coaching cycle
 - Co-Planning
 - Co-Teaching
 - Co-Debriefing
- Differentiated by learner

In the Planning Stages

- PLMLC activities January-June 2010
- Regional steering team support and composition
- Process for boards to access provincial-level coaching support
- Facilitating board sharing of expertise

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- TIPS
- CLIPS
- Coaching for Math GAINS
- CPRM
- Supports for Ministry-Licensed Software
- Professional Learning Supports
- Video Library

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- Classroom Practice
 - EQAO Sample Questions
 - Summative Assessment Tasks
 - Family and Community Connections
 - Instructional Supports
 - Mathematical Processes
 - Technologies as Learning Tools
 - Teaching Tools and Strategies

Thank you.



Questions?

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