

On-Site Content and Instructional Coaching

Using the proven content-focused coaching model, a highly-skilled secondary mathematics consultant will work side-by-side with teachers on the instructional core-planning, co-teaching, assessing and refining lessons. The schedule of the day might involve any of the following options that are customized to meet the needs of individual schools:

- Planning and implementing lessons that focus on developing reasoning and discourse in mathematics;
- Analyzing and adapting curriculum materials and resources to meet the CCSS;
- Identifying, analyzing, and implementing performance/assessment tasks, and using the data to inform instruction;
- Analyzing student discourse and/or student work to provide effective feedback;
- Assessing student understanding and using this data to influence instructional choices;
- Developing teacher leaders and/or on-site coaches.

The coaching cycle includes: preconference planning session; in class co-teaching, and post-lesson debriefing session. Activities can also include department meetings and work with a principal, assistant principal, or department chair. All sessions are preceded with email communication and followed with summary emails outlining the work accomplished, next steps, concerns, recommendations, etc.

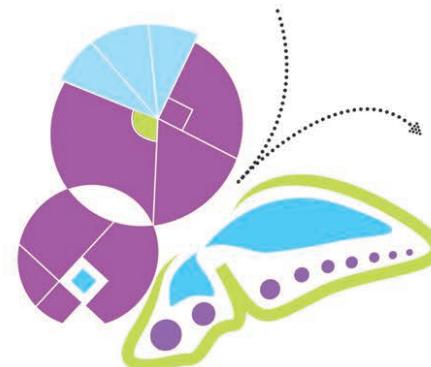
**The cost of on-site coaching is \$1,500 per full day. Schools are responsible for these costs.*

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TEACHING LEARNING COMMUNITIES

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The Expanded Success Initiative (ESI) New York City High Schools



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Transforming Teaching – Because Every Student Matters

The Expanded Success Initiative (ESI)

New York City High Schools

After-School Content & Pedagogical Institutes

► Algebra

Dates: **11/5/2012, 11/8/2012, 11/26/2012, 11/29/2012**

Time: **4:30 p.m.-6:30 p.m.**

Location: **Open Society (tentative)**

► Geometry

Dates: **2/25/2013, 2/28/2013, 3/4/2013, 3/7/2013**

Time: **4:30 p.m.-6:30 p.m.**

Location: **TBD**

These hands-on, minds-on, sessions will engage teachers in specific mathematics activities using pedagogical approaches that are designed to improve the success of HS students—specifically black and latino young men—in regaining confidence and developing both skill and conceptual understanding of Algebra and Geometry. Taught by successful, experienced, NYC teachers who are also teacher educators at NYU, these institutes focus on:

- Developing and deepening both content and pedagogical content knowledge;
- Cultivating teachers' capacity to focus lessons on "big ideas" and "underlying structures" of mathematics as required by the CCSS;
- Refining teachers' abilities to develop computational fluency and problem solving habits of mind in their students as required by the CCSS;
- Understanding the role of mathematical models in developing student thinking and writing.

In an exciting partnership with The Expanded Success Initiative (ESI), Metamorphosis is providing the following professional development opportunities for New York City High School teachers, coaches, and administrators:

Teaching Learning Communities (TLCs)

► TLC Launch - Laying The Foundation

Date: **10/12/2012**

Location: **Essex Street Academy High School (tentative)**

TLC Launch- Laying the Foundation: This session is designed to provide a simulated experience of the actual TLC process which happens in real-time in an ESI High School. A highly-skilled secondary mathematics consultant will facilitate a one-day session during which teachers and administrators will engage in the process used during the TLC: engage in and analyze a mathematics lesson, view video of mathematics teaching, and practice observing mathematics classes through a lens focused on evidence of student learning. In addition, people will use protocols to help them become adept at giving and receiving effective feedback intended to improve practice. All interested in participating in TLCs are expected to attend this Laying the Foundation session.

► TLCs

Dates & Location: To be determined at mutually convenient dates based on participants' collective needs.

Teachers will be divided into two groups—one group of ninth grade teachers and one of tenth grade teachers. Each group will meet four times during the year at a designated school and engage in study lessons. They will: do math together; plan a related lesson in a fishbowl format with a lead teacher and consultant taking the lead; watch the lesson enacted in a class; study student learning; debrief the lesson with the intention of refining the lesson, and then commit to teach the refined lesson as appropriate in their respective classrooms. Each group will meet four times to study the progression of students in the host teacher's class and the changes in practice needed to assist all students to succeed—especially black and Latino males.