

One County's Journey to Improve Mathematics Instruction at Scale



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Welcome

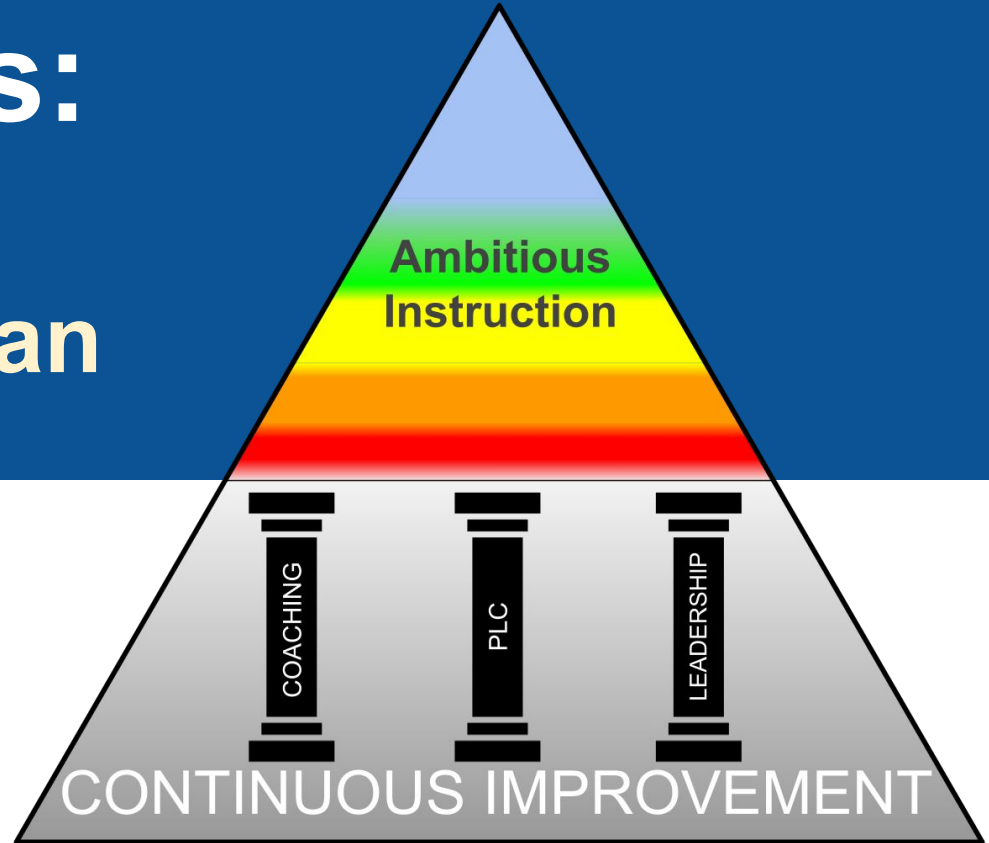
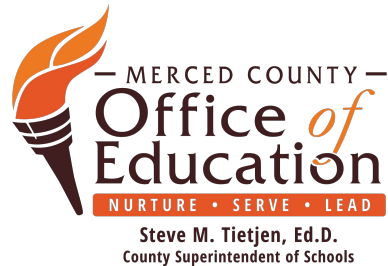


Sujie Shin

Deputy Executive Director,
California Collaborative for
Educational Excellence

- Recording & slides will be posted on [CCEE's website](#)
- Slides will be linked in the chat
- **Questions/Comments:** Please use the Q&A or “Raise Hand” features

Mathematics: Comprehensive Improvement Plan



Objectives

- Where we started?
- Where we are now?
- A quick overview of the Comprehensive Improvement Plan
- Digging deeper into 2 of the components of the CIP
- Next Steps

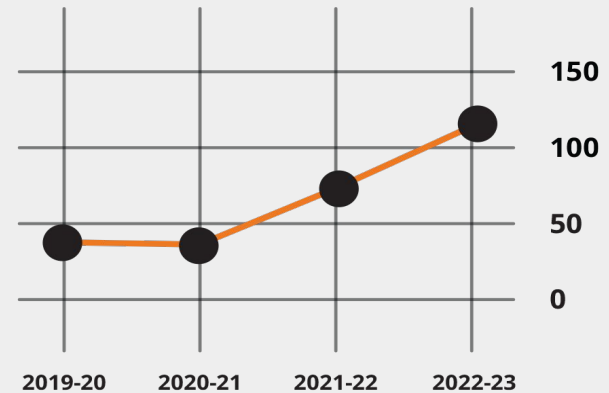


MCOE Continuous Improvement Program Growth

NUMBER OF CI CONTENT COORDINATORS

SCHOOL YEAR	State & Federal	STEAM, Science, Arts, Ed Tech	Literacy	Math
2019-20	1	2	2	2
2020-21	1	2	2	3
2021-22	1	3	2	4
2022-23	2	3	4	8

SCHOOL AND PROGRAMS SERVED



The problem with improving at scale...



What are we aiming for?

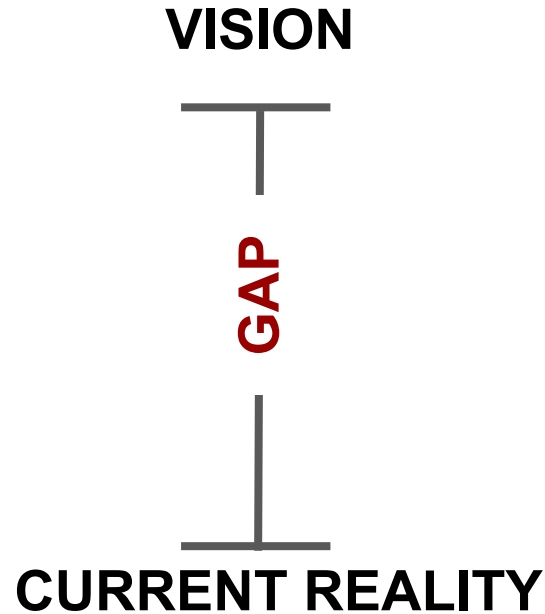


How will we know we achieved it?



How do we make it happen in every classroom?

Change begins with...



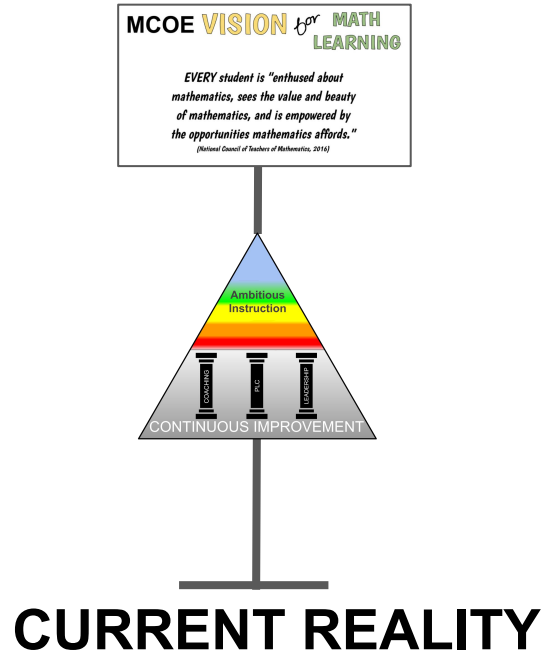
Dissatisfaction with the status quo and a recognition that existent outcomes are either not desirable or just not good enough

MCOE VISION ^{for} MATH LEARNING

EVERY student is "enthused about mathematics, sees the value and beauty of mathematics, and is empowered by the opportunities mathematics affords."

(National Council of Teachers of Mathematics, 2016)

Change begins with...



Dissatisfaction with the status quo and a recognition that existent outcomes are either not desirable or just not good enough

A transformational
culture of
professional
development...

Why?



PD is...

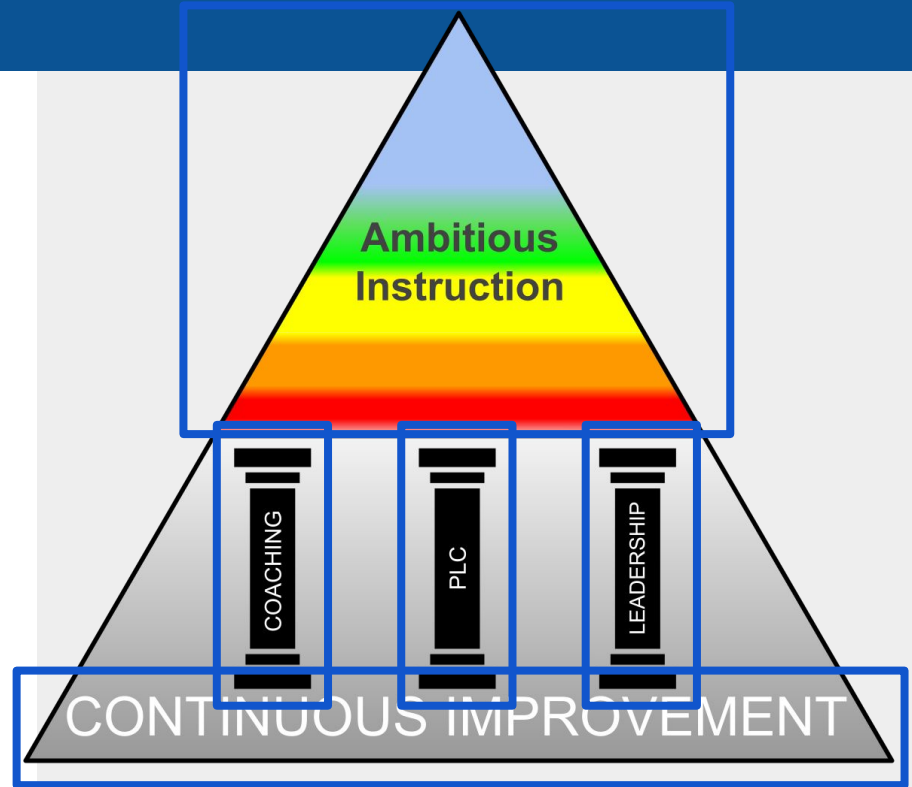
...structured
professional learning
that results in changes
in teacher practices and
improvements in
student learning
outcomes.

Typical PD

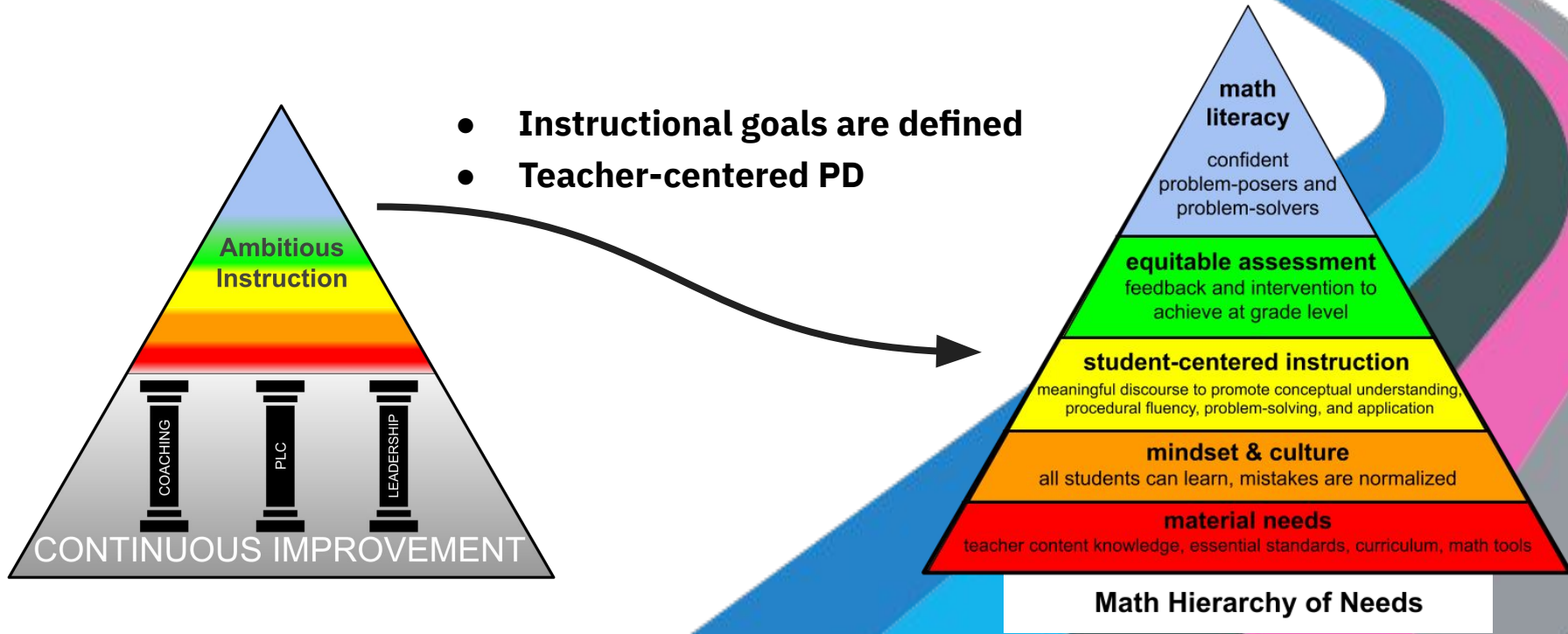
- Teachers passively sit-and-get
- Outside of the classroom
- Measures of PD success rarely include implementation rate or impact on student achievement

What is our answer?

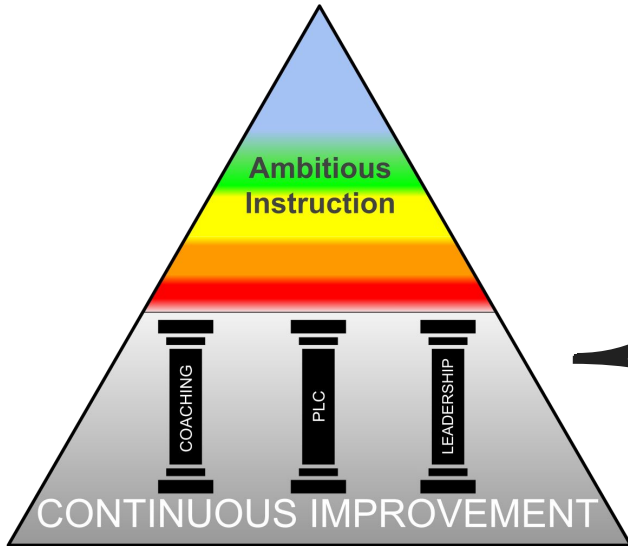
Comprehensive
Improvement Plan



Ambitious Instruction



Three Pillars of Support



Job-embedded Coaching

- Support teachers in the classroom
- ELD and Special Education instructional support



PLC Support

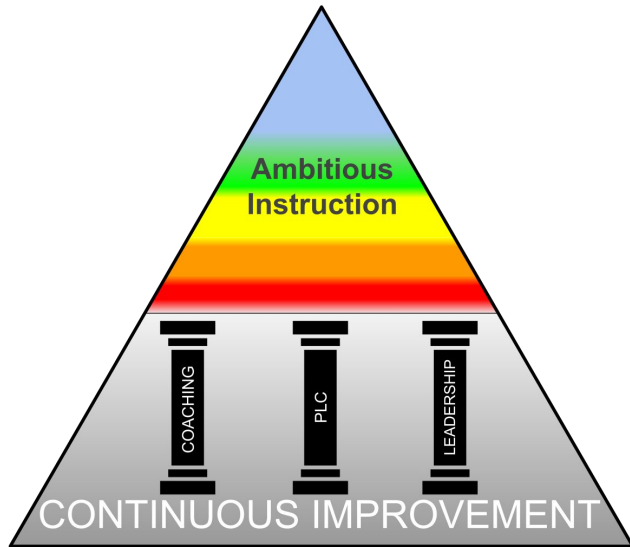
- Ensure collective understanding of the instructional goal
- Collecting and analyzing data to measure implementation



Leadership Support

- Measure and monitor classroom implementation

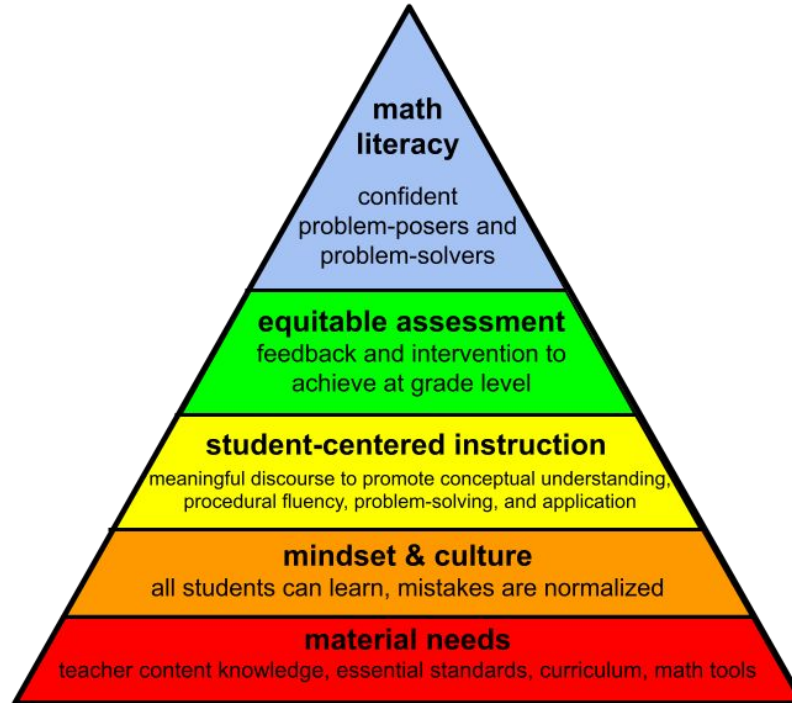
Continuous Improvement



Continuous Improvement

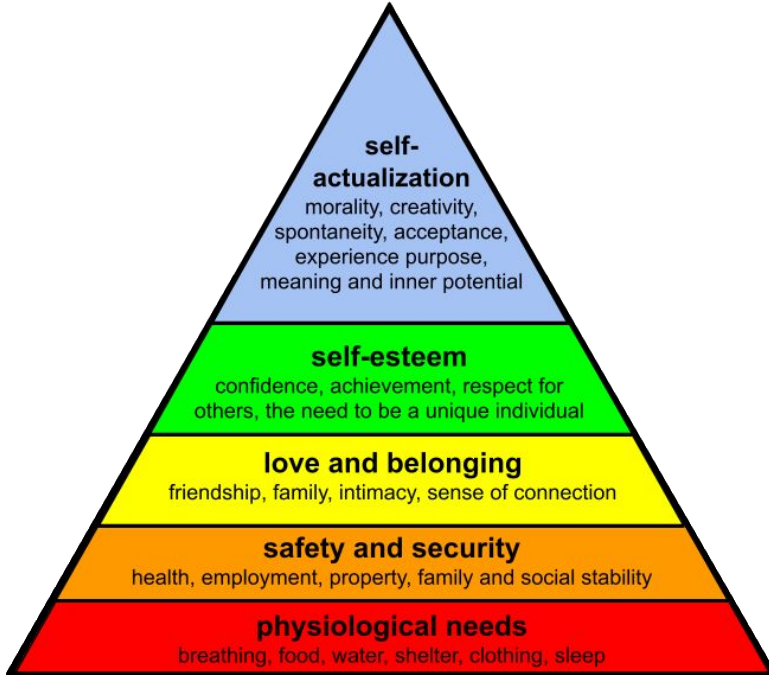
- Research-informed principles of improvement science
- Identify roadblocks and design learning cycles to create innovative solutions

Ambitious Instruction - Deeper Dive

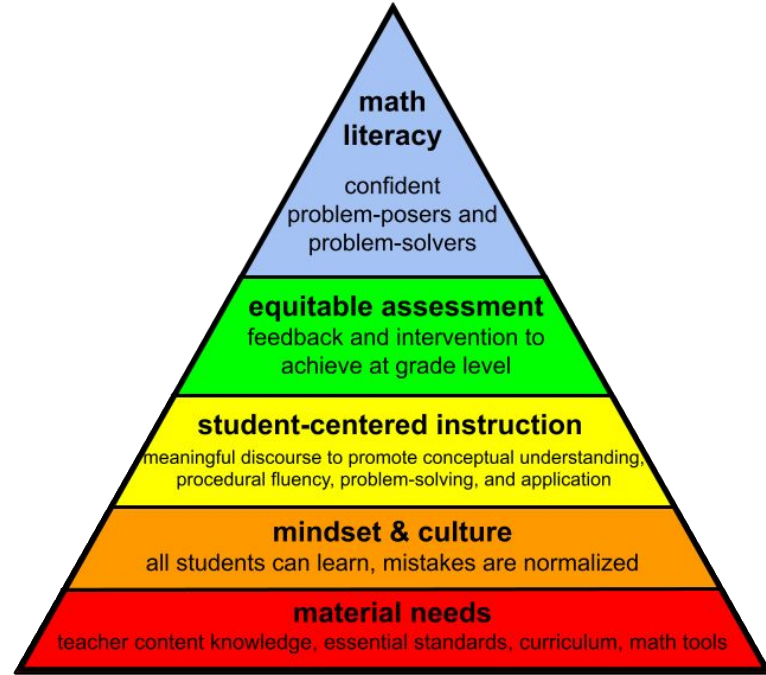


Math Hierarchy of Needs

Ambitious Instruction - Deeper Dive

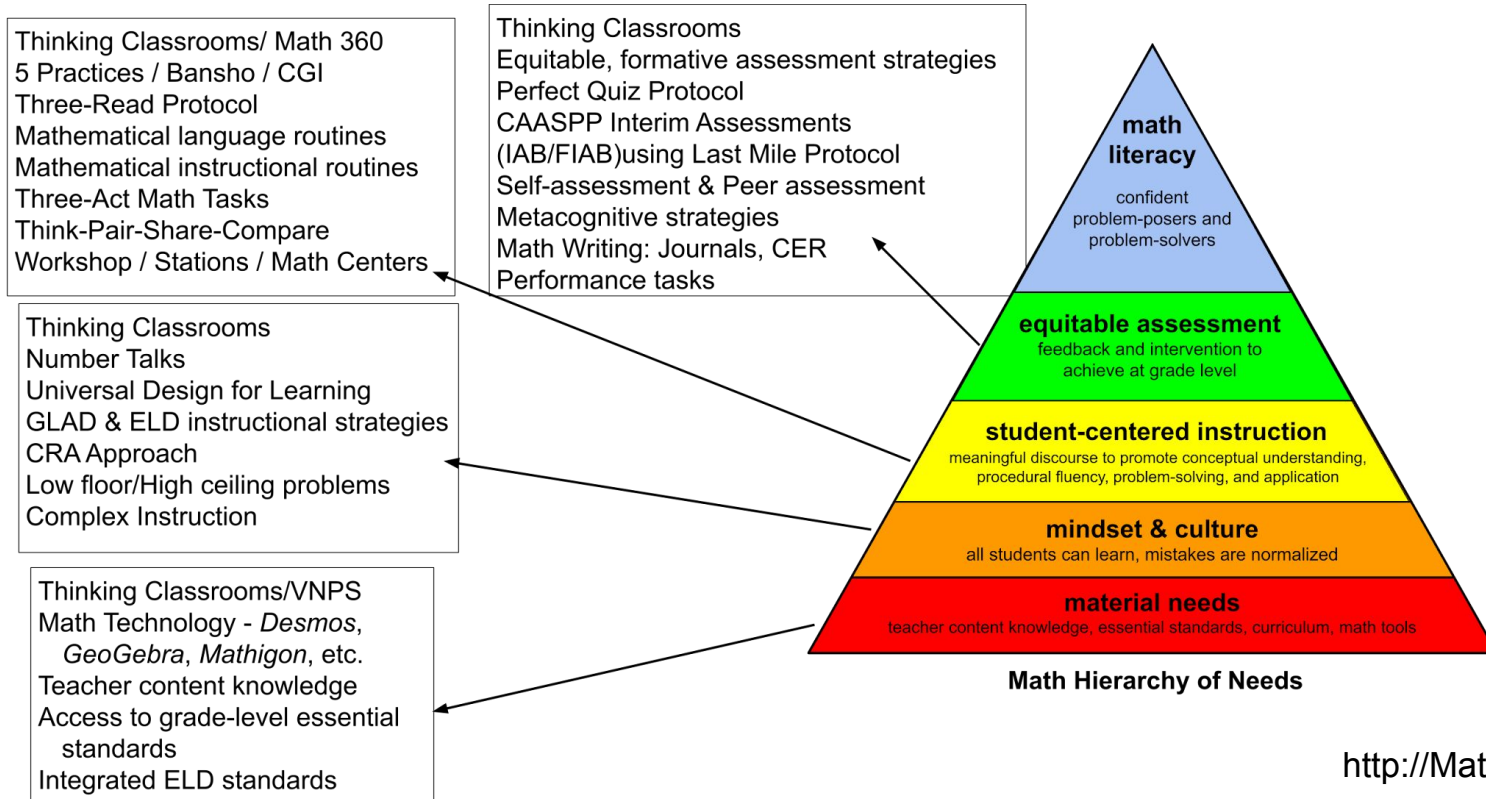


Maslow's Hierarchy of Needs



Math Hierarchy of Needs

Ambitious Instruction - Deeper Dive

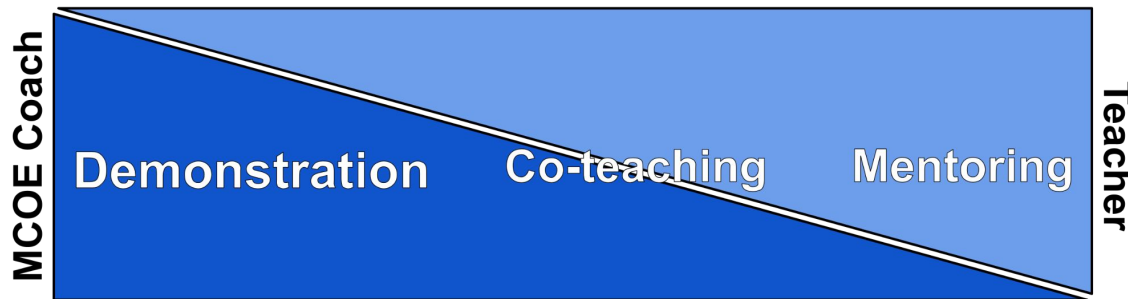
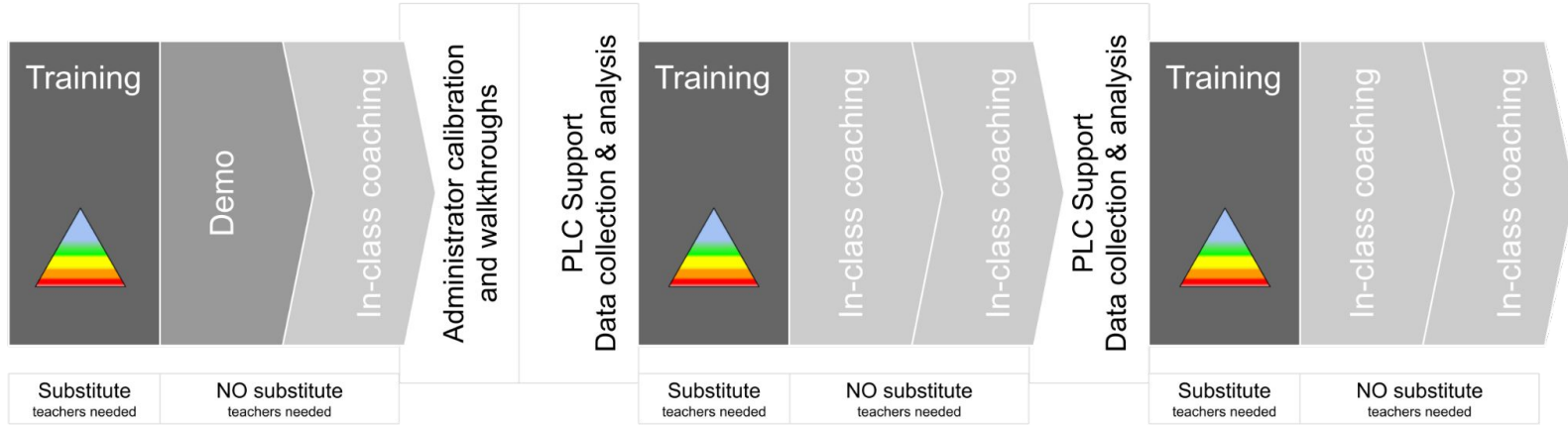


Coaching - Deeper Dive

Tell me and I forget, teach me
and I may remember, involve
me and I learn.

Xunzi
~~Benjamin Franklin~~

Coaching - Deeper Dive



Thank You

Contact

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Next Steps

Interested in connecting further? Join us for the **Special Interest Group (SIG) Session** by providing your contact information in the feedback survey!

Feedback Survey: bit.ly/OD-44

Reminder: Slides and recording will be posted on [CCEE's website](#).