



MCP Principal Links

October 2014
Volume 7 Issue 1

ADMINISTRATORS AT PROFESSIONAL DEVELOPMENT

We hope you all had a great and relaxing summer! We are very pleased with the turnout at last year's professional development sessions and even more pleased with the number of coaches who returned this year! The 2014-2015 schedule is listed below. Remember that all coaches are expected to attend all sessions. We look forward to seeing you at the next professional development session!

Thurs, Fri	September 18, 19
Thurs, Fri	October 9, 10
Thurs, Fri	November 13, 14
Thurs, Fri	December 4, 5
Thurs, Fri	January 29, 30
Thurs, Fri	February 19, 20
Thurs, Fri	March 26, 27
Thurs, Fri	April 16, 17
Wed, Thurs, Fri	May 6, 7, 8



Education is our passport to the future, for tomorrow belongs to the people who prepare for it today.
- Malcolm X



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MCP APPROACH WORKS!

The MCP coaching approach is one that creates collaboration between teacher and coach to develop and improve student achievement in mathematics and it WORKS!

However, it can take time.

Each month we welcome administrators to our PD meetings to observe and meet with MCP directors. At our most recent meeting one shared that some teacher find the transition in instruction easier than others. A coach should not give up working with a teacher after one negative session but find alternative ways to engage that teacher.

We encourage coaches and administrators to discuss supports for teachers.



TEN YEARS OF SUCCESS

The MCP team would like welcome all new and returning coaches to our 2014-2015 academic year. This year MCP will be celebrating its 10th birthday!!!!

SOMETHING TO THINK ABOUT

We have noticed that the number of coaches we have had throughout the years has fluctuated. It seems that as the scores go up, our coaches begin to withdraw from the program and resume classroom duties. We do not have a way to keep track of a coaches progression after they leave, but because the Math Coaching Program is a three-year cycle, we stress the importance of a coach continuing in the program and graduating from it. Coaches who remain in the program and graduate produce very good results and are very successful. Some have gone on to become principals and two are now District Curriculum Coordinators.



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HELPFUL LINK

Administrators can be extremely helpful getting MCP coaches into teachers classrooms where they can provide coaching. For some informative reading about the power of the MCP coach/administrator collaboration check out this article!

http://www.naesp.org/resources/2/Principal/2009/M-J_p36.pdf

PROBLEM OF THE MONTH (MISCONCEPTIONS)

Ask yourself *how you would solve the problem. Then examine how the student solved this problem.* What was the student thinking that led to their mistake? How would you correct this student?

Kevin makes muffins.

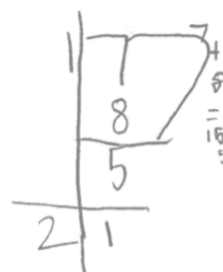
It takes 8 minutes to mix the batter.
The Muffins bake for 17 minutes
The muffins then cool for 5 minutes.

What is the total amount of time, in minutes, Kevin spends mixing, baking and cooling the muffins?

Enter your answer in the box.

21 minutes

Mixing
8 mn
17
C mn
5 mn
COOLING



"I said $7+8$ is 15, and then $15+5$ is 20, and then there's the 1, so 21."

DATA MANAGEMENT SYSTEM

MCP is transitioning this year to an in-house developed data management system. Once fully implemented, an MCP coach will be able to log coaching and update relevant information about participating teachers real-time. Coaches will be able to access important information about teachers, schools, and de-identified student data that can assist them in providing quality coaching. Look for more information to come in the future!

MANAGING TIME

The job of an MCP coach is full time. If they were to enact all that was required just from the MCP program itself they would be busy from the moment the school doors open until they close. Please adhere to the signed MCP-ODE Building Assurances, and do not assign non-coaching duties (like substitute teaching or aiding).

Mistakes can provide a lot of information about a student's mathematical reasoning.

What other mistakes might a student make in solving this problem?

