



# Defying Distractions and Anchoring Conversations in Mathematics

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# Agenda

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- ❖ The Heart of the Matter
- ❖ Bare Your Soul
- ❖ Seeing the Light
- ❖ From My Heart to Yours
- ❖ My Heart Will Go On



# The Heart of the Matter

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- ❖ Think about your role as a math coach.
- ❖ What aspect of coaching math excites you?

# Bare Your Soul



Goals	Distractions



# Seeing the Light: *8 Forces for Leaders of Change*

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1. Engaging people's moral purposes
2. Building capacity
3. Understanding the change process
4. Developing cultures for learning
5. Developing cultures of evaluation
6. Focusing on leadership for change
7. Fostering coherence making
8. Cultivating trilevel development

(Fullan, Cuttress, & Kilcher, 2005)



# Seeing the Light: *8 Forces for Leaders of Change*

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“Moral purpose in educational change is about improving society through improving educational systems and thus the learning of all citizens.”

(Fullan, Cuttress, & Kilcher, 2005, p. 54)





# Seeing the Light: *8 Forces for Leaders of Change*

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“In education, moral purpose involves committing to raising the bar and close the gap in student achievement.”

(Fullan, Cuttress, & Kilcher, 2005, p. 54)



# Seeing the Light: *What Can We Do About Teacher Resistance?*

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True or False:

1. The teachers I work with feel they have autonomy.
2. The teachers I work with feel supported through coaching and professional development.
3. The teachers I work with feel respected by administration and instructional support personnel.





# Seeing the Light: *What Can We Do About Teacher Resistance?*

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1. Are the teaching practices powerful?
2. Are the practices easy to implement?
3. Are they experienced?
4. Are teachers treated with respect?
5. Are teachers doing the thinking?
6. What has happened in the past?



# Seeing the Light: *What Can We Do About Teacher Resistance?*

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## What has happened in the past?

- ❖ Teachers' professional learning experiences have shaped their approach to teaching
- ❖ Lack of respect, autonomy, and growth mindset have led to barriers
- ❖ Combating the “This Too Shall Pass” mindset

A large, stylized teal feather graphic is positioned on the left side of the slide, extending from the bottom towards the top. It has multiple barbs and a central rachis.

# Setting the Scene

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A teacher has asked the math coach to visit her 3rd grade classroom to help identify strategies to help one student, who does not seem to be responding to addition with large numbers like the rest of the class. The student does not get through the amount of problems given. During the visit, it becomes evident that the student is not receiving adequate time to solve using the strategy (open number line).



# From My Heart to Yours

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Group A	Group B
Teacher	Teacher 1
Administration	Teacher 2
Coach	Coach
Reporter	Reporter



# From Disheartened to Determined

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- ❖ As you watch the video consider this as an analogy for a coach and teacher interaction.
  - Who could be the coach?
  - Who could be the teacher?

A large, stylized teal feather graphic is positioned on the left side of the slide, extending from the bottom towards the top. It has a central rachis with many fine, radiating barbs.

# My Heart Will Go On

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How can you help teachers  
maintain a focus on  
mathematics during their time  
with you?





# References

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Fullan, M., Cuttress, C. & Kilcher, A. (2005). 8 Forces for leaders of change, *National Staff Development Council* 26, 4, 54-64.

Knight, J. (2009). What can we do about teacher resistance? *Phi Delta Kappan*, 90, 7, 508-513.



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