



Why Share Math Experiences?


- Sharing experiences and backgrounds should include understanding how the other person approaches math and why
- Research shows the debilitating effect of math anxiety on adults and on the children they care for
- Education staff with more math anxiety feel less confident their math ability
 - Teachers who are less confident in their math ability plan to teach less math and are less likely to use developmentally appropriate methods



... 15-Minute ...
In-Service Suites

Focused Observation Plan

- Take notes using a Focused Observation Form
- Other helpful tools include:
 - Video
 - Coaching supports




15-Minute
In-Service Suites

TOOLS FOR CENTER-BASED SUPERVISORS AND COACHES
 MATH COACHING

FOCUSED OBSERVATION OF EARLY MATH

Teacher:		Coach:				
Date:	Time spent in observation:	Time spent in meeting:				
Observation focus:						
Tally number of children teacher did/did not take notes on:						
✓	×					
Tally number of children given/not opportunity to respond individually:						
✓	×					
Children's ELOF goal:						
Children's performance:						
Child	Skill	Independent	With Scaffolding	With Heavy Scaffolding	LT-Level	ELOF Progression
1.						
2.						
3.						
4.						
Additional notes:						
Follow-up needed:						



NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

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Scenario 1

While engaging in counting activities, some children appear not to know the number sequence. Others get mixed up in terms of what objects they've counted or skip objects. There are some children who can count accurately to 10. The teacher continues to have children count sets of 6 to 25.

How could you coach this staff member in terms of mathematics teaching and practices?



Scenario 1

Teacher: <i>Leslie Smith</i>		Coach: <i>Aisha Williams</i>			
Date: <i>2/19</i>	Time spent in observation: <i>1.5 hrs</i>	Time spent in meeting: <i>1 hr</i>			
Observation focus: <i>determining children's level on the counting trajectory</i>					
Tally number of children teacher did/did not take notes on:					
✓		✗			
/		/			
Tally number of children given/not opportunity to respond individually:					
/ /					
Children's performance:					
Child	#s	Verbal Count?	Count?	Produce?	Notes
1. <i>Isabella</i>	<i>10</i>		✓		
	<i>6</i>		✓		
	<i>15</i>		✓		
2. <i>Liam</i>	<i>10</i>		X		<i>1-6, 8, 10, 9, 10</i>
	<i>6</i>		✓		
	<i>15</i>		X		<i>1-6, 8-10, 12, 14</i>
3. <i>Malik</i>	<i>10</i>		X		<i>Skipped 1 object</i>
	<i>6</i>		✓		<i>Skipped & double counted</i>
	<i>25</i>		X		
4. <i>Kayla</i>	<i>8</i>		✓		
	<i>9</i>		✓		
	<i>10</i>		X		
Additional Notes:					



Scenario 1

- What would you ask this teacher to promote reflection?
- What positive feedback could you give this teacher?
- How could the teacher translate her strengths into improving in other areas? How could you communicate this to the teacher?





Scenario 1

- Based on the reflection discussed on the prior slide, what goal do you think the teacher should focus on next?
- What are the teacher's strengths and areas for growth related to the goal?
 - What questions could you ask the teacher to gauge this?





... 15-Minute ...
In-Service Suites

Action plan goal:

I will provide small group instruction to children to support their learning of counting, cardinality, and quantity comparison, and I will collect data during these activities.

Steps to achieve this goal:	Resources needed:	By when:	Completed:
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>





... 15-Minute ...
In-Service Suites

Focused Observation Plan

Action plan goal	Possible observation times and activities	Data collection ideas





Scenario 2

During snack time at a socialization, the parents work to set the table—giving each child one bowl, one spoon, one cup, and one napkin. Two-and-a-half-year-old Tyson notices that there aren't enough spoons for every child and says, "more spoons!" The home visitor overhears the mother say, "Yes, we need more spoons." The home visitor whispers to the mother, "Maybe you can tell him we need 2 more spoons. Add in some math language!"

How could you coach this home visitors in terms of supporting the parent's use of mathematics teaching and practices?



Scenario 2

Parent	Priyanka Agarwal	Coach:	Aisha Williams		
Date:	2/23	Time spent in observation:	45 mins		
		Time spent in meeting:	1 hr		
Observation focus: making the most of math moments outside of "math time"					
Tally number of children teacher did/did not take notes on:					
✓		✗			
n/a		n/a			
Tally number of children given/not opportunity to respond individually:					
		missed opportunity			
Children's performance:					
Child	Skill	Independent	With Scaffolding	With Heavy Scaffolding	LT-Level
1. Tyson	comparing	✓?			one-to-one <u>corresponder??</u>
2.					
3.					
4.					
Additional Notes:					
<p>-you can get a better idea of Tyson's skills & LT level if you let him set the table & practice 1:1 correspondence</p> <p>-you can help Tyson develop his number knowledge by using a number in your response, say something like: Yes, Liam and Emma don't have spoons, we need 1, 2 - 2 more!</p>					
Follow-up needed:					



Scenario 2

- What would you ask this home visitor to promote reflection?
- What positive feedback could you give this home visitor?
- How could the home visitor translate her strengths into improving in other areas? How could you communicate this to the home visitor?





Scenario 2

- Based on the reflection discussed on the prior slide, what goal do you think the home visitor should focus on next?
- What are the home visitor's strengths and areas for growth related to the goal?
 - What questions could you ask the home visitor to gauge this?

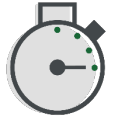




... 15-Minute ...
In-Service Suites

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			<input type="checkbox"/>
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			<input type="checkbox"/>





... 15-Minute ...
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Focused Observation Plan

Action plan goal	Possible observation times and activities	Data collection ideas

