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**Metro Chicago Mathematics Initiative
Mathematics Instructional Coaching and Professional Development
Commitment between the University of Illinois at Chicago and School District 34
June 1, 2025 – June 30, 2026**

There is a strong alignment between current priorities for mathematics improvement in District 34 and the work of the Metro Chicago Mathematics initiative (MCMI).

 D34 K-8 Coaching Report 2024-2025.docx

These proposed supports are designed to build the capacity of participating teachers by deepening their understanding of the Standards for Mathematics (CCSSM) and support their implementation of classroom practices and resources to:

- Implement coherent and accessible mathematics units and lessons involving newer curricular resources in their classrooms.
- Engage students in both the Standards for Mathematical Content and the Standards for Mathematical Practice, promoting perseverance in problem-solving, student-to-student discourse, and meaning-making in mathematics.
- Engage in problem-solving and explore ways to use curricular resources to promote higher-order thinking in classrooms and maintain a high cognitive demand.
- Build the use of formative assessment processes through analysis of student thinking from evidence in lessons and in written student work.
- Promote students' ownership of their learning.

During the 2025–2026 school year, MCMI staff will use the Teaching for Robust Understanding (TRU) Framework to guide the work focused on mathematics teaching and learning; the framework includes student learning and teaching practices exemplified in mathematically powerful classrooms. The MCMI coach will:

- **Facilitate collaboration and learning among teachers** to support the ongoing assessment of mathematics progress.
- **Build teacher capacity through professional learning and coaching** that supports the implementation of the Common Core State Standards for Mathematics (content and practices) through research-based practices and within the context of newer curricular resources.
- **Provide professional learning opportunities for administrators** via the MCMI Instructional Leadership Institute to support high-quality mathematics teaching and learning and equitable opportunities for all students.
- **Provide access to high-quality mathematics instructional and assessment resources** and collaborative opportunities through the Metro Chicago Mathematics Initiative.

Professional development sessions for teachers of mathematics

MCMI will build teachers' capacity by providing **a half day of** professional development for the K-8 mathematics teachers with 2 MCMI coaches. These sessions will use district resources to create and sustain a high-cognitive demand, accessible, engaging, and productive mathematical learning environment.

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Specialized Coaching Supports

Direct contact with the teaching, learning, and collaboration happening in a district provides all stakeholders with the formative assessment information needed to continue to guide professional learning and create an infrastructure for continued collaboration and capacity building among teachers. MCMI coaches will provide **8 days of specialized coaching supports**. These specialized coaching supports can be used in a variety of ways.

Collaborate with the Instructional Leadership Team

Support or help create a Mathematics Leadership Team (diverse stakeholders, which is provided time to develop a district vision for mathematics, promote dialogue, and problem-solve together) by helping create agendas, data collection, and analysis conversations about student and teacher learning.

Facilitate collaboration and learning among teachers.

The coach may work with teams of mathematics teachers to support effective teaching and learning teams aligned with the school's vision and to deepen their understanding of the Common Core State Standards content and practices. Teacher collaboration is central to enabling and sustaining changes in instructional practice. Supports may include:

- Facilitating and supporting grade level, grade band, or vertical team meetings focused on mathematics.
- Provide ongoing professional learning opportunities to deepen teachers' understanding of the mathematics content and pedagogy aligned to the Common Core State Standards for Mathematics.
- Promote collaboration among teachers with a focus on mathematics teaching and learning, such as the planning of lessons or the analysis of student work; and
- Develop collaborative working relationships and common teaching practices among the staff.
- Engage in collaborative coaching or peer collaboration cycles with teams of educators. [Here is an example protocol.](#)

Provide one-on-one coaching support.

The mathematics coach may support a focused group of individual teachers at the schools, which will be determined in collaboration with district lead and UIC. Research strongly supports the effectiveness of this on-the-job and over-the-shoulder coaching. Trust is essential to helping teachers grow, so the coaching relationship is non-evaluative, and a coach's work with teachers should be regarded as confidential.

During individual coaching sessions, the coach will visit classes to support teaching and learning, spending the full period in a class focusing on student learning. The coaching cycle should include a pre-conference to co-plan the lesson and a post-conference to reflect on the lesson. The coach and teacher or co-teachers will work together to determine a focus for the lesson.

The coach may take on a variety of roles during the lesson. He or she may observe or co-teach the lesson. The coach and teacher are responsible for the lesson, and the coach and teacher will negotiate

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how they will interact during the lesson. They may modify their roles as the lesson progresses if there is mutual agreement.

During a co-teaching experience, each may take responsibility for a particular part of the lesson, or one may take the lead while the other supports his or her teaching. If the teacher is teaching the entire lesson, the coach may focus his or her observations on particular groups of students or the entire class but will relate the observations to the initial questions, the focus selected during the pre-conference, and strategies to assess and respond to student understandings and misconceptions.

The coach will also assist the teacher in using ongoing formative assessment, participating in classroom connections sessions (when applicable), and meeting with the principal. To build teachers' capacity, time for full coaching cycles is essential (including collaborative planning, lesson visits, and conferring to provide feedback and support reflection).

Additional details for possible supports are described in the Coach Role Description document: [MCMI Coach Role Description 2020.pdf](#)

Provide professional learning opportunities for administrators.

Deepen the capacity of school leaders to support improved mathematics teaching and learning, including observing student thinking in classrooms and collaborative inquiry to support teacher reflection. Principals, district leads, and teacher leaders are encouraged to attend the MCMI Instructional Leadership Institute so leaders and teachers gain a shared vision of high-quality instruction.

Access to high-quality mathematics instructional resources and network learning opportunities

District 34 educators will have access to Silicon Valley Mathematics Initiative and MCMI instructional and improvement resources and tools, including.

- MCMI's coaching and instructional protocols are designed to promote reflection through the lens of student learning.
- MCMI special events and virtual book studies at no additional cost.
- Unlimited access to, and expert support with, the implementation of Silicon Valley Mathematics Initiative and MCMI instructional and improvement resources and tools.
- Free registration for all D34 math educators and administrators for the [2025 MCMI Virtual Summer Institute](#).
- MCMI professional development experiences are designed to be active, collaborative, and relevant to participants' professional roles. For participants to best understand key ideas and strategies and put them into practice, they should be enabled to attend multiple sessions and have sufficient collaborative time within their school and district. The Consortium is contingent on sufficient district participation.

Proposed Services and Timeline

To promote and create norms for teacher collaboration, develop a shared vision for a productive and accessible, student-centered math classroom and to transfer professional learning into practice, MCMI will provide specialized coaching and professional learning support to D34 during the 2025–2026 school year.

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Goal during 2024-2025 School Year: [CCSSM SMPs coupled with Eight Teaching Practices \(2, 4, 5, 7\)](#) and the [PtA Math Teaching Practice: Elicit and use student thinking](#).

Date	K-8 Activities															
Oct. X (half-day PD)	<p>Half-day of PD with K-8 Teachers (two MCMI coaches) Dig into strategies for “using and eliciting student reasoning”.</p> <p>Leave teachers with an assessment task or the assignment of bringing student work for an appropriate assessment task to the first collaboration coaching.</p>															
Late Nov. /Dec.	<p>Collaborative Coaching Cycles (example schedule) Each GL team will bring some student work to the session. This work can be from a MARS task or other type of performance task.</p> <table><tr><td><i>Time</i></td><td><i>Day 1</i></td><td><i>Day 2</i></td><td><i>Day 3</i></td><td><i>Day 4</i></td></tr><tr><td><i>AM</i></td><td><i>GK</i></td><td><i>G2</i></td><td><i>G4</i></td><td><i>G6-8</i></td></tr><tr><td><i>PM</i></td><td><i>G1</i></td><td><i>G3</i></td><td><i>G5</i></td><td><i>G6-8 Leadership Team</i></td></tr></table>	<i>Time</i>	<i>Day 1</i>	<i>Day 2</i>	<i>Day 3</i>	<i>Day 4</i>	<i>AM</i>	<i>GK</i>	<i>G2</i>	<i>G4</i>	<i>G6-8</i>	<i>PM</i>	<i>G1</i>	<i>G3</i>	<i>G5</i>	<i>G6-8 Leadership Team</i>
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	Grade level teams continue to sort and analyze student work and plan re-engagement using performance or curricular tasks.															
April X	Reflection with District Leadership Team															

Consistent with decades of school improvement research, MCMI has found that districts get the most value from coaching, and achieve better and more lasting results, when they:

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- Make mathematics improvement a district priority.
- Ensure structures and support for substantive teacher collaboration focused on student learning, including regular common planning time.
- Enable administrator engagement through time for learning and collaboration to help ensure common messages from MCMI support, supervisors, and evaluation.
- Ensure that assessment policies and structures provide time and support for teachers' use of data to make instructional decisions that support student learning.
- Create or continue a District Mathematics Leadership Team with diverse stakeholders, which is provided time to develop a district vision for mathematics, promote dialogue, and problem-solve together.
- Examine district structures and policies closely to ensure they support student learning (*e.g.*, time for math instruction, teacher assignments, and schedules, course tracking)

Change takes time and can involve complex interactions among various district staff. Success is most likely when all stakeholders are aligned on the *goals* — what we want mathematics classrooms to look like to support student learning best — and in the *process* of getting there so multiple levels can work together to improve student learning. Mathematics instructional coaching is an effective support to transfer professional learning into practice and achieve sustainable mathematics improvement within districts and schools.

District 34 commits to allocating **\$16,200** for 8 coaching days and half-day of professional learning, an invitation for instructional leaders and administrators to attend the MCMI Instructional Leadership Institute, 2025 MCMI Virtual Summer Institute, and access to MCMI resources during the 2025-2026 school year.

District Number 34 Address OS150 Winfield Road, Winfield, Illinois 60190

Superintendent Name __Matt Rich__

Date _____ Email: mrich@winfield34.org

Phone 630-909-4900 Fax (optional) 630-260-2382