



**University of Idaho**

College of Education,  
Health and Human Sciences

**JULIE M. AMADOR**

ASSOCIATE DEAN

RESEARCH AND FACULTY DEVELOPMENT

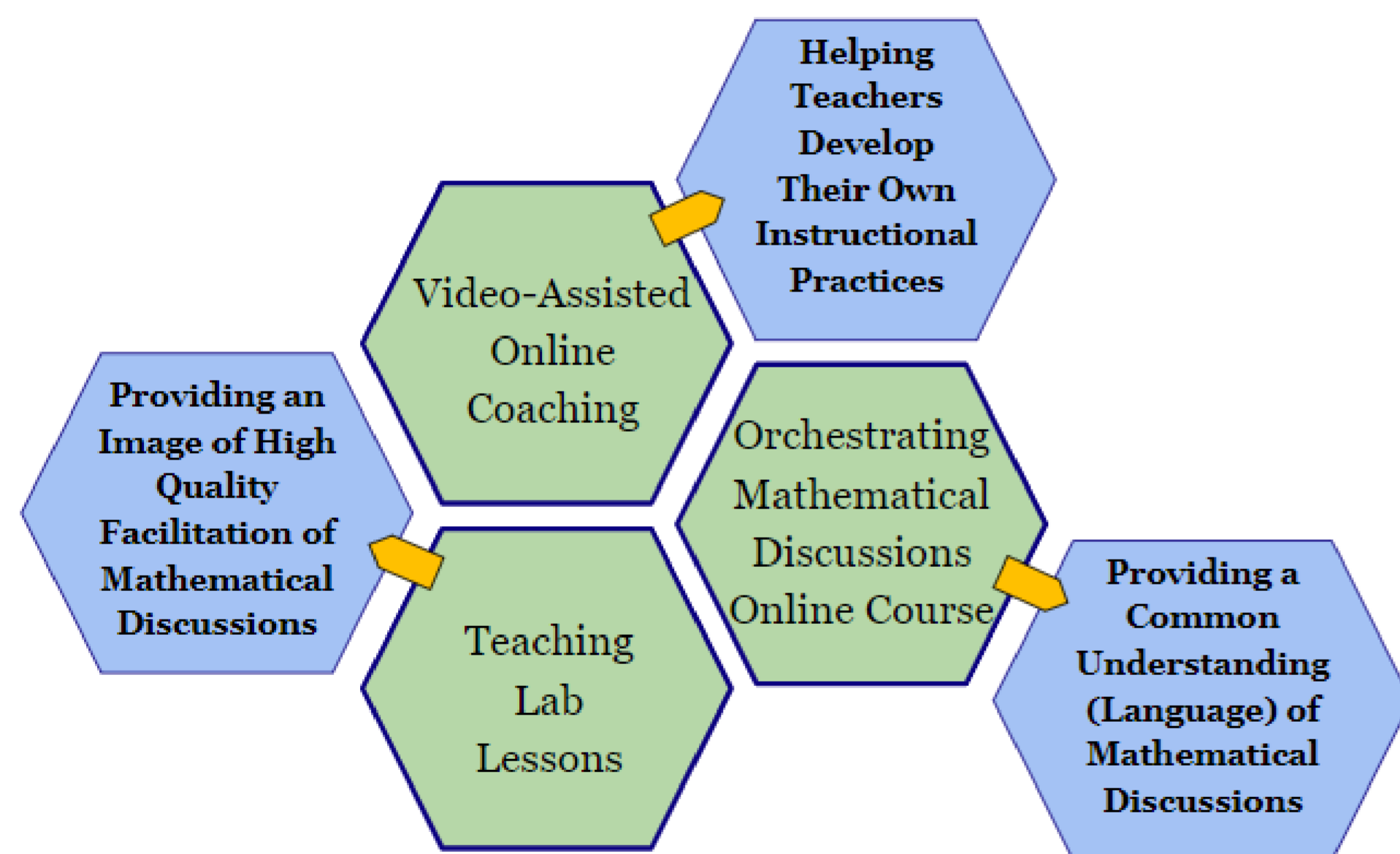


The material is based upon work supported by the National Science Foundation under Grant # 2006263.

## Two NSF-Funded Projects

2016-2020

SyncOn for Teachers



Synchronous Online Professional Learning Experiences for Middle Grades Mathematics Teachers in Rural Contexts

2020-2024

SyncOn for Coaches

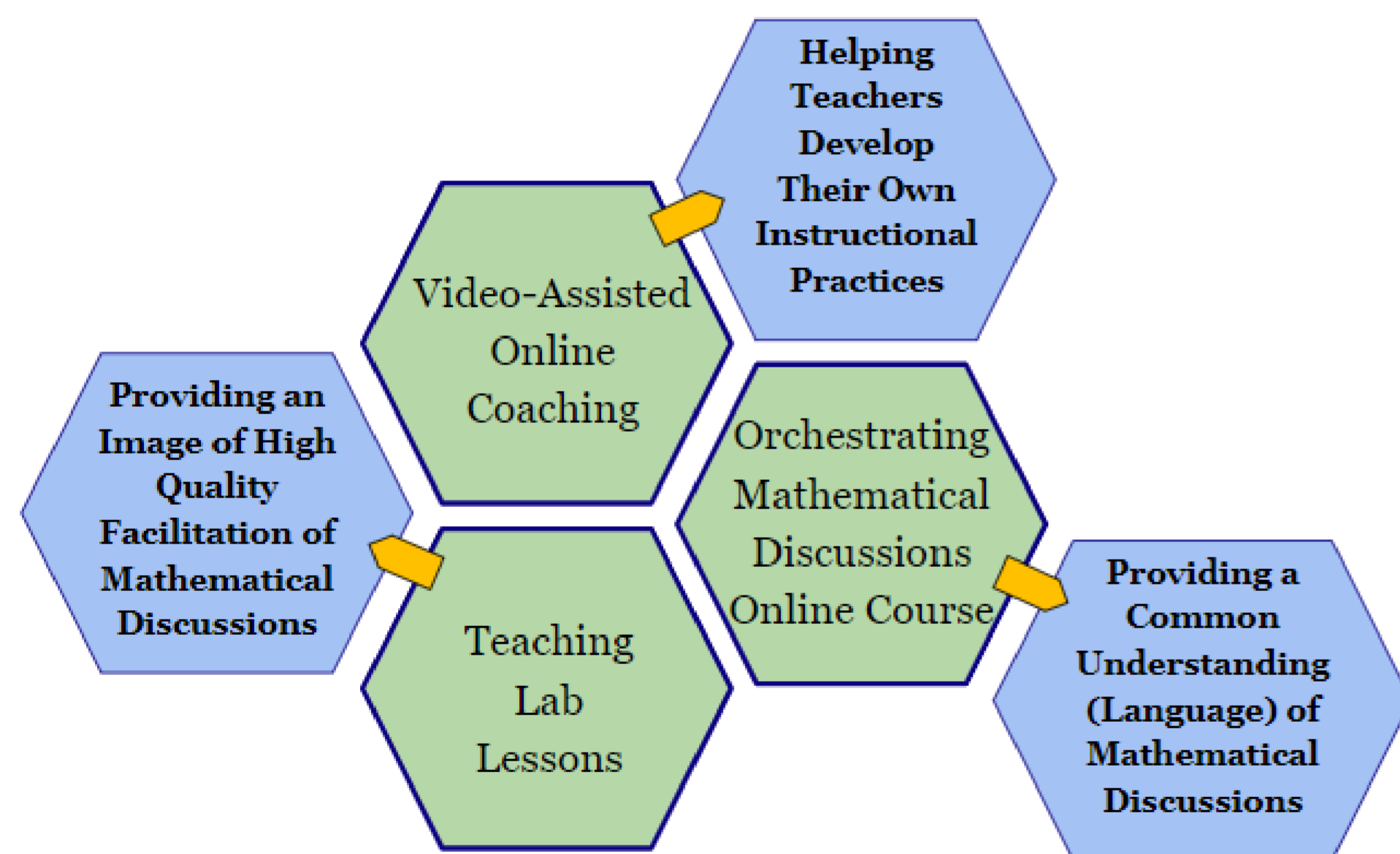


Collaborative Research: Synchronous Online Video-Based Development for Rural Mathematics Coaches

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Synchronous Online Professional Learning Experiences for Middle Grades Mathematics Teachers in **Rural** Contexts

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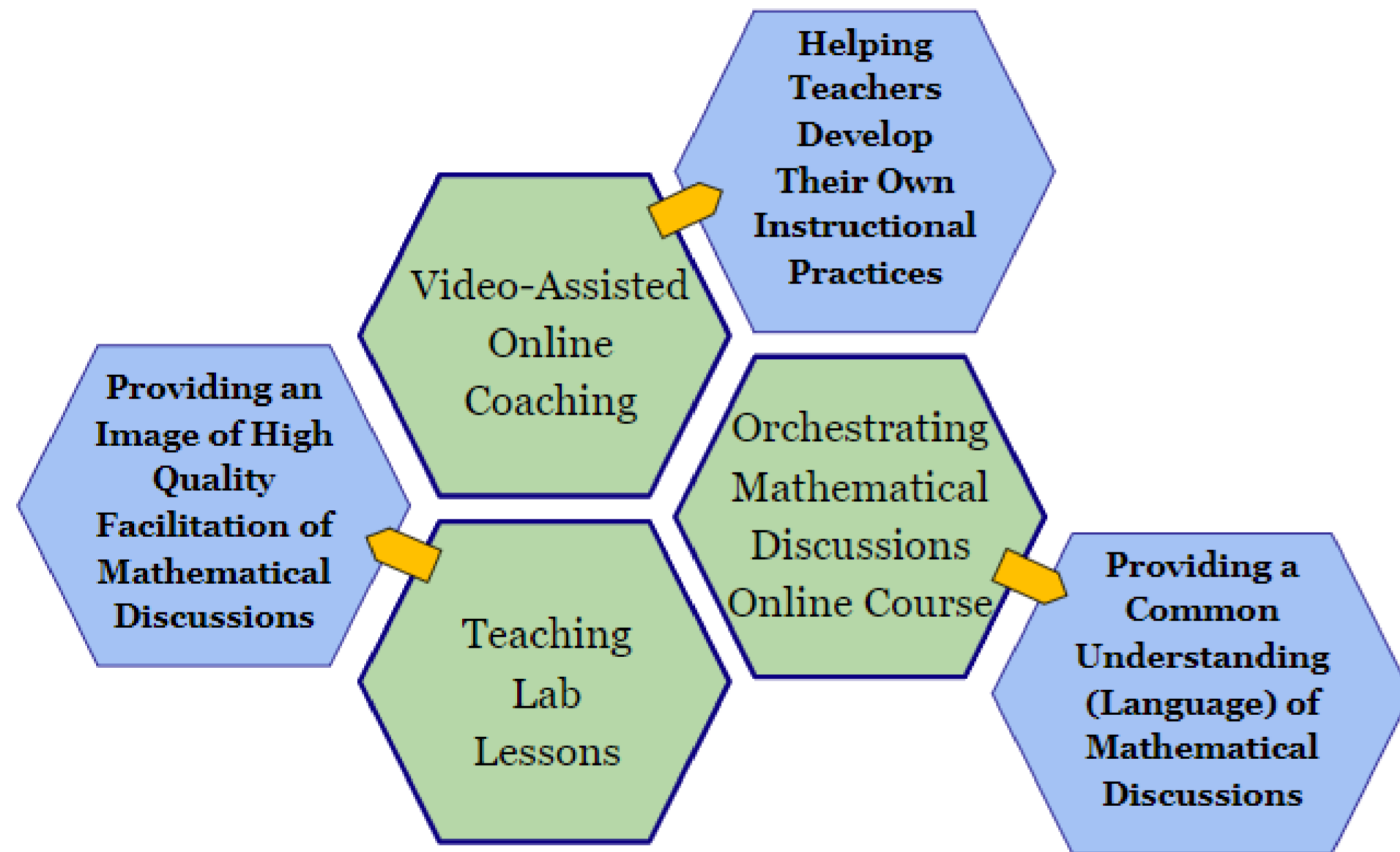


Collaborative Research: Synchronous Online Video-Based Development for **Rural** Mathematics Coaches

# Two NSF-Funded Projects

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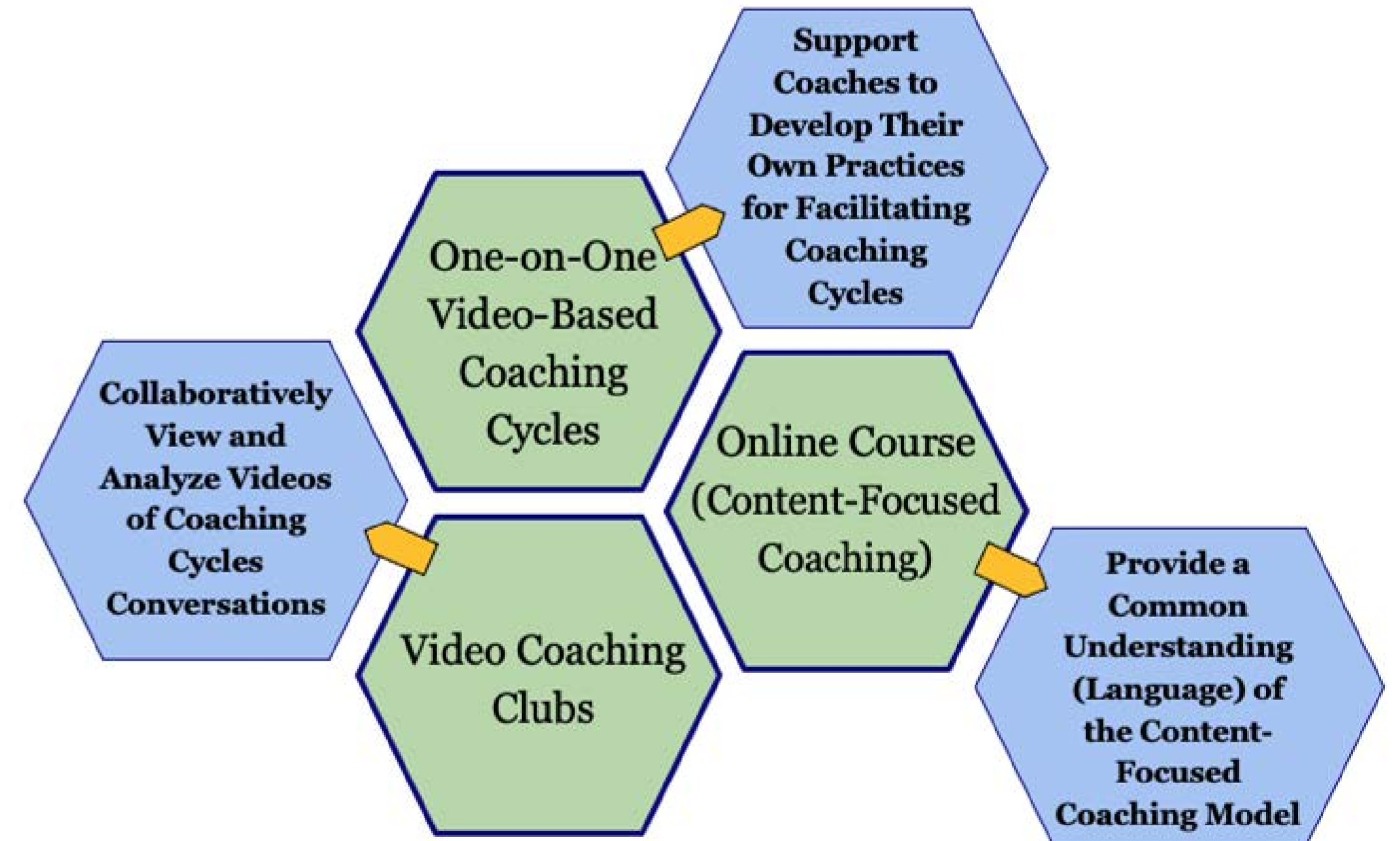
## SyncOn for Teachers



Synchronous Online Professional Learning Experiences for Middle Grades Mathematics Teachers in Rural Contexts

2020-2024

## SyncOn for Coaches



Collaborative Research: Synchronous Online Video-Based Development for Rural Mathematics Coaches

# PARTNERS



## University Partners:



## Our Team:

- Julie Amador (UI) - Principal Investigator
- Jeffrey Choppin (UR) - Principal Investigator
- Cindy Callard (UR) - Co-Principal Investigator; Lead of Mentor Coaches
- Cynthia (Cyndi) Carson (UR) - Project Director
- Ryan Gillespie (UI) - Project Leadership Team/Mentor Coach
- Jennifer Kruger (UR) - Project Leadership Team/Mentor Coach
- Maryanne Maves (UR) - Project Leadership Team/Mentor Coach

## Advisory Board:

- Rebekah Elliott, *Oregon State University*
- Miriam Sherin, *Northwestern University*
- Peg Smith, *University of Pittsburgh*
- Mary Kay Stein, *University of Pittsburgh*

# SCHOOL PARTNERS



# **SHARED GOALS: FOCUS ON COACHING**

**Facilitate productive planning and debriefing conversations with teachers**

**Notice salient coaching practices and their impact on teachers' thinking**

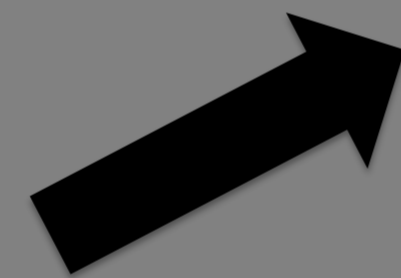
**Use evidence of teacher learning to make decisions about their own coaching practices**

# SHARED GOALS: FOCUS ON COACHING

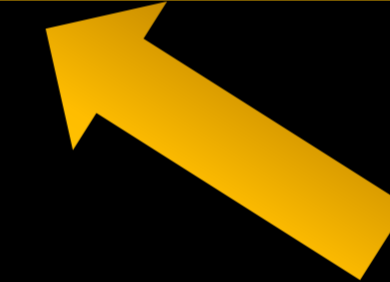
Facilitate productive planning and debriefing conversations with teachers



Support teachers with ambitious teaching practices (e.g. Lampert et al., 2010)



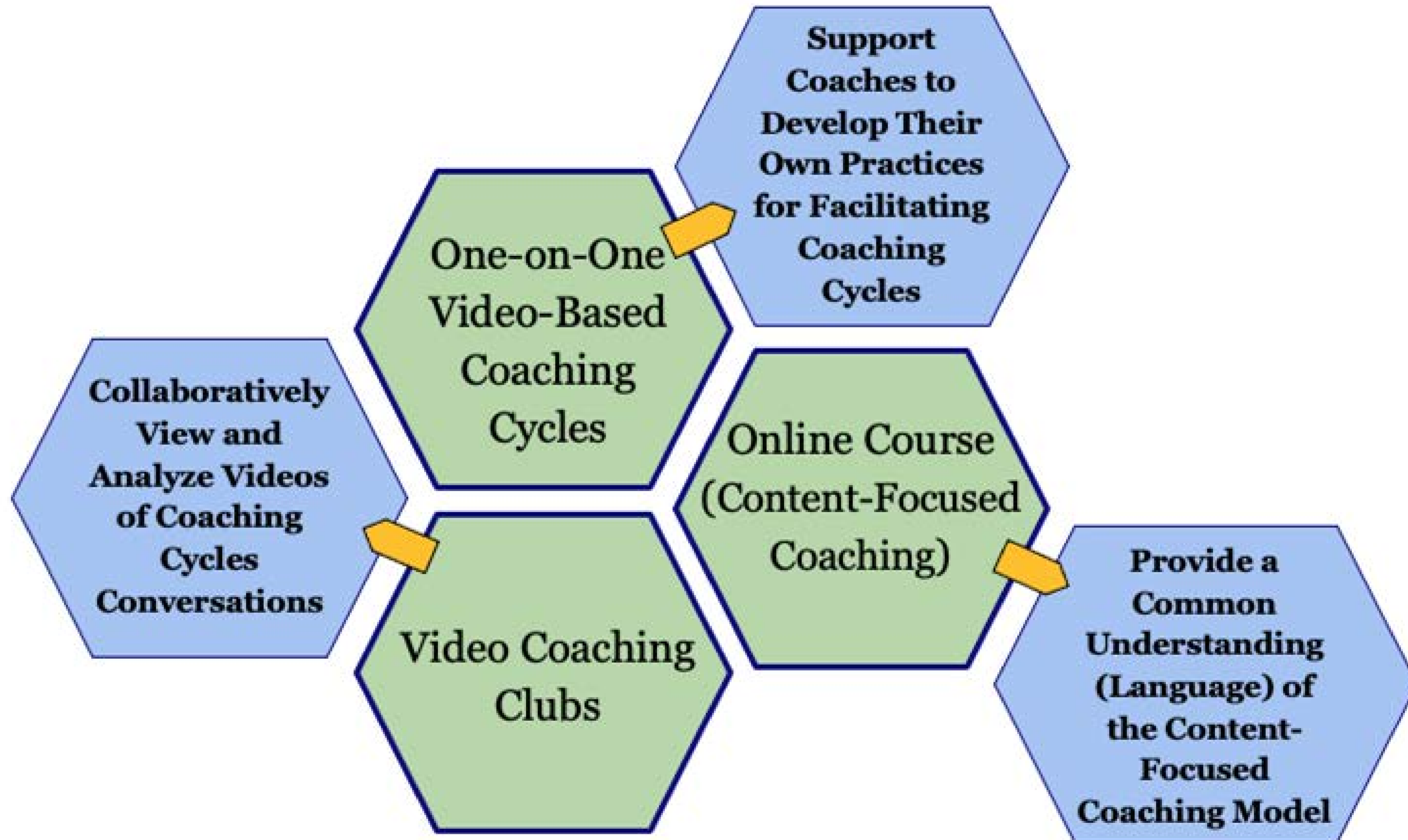
Notice salient coaching practices and their impact on teachers' thinking



Use evidence of teacher learning to make decisions about their own coaching practices



# ACHIEVING GOALS



# KEY PLAYERS

## Coach Participants



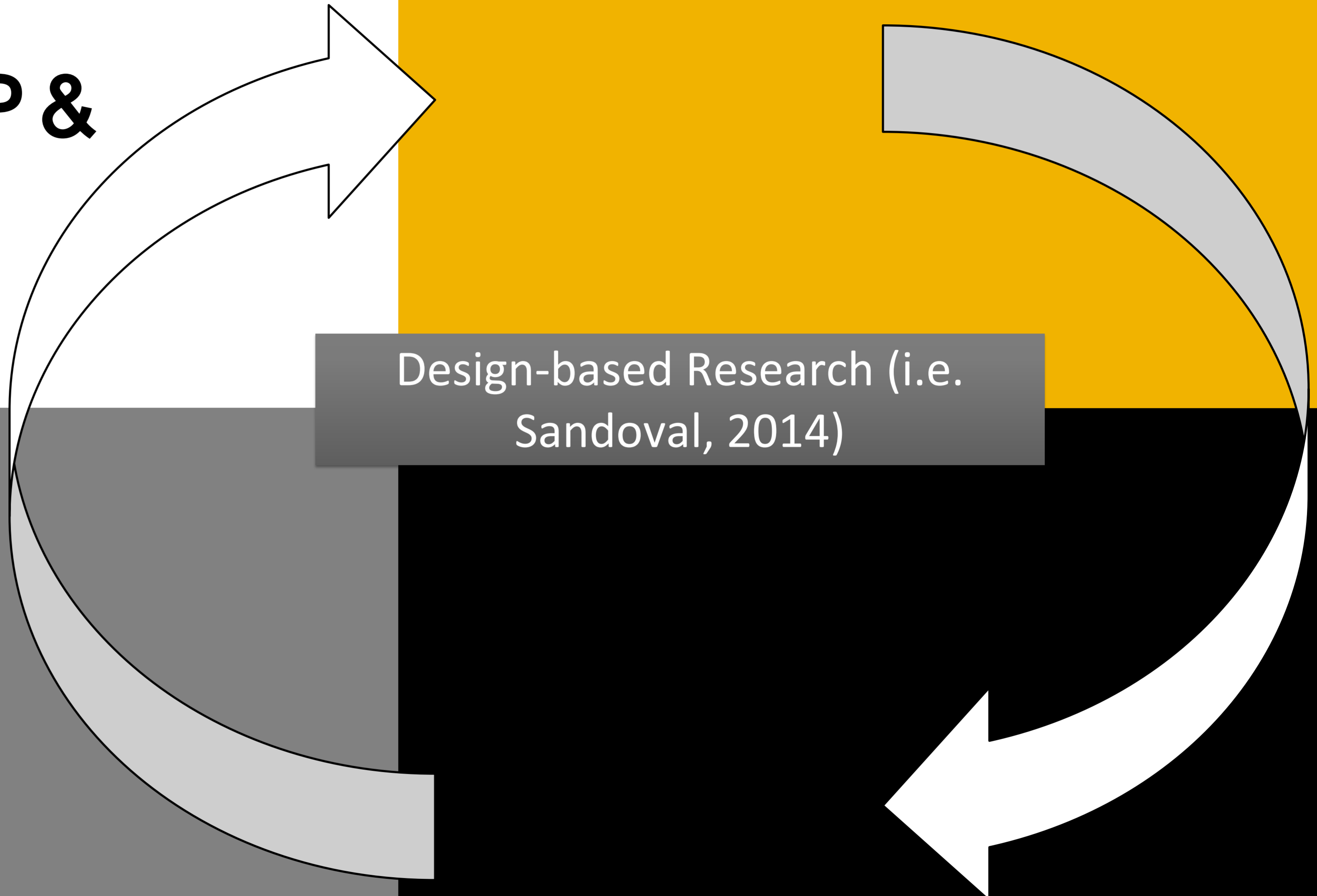
Professional Development Team

Mentor Coaches

Research Team



**PARTNERSHIP &  
RESEARCH  
TRAJECTORY**



Design-based Research (i.e.  
Sandoval, 2014)

## High Level Conjecture

Coach  
Participants transform their coaching practices by engaging in collegial and structured interactions through an online video-based model

## Embodiment [Learning Environment]

**Tools and Materials:** Zoom environment; Google documents; protocols for video club interaction; edited video for video clubs; annotation software  
**Task Structures:** discussion of content-focused coaching; structured discussions of instances of coaching practice; selecting and analyzing video clips of coaching; engaging in planning and debriefing meetings with from Mentor Coaches  
**Participant Structures:** cohort meetings (synchronous); individual reflection (asynchronous); one-on-one coaching (synchronous)  
**Discursive Practices:** collegial discussions around coaching experiences; use of non-evaluative language

## Mediating Processes [Practices that derive from learning environment that may lead to desired outcomes]

Use non-evaluative discourse to analyze coaching practice  
Identify connections between teachers' practices and coaching moves  
Justify coaching decisions in light of goals for content-focused coaching

## Outcomes

Establish trusting relationship with Mentor Coach; Coach Participants; teachers  
Productively lead planning and debriefing meetings using a content-focused coaching model  
Attend to what teachers say and make responsive coaching decisions based on interpretation and evidence  
Use evidence from coaching cycles to transform coaching practices

# **RURAL ASPECTS: STRENGTHS & CHALLENGES**

- Often eager for support
- Appreciate collaborative opportunities
- New thought partners

- High demands on coaches in rural contexts
- Funding concerns for positions
- Mathematics Specialist (coach):  
What does the term mean?

**Goal of leading to positive outcomes for teachers, coaches, researchers**

# DISSEMINATION

Callard C, Kruger J, Gillespie R, Foster E. *Coaching mathematics teacher in-person and online: A content-focused coaching model* [White paper]. Center for Professional Development and Education Reform; 2022. Available from: <https://www.rochester.edu/warner/center/wpcontent/uploads/2022/10/coaching-video-online.pdf>

Gillespie, R. & Kruger, J.S. (2022). With the right strategies, coaches can leverage co-teaching. *The Learning Professional*, 43(2), 44-47.

Amador, J., Gillespie, R., Kruger, J., & Hanan, A. (2023). What and how experienced and novice coaches notice: A framework to analyze coach noticing. Proceedings for the 45<sup>th</sup> annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Reno.

Choppin, J., Carson, C., & Amador, J. (2022). Negotiating Mathematical Goals in Coaching Conversations. In Fernández, C., Llinares, S., Gutiérrez, A., & Planas, N. (Eds.) (2022). Proceedings of the 45th Conference of the International Group for the Psychology of Mathematics Education (Vol. 2). (pp. 2-147 – 2-154). Alicante, Spain: PME.

Callard, C., Kruger, J., Gillespie, R., Martin, S., Amador, J., Choppin, J., Carson, C., & Foster, E. (2021). Coaching the coaches and other efforts to develop mathematics teacher educators for inservice teachers. Proceedings for the 43rd annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia.

Amador, J., Choppin, J., Callard, C., Carson, C., & Gillespie, R. (2021). Synchronous online video-based professional development for rural mathematics coaches. Proceedings for the 43<sup>rd</sup> annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia.

Callard, C., Carson, C., Gillespie, R., Amador, J., Choppin, J., & Martin, S. (2020). Implementing and researching mathematics content-focused coaching models. In A. I. Sacristán, J. C. Cortés-Zavala, & P. M. Ruiz-Arias (Eds.), *Mathematics Education Across Cultures: Proceedings of the 42nd meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 137-139). Mazatlán, México: Cinvestav / AMIUTEM.



# QUESTIONS?

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