

Instructional Coaching in the Math Classroom

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MATHEMATICS INSTRUCTIONAL COACHES

GRANBY, CONNECTICUT



Goals:

1. Utilizing math coaches in schools—our experiences.
2. Documenting progress with teachers— the conversations.
3. Using data to drive our focus in the school—our objective support.



Rationale— Why Math Coaching?

“Quick fixes never last and teachers resent them; they resent going to inservices where someone is going to tell them what to do but not help them follow up. Teachers want someone that’s going to be there, that’s going to help them for the duration, not a fly-by-night program that’s here today gone tomorrow.”

- -Lynn Barnes, instructional coach Pathways to Success



COMMON CORE STATE STANDARDS FOR

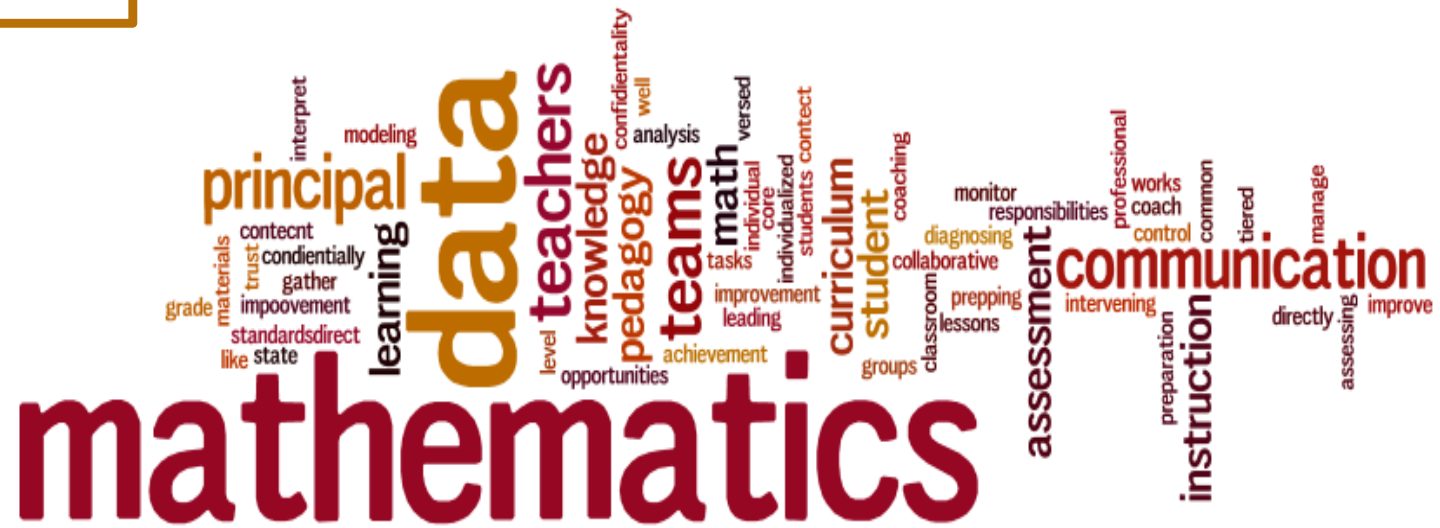
Mathematics



Characteristics of an Instructional Coach

- *Classroom teacher **experiences**
- *Strong interest in **teaching and learning** math
- *Communication, empathy, **listening** skills
- ***Adults** as learners
- ***Reflective** with our own practices

Wordle of a math
instructional coach,
defined.





Who Receives Coaching?



Everyone!

How do you know coaching is working with teachers?

Do we **hear ourselves** being quoted back to us?

Do we **hear students echoing lessons** that teachers have developed? Do we see their math thinking that reflects these math lessons?

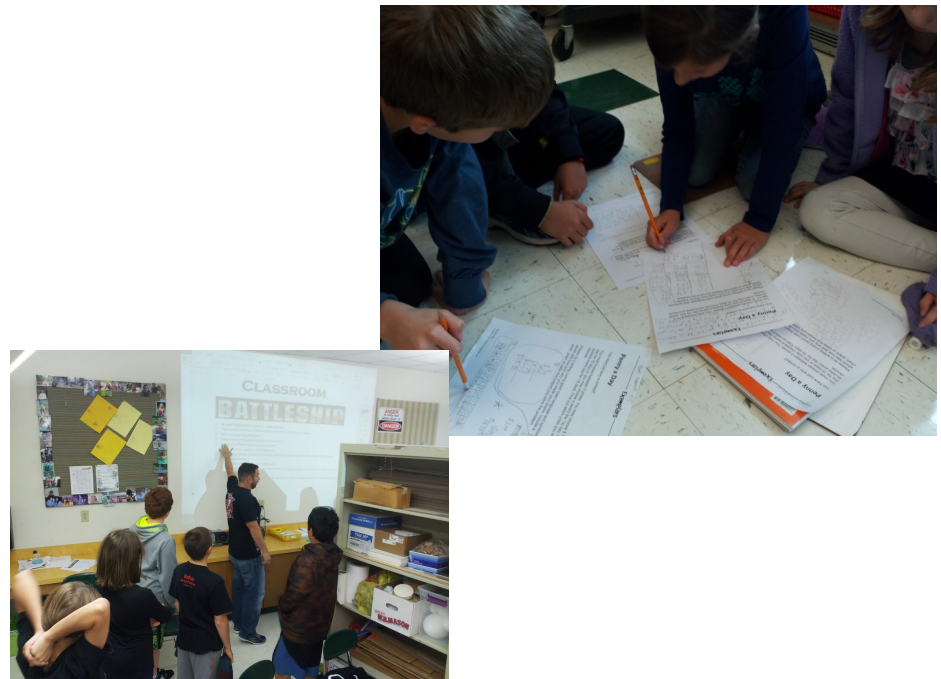
Do **teachers ask** for help/an opinion/a sounding board?



Then



Now



A Coaching Progression

Teacher Leaders: Do they get on board? Do they seek us out? Is their practice changing?

Reluctant Teachers: Do they get on board? Do they seek us out? Is their practice changing?

Math Progress Monitoring: Data is shared with us and talked about at data team meetings.

Data: Performance assessment data; what does it say?




Data Conversations

ne	Add	Subtract	Multiply	Divide	Add/Subtr
sanor	034/100	025/100	025/100	002/100	05/20
	060/100	046/100	048/100	043/100	11/20
	100/100	099/100	092/100	069/100	17/20
	100/100	100/100	076/100	031/100	20/20
s	023/100	016/100	033/100		00/20
race	100/100	100/100	100/100	100/100	20/20
	041/100		047/100		11/20
an	100/100	090/100	058/100	059/100	20/20
	100/100	100/100	098/100	096/100	19/20
	072/100	050/100	047/100	030/100	17/20
l	099/100	095/100	072/100	056/100	11/20
sanor	097/100	100/100	095/100	090/100	13/20
	096/100	062/100	020/100	009/100	12/20
	100/100	100/100	068/100	042/100	15/20
e	091/100	091/100	024/100	031/100	11/20
	099/100	097/100	049/100	036/100	17/20
dy	086/100	072/100	049/100	020/100	17/20
	099/100	100/100	100/100	100/100	19/20
	024/100	042/100	035/100		14/20
la	099/100	099/100	046/100	006/100	04/20
h	043/100	032/100	024/100		09/20
n	062/100	062/100	060/100	029/100	19/20
in	054/100	067/100	060/100	027/100	19/20

	Actual number	Who are they?	Goal	How are you going to reach the goal?
Number of Students AT goal.				
Number of students CLOSE to goal.				
Number of students FAR from goal.				



Our Next Three Years...

- * State testing familiarity (SBAC, PARCC)
 - *Continually **building relationships** with teachers; both established and new
 - ***Continuing our own professional development**; how can we improve our practices?
 - *Further strengthen **tier one** support in the math classroom
 - ***Bridge the gap** between administration and teachers
- 

Questions?



Resources:

Instructional Coaching; A Partnership Approach to Improving Instruction by Jim Knight ©2007.

Pennsylvania Institute for Instructional Coaching (PIIC); A partnership of the Annenberg Foundation and the Pennsylvania Department of Education

Susan K. Woodruff Instructional Coaching Group; Instructional Coaching Scale

Various resources from Granby Public Schools, Granby, Connecticut



Contact us:

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Thank you!





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