

What are the roles and expectations of both the coach and teacher?

The purpose of content coaching is to develop teacher capacity. This is accomplished by asking open-ended questions and focusing on students in the classroom—what (and how) students understand and their misconceptions; this support increasing the mathematical content knowledge of their coachees. Coaches also assist teachers in developing more effective teaching practices, ones that allow all students to reach high academic standards. They will share research about best practices, including how to facilitate the use of these practices. They will model and teach questioning techniques that reveal student thinking and stimulate mathematical discourse among the students. Additional research will also be shared, including how students’ best learn math, how to differentiate instruction for diverse learners, appropriate use of manipulatives, and how to use visual models to develop mathematical thinking and reasoning.

In the end, content coaches increase the capacity of their coachees by assisting them to recognize that district growth depends on the work of collaborative teams; progress will be made when we all work together for all of our students. The chart below outlines ways in which coaches interact with teachers both in and out of the classroom.

How will this work be accomplished?

For coaches to be effective, the majority of their time needs to be spent in the classroom. To accomplish this, a schedule has been created (see Table 2). The schedule assists in setting some time parameters for teachers to best utilize this professional development resource. While the structure appears rigid, coaches know that a “one size fits all” approach is not necessarily best. It can easily be modified to meet the needs of the coachees; teacher who has accessed the coach previously may not need 3 weeks of the coach’s expertise. The schedule merely serves as a starting point.

Each coaching cycle needs to be tailor-made to the situation. Coaching cycles can go beyond the 12 sessions, depending on the focus of the intervention. An instructional goal, one created collaboratively by the coach and teacher and based on content and instructional pedagogy, will assist in determining the duration of the cycle. To create an appropriate goal for both teachers and students, an initial observation will need to be scheduled. From this, a plan will be developed that may include any or all of the Classroom-Based Activities identified in Table 1.

The work of the coach can be divided into 3 categories: intensive coaching sessions, follow-up support/resource to teachers, and site/district curriculum support. As mentioned earlier, the majority of the coaches’ time needs to be spent in the classroom with teachers. The first category is aimed to meet that objective.

Intensive Coaching Sessions: (65-75% of time)

Using Table 2, coaches will work with a minimum of 2 teachers per 3 week cycle. This will occur Monday – Thursday of those specified weeks, with additional release time scheduled for teachers as needed (with principal’s approval).

Follow-up Support/Resource: (10-15% of time)

The coaches will serve as continuous, on-going support to teachers. This work may include, but is not limited to, unit planning, lesson study, providing professional development resources, and participating in grade-level meetings.

Site/District Curriculum Support: (no more than 10% of time)

The coaches roles may include collecting and analyzing assessment data, assisting in staff development, working with and/or the training of instructional aides, working with site leadership teams, and/or helping manage instructional materials. Coaches

will also provide parent outreach, including *Family Math Nights*, to encourage more parent involvement.

Table 1

Classroom-Based Activities w/ Individual Teachers	Classroom-Focused Activities with Groups of Educators
Demonstrating and modeling classroom management, instructional practices and lessons	Participating in Lesson Study
Observing instruction	Planning site and district professional development
Using the curriculum and data to inform classroom instruction	Planning and providing training for new teachers
Co-teaching	Finding and organizing professional resources
Co-planning lessons and/or units	Organizing and managing instructional materials
Providing feedback	Creating instructional material supports (pacing & instructional guides)
Examining student work as evidence for understanding, misunderstanding and progress	Creating and modifying assessments and monitoring assessment results
Promoting Reflection	Assisting with data analysis in creating SMART Goals and learning targets

Table 2

Cycle	Start Date	End Date	Teacher 1 (am)	Teacher 2 (pre-lunch)	Teacher 3 (post-lunch)
1	Aug. 27	Sept. 14			
2	Sept. 17	Oct. 5			
3	Oct. 8	Oct. 26			
4	Oct. 29	Nov. 16			
5	Nov. 26	Dec. 21			
6	Jan. 7	Jan. 25			
7	Jan. 28	Feb. 14			
8	Feb. 19	Mar. 14			
9	Mar. 25	Apr. 12			
10	Apr. 22	May 10			
11	May 13	May 31			