

Why Coaching?

The key to improving student achievement relies on improving teaching and learning in the classroom. To that end, there are two overriding canons that should focus the work of the coach: teaching and learning for understanding and enabling all children to become mathematically proficient. Pedagogical, content-focused, coaching is a promising method for actually getting into the classroom and providing interventions to help teachers improve their instruction and, in turn, meet these canons. It is a vehicle for teachers to continue to become smarter about teaching and learning and to develop, share, and refine best practices while ensuring all students are learning.

If coaching is to reach its fullest potential, teachers and administrators need to understand what the coaches do and why. Therefore, the role of the coach needs to be defined, understood, and agreed upon by all concerned parties. The goal of the mathematics coach is to improve teaching and learning throughout the district. The coaching of teachers is essential to achieve the successes we desire for all students, whether in mathematics, language arts, or any other curricular areas. The indicators that will signal coaching success will be:

- achievement scores in mathematics and language arts will increase
- achievement discrepancies between sub-groups will decrease
- students will experience higher levels of engagement, willingness to be challenged, and confidence in their ability to succeed
- teachers will feel empowered and have a deepened belief that what they do in the classroom directly affects student learning

A shared vision is essential the work of administrators, teachers, and coaches as they work together to increase student success.