



# Mastering Mathematics: Transformative Coaching Conversations

Florida Organization of Instructional Leaders

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FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

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## Session Objectives

Participants will:

- Share components of a successful coach with each other and have a better understanding of how to be a successful coach.
- Be able to use feedback when coaching.
- Have practiced coaching by engaging with scenarios.

## Icon Guide

Icon on the Slide	Meaning on the Slide
	Denotes opportunity for writing in Participant Guide
	Denotes opportunity for discussion
	Denotes opportunity for engaged activity
	Denotes opportunity for the use of technology to enhance learning



# Common Ground for Coaching

## Think Time

- What is a Coach?
- On your own, write a job description for a coach in three sentences or less.



## Turn and Talk

- Turn to your neighbor.
  - Partner A is the person whose birthday month is the closest to today's date.
  - Partner A share your description.
  - Partner B share your description.
- Work together to write a job description that includes both of your thoughts.



## You Are a Coach

- Based on your collaborative job description, individually brainstorm key ingredients you think are needed for a successful coach.
- As a group, using your ingredients, develop a recipe for a successful coach.



# Chart it Out | Recipe for a Coach

## Ingredients

- As a group, discuss and list the key “ingredients” that contribute to a successful coach.
  - Remember this is a recipe so use cooking-related terms.
- Fill in the “Ingredients” section with the agreed-upon items.

## Directions

- As a group:
  - Include a title to your recipe.
  - Discuss how your ingredients can be combined to create a successful coach.
- Write down the steps in the “Directions” section.
  - Instructions should be clear and actionable.

## Gallery Walk

- Explore the recipes around the room.
  - You will have 5 minutes.
- Go back to your recipe.
  - Are there any adjustments you would like to make to your recipe?



## Reflection

- What are some of the must use ingredients of a successful coach?
- How can you be a successful coach?

# Must-Use Ingredients for a Successful Coach

## Communication

Foster effective communication and build rapport

## Instruction

Support instructional skill development

## Support

Provide additional support to foster candidate growth

## Modeling

Model foundational teaching practices and skills

## Feedback

Assess candidate practices and provide constructive feedback



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# Supporting Planning for Learning and Teaching



# Florida's

## FORMULA FOR SUCCESS

$$5 + 5 + T1 + T2 + T3$$

**5**

### CHARACTERISTICS OF HIGH-QUALITY MATH INSTRUCTION

Horizontally and Vertically Aligned
Balanced Instructional Approaches
Student-Centered
Instruction Informed by Assessment
Implements Tiered Instruction

**5**

### TYPES OF ASSESSMENTS

Screening
Progress Monitoring
Diagnostic
Formative
Summative

**T1**

### INSTRUCTION FOR ALL STUDENTS

Systematic
Scaffolded
Differentiated
Corrective Feedback
Explicit
Inquiry-Based

**T2**

### SUPPLEMENTAL FOR STUDENTS NEEDING ADDITIONAL SUPPORT

Systematic
Small Group Scaffolded Instruction
Multiple Differentiated Opportunities to Practice Targeted Skill(s)
Corrective Feedback
Explicit
Frequent Progress Monitoring
Occurs in Addition to Tier 1

**T3**

### TARGETED FOR STUDENTS NEEDING INTENSIVE SUPPORT

Systematic
Small Group and/or One-One Scaffolded Instruction
More Differentiated Guided Practice
Immediate Corrective Feedback
Explicit
More Frequent Progress Monitoring
Occurs in Addition to Tier 1 and Tier 2

The B.E.S.T. Instructional Guides for Mathematics (BIG-M) include ways to provide access for ALL students, including students with disabilities (SWD) and English Language Learners (ELL), and incorporate Universal Design for Learning (UDL) principles.

# Planning for Learning and Teaching as a Leader | Discussion

- How does providing feedback within the classroom compare with providing feedback as a coach?



# Instructional Approaches | Corrective Feedback

- Corrective feedback identifies and corrects student errors by explaining what each error is and suggesting how it can be corrected, ensuring students understand why an answer is either correct or incorrect.
  - Feedback needs to be timely, specific, individualized and ongoing.
- This approach contributes to student learning by providing opportunities to reflect and correct misconceptions or errors and reinforces expectations during instruction.

# Planning for Learning and Teaching as a Leader

- How do you know you are asking the right questions?
- How can you utilize the “must-use ingredients” of feedback and communication to ask the right questions?
- How can you use your knowledge of feedback to move from questions that elicit a simple response to thought-provoking ones?
  - Example: Moving from “Which Mathematical Thinking and Reasoning (MTR) standard would you like feedback on?” to “What specific student action from your selected MTRs should I look for?”



## Coaching in Action

- In your group, you will be given a scenario. Discuss the following questions:
  - What strategies/practices might you use for next steps with the teachers?
  - What kind of feedback could you give?
  - What kind of support or modeling could you provide for the teacher?

## Scenario A

- You are observing a Grade 4 classroom for 10 minutes and have the notes below. This lesson is based on MA.4.NSO.2.2.
  - Teacher works through a multiplication problem with the whole group, calling on one student at a time to describe the next step in completing the problem.
  - Teacher has all students complete a multiplication problem using the same method.
  - Teacher allows students to complete next multiplication on their own, reminding them of the method just used.
  - Teacher has students discuss solution with a partner after 3 minutes of working by themselves.



## Scenario B

- You are observing a Grade 8 classroom for 10 minutes and have the notes below.
  - Teacher provides a combination of explicit and scaffolded instruction to students on determining whether a relation is a function.
  - Teacher works through a problem with the class, calling on students who answer questions as they go along.
  - Once the class completes the task together, then students are allowed to complete the next problem independently.
  - Teacher allows students to choose their own strategy to determine whether a relation is a function.
  - Teacher invites one student to the board to showcase their work.



## Reflection and Discussion

- How does the Formula for Success relate to coaching?
- How can we use the “must-use ingredients” with the Formula to develop successful coaches in your school or district?
- How can you use what you learned today as a starting point for creating a successful coaching system in your school or district?





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# B.E.S.T. Mathematics Resources

## B.E.S.T. Standards for Mathematics Resources



<https://www.fldoe.org/academics/standards/subject-areas/math-science/mathematics/bestmath.shtml>



# Mathematical Thinking and Reasoning (MTR) Coaching Tool

- This tool contains Student and Teacher Moves aligned to the MTRs.
- It provides examples that demonstrate the embedding of the MTRs within the mathematics classroom, and how some MTRs could be incorporated into student learning and instruction keeping in mind the benchmark(s) that are the focal point of the lesson or task.



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# How Can We Support You?

## Questions? Contact Us!

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## We Want Your Feedback!

Access the Bureau of Standards and Instructional Support (BSIS) professional learning feedback survey using the QR code below.



<https://forms.office.com/r/3skCZYiehT>



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