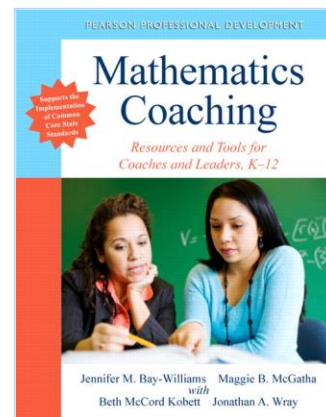


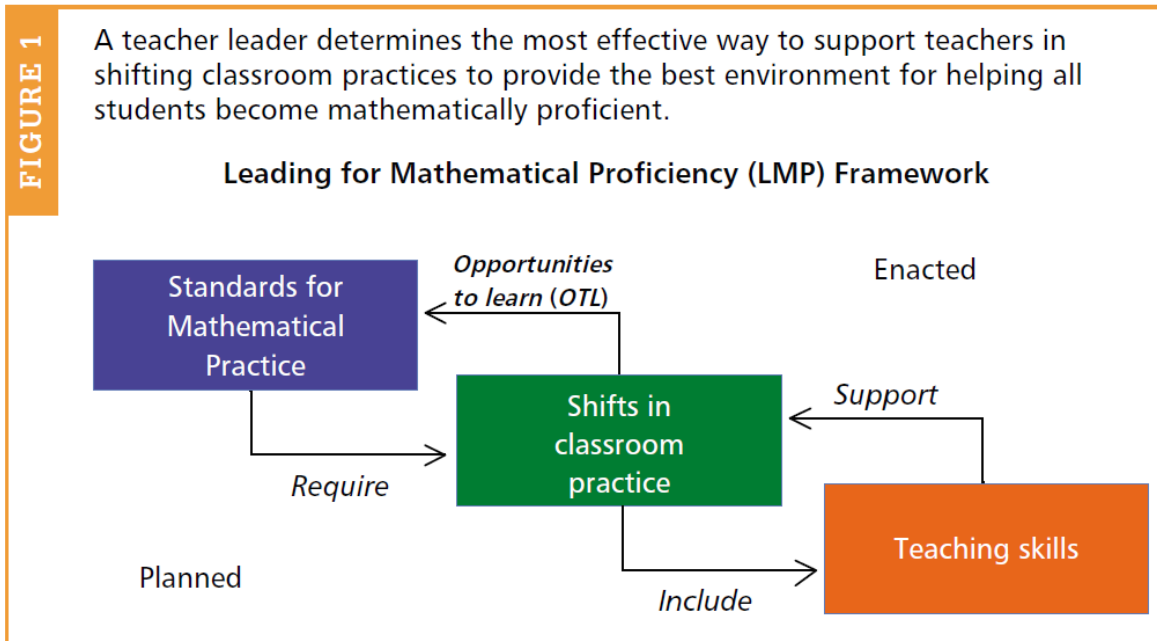
**Mathematics Coaching: Resources and Tools for Coaches and Leaders, K – 12**  
 Bay-Williams, Jennifer M.; McGatha, Maggie B.; McCord Kobett, Beth; Wray, Jonathan A.  
 2014 ♦ Pearson Education ISBN 978-0-13-300700-8

**DESCRIPTION**

The *Leading for Mathematical Proficiency* framework that guides the content of this book is a cyclical coaching model that connects the Standards for Mathematical Practice (CCSSM) to shifts in classroom practice, which leads to improvements in teaching skills (see figure 1 below). The book includes information on effective teaching and coaching practices, but features extensive tools for coaches to use in their practice. The Coaching Cycle Tools include Planning Tools, Data Gathering Tools, Reflection Tools, and Strategy-Specific Tools.



SOURCE: FROM MATHEMATICS COACHING: RESOURCES AND TOOLS FOR COACHES AND LEADERS, K-12, BY JENNIFER M. BAY-WILLIAMS, MAGGIE MCGATHA, BETH M. MCCORD KOBETT, AND JONATHAN A. WRAY. COPYRIGHT © 2013 PEARSON.



**STAGE 2 LEADERSHIP**

*Mathematics Coaching: Resources and Tools for Coaches and Leaders, K – 12* focuses on highlighting critical areas for growth in mathematics instruction and offers tools for coaches to assist teachers in their own growth. These areas include mathematical content knowledge and tasks, but also include areas related to the classroom environment such as instructional strategies, questioning and discourse, and formative assessment strategies. The final chapters address other important areas of focus such as differentiation, special needs learners, and professional development.

**Suggested activity**

Goal: Understand that teaching practices can be placed along a continuum

Task: Teachers complete the self-assessment on shifts in teaching practice from page 24 of the book. For each shift in instructional practice, ask teachers to place a sticky note to indicate where they believe they are located along the continuum in their current practice. On the left are practices that are less likely to result in student learning, while on the right are practices that research shows to be effective for developing mathematical thinking.

In small groups or pairs ask teachers to select two of their placements and cite evidence for why they selected that place on the continuum. Ask participants to reconsider their placement on the continuum after this conversation and see if they have changed their placement. Open the conversation to the full group. The goal of this discussion is to examine the teaching actions and beliefs that exist along the continuum.