


## REPRODUCIBLE

**Figure 2.3g.**  
**NCSM Mathematics Coaching Beliefs**

Beliefs
There is a direct relationship between the quality of instructional practices and student learning; that is, as instructional practices improve, student learning increases.
Skillful, mindful coaches who are appropriately resourced and well supported can affect the great change to instructional practice of teachers.
Growth mindset is essential to maximizing growth in instructional practice.
All students can learn high-quality mathematics.
All teachers can provide high-quality equitable mathematics instruction.
Relationships are the vehicle from which coaching is delivered.
Effective learning principals apply to all learners.
Coaches employ a variety of coaching interactions to improve teaching and learning; the most powerful interaction is the coaching cycle.
It is rare to see immediate results. The change process takes time.
Every action, no matter how small, moves us forward.
The intent of data analysis, both individually and collaboratively, is to find possible pathways for continued growth.
All teachers can identify their goals and make progress toward attaining them.
Sustained effort to improve a focused area of instructional practice has lasting and far-reaching results.

 Visit <https://www.mathedleadership.org/resources/summary.html> to download a free reproducible version of this figure.