

REPRODUCIBLE

Figure 5.1.
Potential Focus Areas for Coaching

Coaching Focus	Description
Essential Action 6: Know, Understand, and Do Mathematics	
Mathematics Content	Coaching will focus on the mathematics content the teacher must know deeply in order to teach at a particular grade level. Work on mathematics content should include content that occurs in prior grades as well as later grades so that teachers know how students were prepared for work at the grade and what work they are preparing students for in later grades.
Essential Action 7: Know, Understand, and Implement Effective Mathematics Teaching for Learning	
Student Learning Outcomes	Coaching will facilitate the designing of specific learning targets and success criteria for each lesson. This will direct decisions involving cognitively demanding tasks, task facilitation, and aligned assessments. Success criteria allow students to self-assess, examining their progress in reaching the learning target(s).
Lesson Planning	Coaching will focus on developing or improving lesson planning habits and skills. Many different structures exist for designing lessons. The components of the lesson design are what is essential, not the template itself.
Task Choice or Design	Coaching will focus on choosing or designing cognitively demanding tasks and creating engaging mathematics experiences for students. The choice of which tasks to use in a lesson is one of the most important decisions that is made. Tasks should be at a high level of depth of knowledge (DOK) or cognitive demand.
Essential Action 8: Develop and Foster Curriculum Coherence	
Curriculum Coherence	Coaching will focus on the mathematics curriculum in use in teachers' classrooms. This includes familiarity with curriculum materials, connections within and among grade-level materials, and how big ideas of mathematics might sequence and connect.
Essential Action 9: Develop and Use Evidence of Student Learning to Inform Instructional Decisions	
Formative Assessment	Coaching will focus on the formative assessment process—that is, helping teachers determine what should be assessed, what techniques will be used to assess it, and how to use the data to formulate next steps in the planning process. These formative assessments can be informal checks for understanding as well as more formal assessment, including providing feedback for students to take action on their next steps in learning.
Differentiation	Instructional decisions are largely dependent on who is doing the learning. As such, the coach and teacher will assess and plan for differences in students' learning, including students' readiness, interest, and learning profiles. Consideration is given to special student populations such as identified gifted, English language learners, identified learning difficulties, and so on.
Classroom Management	Some teachers may choose to focus on managing a classroom during a lesson. This may include anything from behavior management to maintaining rigor and student engagement throughout a lesson. After all, if classroom management is not effective, the other focus areas are less likely to show impact.

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