



CPM Mathematics Coaching

CPM's mission is to empower mathematics students and teachers through an exemplary curriculum, professional development, and leadership. CPM recognizes and fosters teacher expertise and leadership in mathematics education.

CPM's Coaching Cadre was established because research indicates that effective coaching changes practice. The initial support provided during Implementation Support Visits is often a window into the coaching process and an opportunity to determine that additional coaching support is desired. Our coaching model which includes intentional, ongoing, non-evaluative interaction between a math coach and a teacher, is designed to be an effective means to support teacher growth and, in turn, increase student learning while using CPM materials.

CPM's Coaching Model uses rounds of planning, evidence collection during teaching, and reflection as embedded professional development. Through this work teachers set goals based on the 8 Math Teaching Practices (NCTM) and plan action steps in order to increase student engagement and learning in mathematics. The goal is for teachers to value and internalize the process, to continue working in collaboration with other math teachers, and to create a culture of growth for teachers beyond the CPM coaching experience.

Roles during Coaching: In order for progress toward an educational goal to occur, a dynamic collaboration between the district and school administration, the coach and teachers is necessary. The following roles and responsibilities of each member of the partnership emphasize how teachers, school leaders and coaches can function as a united team to increase student engagement and learning throughout the year. This collaboration creates a structure within which each teacher's professional learning, planning and reflective practice are maximized. Each person in the collaboration plays a crucial role.

The school leader:

- Establishes a vision for student learning
- Sets high expectations and holds teachers accountable for quality instruction
- Knows what excellent math instruction looks like in the classroom
- Accepts general feedback from the coach, but does not expect or ask for information that is evaluative
- Supports the coaching process and the goals that are set

The coach:

- Works with teachers to support them in their work
- Creates and maintains positive and open conversations that empower and respect the voice of the teacher

- Builds a trusting relationship through authentic conversations
- Helps teachers write a coaching cycle goal on a focus of their choice
- Supports the lesson planning process
- Collects classroom data so that the teacher can use it for reflection
- Listens respectfully to the teacher's concerns
- Encourages the teacher to problem solve and apply their learning
- Guides the teacher to determine next steps
- Gives direct feedback yet leaves evaluation and judgment out of their work

The teacher:

- Learns about and implements the Mathematics Teaching Practices from Principles to Actions or other research-informed practices
- Creates a coaching cycle goal focused on student learning
- Prepares for and meets with the coach on a regular basis for lesson planning prior to the classroom visit (planning conversation ~45 minutes)
- Executes the lesson plan while the coach visits a class period for a non-evaluative collection of evidence/data.
- Reflects on the evidence/data collected by the coach in order to celebrate what went well and determine next steps (reflection conversation ~30 minutes)
- Maintains email contact with the coach
- Continues to learn and works to improve practice
- Reports any schedule changes or absences to the coach as soon as possible
- Cultivates and supports a culture of professional collaboration

Coaching cycles, where coaches visit a teacher's classroom and work directly with teachers multiple times, may take place with individual teachers or teams of teachers. A coach can typically engage with 3-4 teachers in a day and cycles usually last for 8-10 weeks. A site may choose to have more than one coaching cycle active at any given time to allow for more than 3-4 teachers to participate.

A coaching cycle may take many different forms. A cycle may include several rounds of coaching - opportunities for coaches and teachers to engage in lesson planning, classroom visits for data collection, reflection conversations, and professional learning sessions. CPM coaching support is a perfect option for schools and districts striving for higher levels of student engagement and achievement through the implementation of CPM materials.

For more information please contact either Sharon Rendon, Director of Professional Learning, or Misty Nikula, Assistant Coaching Coordinator, at coaching@cpm.org.