

## **15-minute In-service Suite: Coaching to Support Early Math Instruction**

Narrator: Welcome to this presentation of the 15-minute In-Service Suite on "Coaching to Support Early Math Instruction." This suite describes how practice-based coaching can support the use of effective early math teaching practices in both center- and home-based programs. The Framework for Effective Practice, or House Framework, helps us think about the elements we need to support children's preparation and readiness for school. These elements are the foundation, the pillars, and the roof. When connected to one another, they form a single structure that surrounds the family in the center, because as we implement each component of the house in partnership with parents and families, we foster children's learning and development.

Coaches play an essential part in supporting the left pillar of the house, implementing research-based curricula, which includes effective practices for teaching early math. Practice-based coaching can specifically support effective teaching practices that lead to positive outcomes for children. This suite provides an overview of strategies coaches can use to support education staff as they use effective early math teaching practices informed by children's mathematical thinking and learning. Coaching is one of the most effective ways to improve teaching and learning. This suite provides an overview of each component of the practice-based coaching model within the context of early math instruction. The components include establishing a collaborative coaching partnership, setting shared goals and action planning, focused observation, and reflection and feedback.

A collaborative partnership involves a coachee or education staff – such as a teacher, family child care provider, or home visitor – and a coach. The two parties plan and work together. The partnership develops over time through reciprocal and respectful relationships, shared vision, and trust. "Reciprocal" means that coachees and coaches both share information and ideas. Coaches will benefit from understanding how their education staff feel about math and about supporting early math development. Next, coaches support education staff as they complete a needs assessment to better understand their current implementation of effective early math teaching practices. Based on the needs assessment, coaches and education staff work together to develop an action plan to help staff meet their goals. Finally, after conducting focused observations, coaches support education staff as they reflect on their teaching practices. Coaches may also offer feedback to support growth in effective early math teaching practices. Every day, children develop essential skills and habits of mind in the cognitive domain of mathematics. Education staff implement curriculum with fidelity but often need support in focusing learning opportunities and interactions to support individual children's growth and development. Coaches can support education staff by establishing a collaborative partnership, setting goals, conducting observations, and encouraging reflection to promote effective teaching practices that support children's early math development.

We hope this suite expands on the ways coaches and education staff can use learning opportunities and interactions that support children's early math knowledge and skills. For more information and more ideas, see the complete 15-minute suite on "Coaching to Support Early Math Instruction," and take a look at our tips and tools and helpful resources.