The Mathematics Coaching Program
The College of Education and Human Ecology

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Oct/Nov 2012
Volume 5 Issue 1

Monthly Professional Development Dates

We are very pleased about the number of administrators who attended last year's professional development sessions with their coaches. You will have the opportunity to attend sessions again this year. The 2012-2013 schedule is listed below. Please view the dates and choose at least two different sessions that work for you. Then, you can submit the registration materials you receive in the invitation email. ***Please note: the May dates are work sessions for coaches and facilitators only (there will be no regular sessions).*** If you need another copy of the registration forms at any time throughout the year, please contact us at **mcp_coaching@osu.edu**. We look forward to seeing you throughout the year!

MCP 2012-2013 Schedule of Professional Development Sessions	
September	27, 28
October	11, 12
November	8, 9
December	6, 7
January	17, 18
February	7, 8
March	4, 5
April	11, 12
May	20, 21, 22

The essence of mathematics is not to make simple things complicated, but to make complicated things simple.
-Stan Gudder, Professor of Mathematics, University of Denver

Program Fidelity

In a study conducted by the MCP during the years 2004-2008, third grade students who were coached by MCP coaches scored an average of 23% higher on OAT exams than students in schools with no coaches. For fourth graders, coached students scored on average just over 19% higher; for fifth graders, coached students on average scored nearly 25% higher; for sixth grade, coached students scored just over 26% higher. When we looked at the schools that had the highest gains in mathematics and compared them to the schools with the lowest gains we learned that those having the highest gains were the schools with coaches who were able to implement the MCP model with the highest levels of fidelity. So we encourage all administrators to learn as much about the program as possible to assist the coach with implementation.

The majority of MCP coaches tend to be first year coaches. Even with little experience in our program, coaches make a huge impact on student achievement if they use what they learn in professional development in the classroom. Fidelity of implementation is essential to the previously cited results. Assurances require that coaches not be used as substitute teachers, teacher aides, or for other school duties so that they can focus on coaching. Coaches are expected to coach full time and the data show that when they implement the coaching program as provided, students are more successful in mathematics than they are otherwise. We would like for administrators to encourage full participation in the MCP program both at PD and in schools to ensure the highest level of implementation fidelity.

Ohio's New Learning Standards

The Common Core State Standards, or more recently named, Ohio's New Learning Standards are almost here. You're thinking now you have to implement a new curriculum on top of trying to incorporate coaching and professional development. You can breathe easy: the MCP approach can work with any curriculum, including the CCSS. MCP works closely with the Ohio Department of Education to ensure that the model can adjust to various demands. We have already adjusted the MCP content to include the Common Core so that coaches may assist teachers with implementation.

How students think

Mathematics has long been presented as overly structured with only a limited number of ways to approach content. But everyone thinks differently, and, in fact, mathematics can be different for everyone. The MCP emphasizes honoring the many approaches students may generate to solve a problem by allowing students to explore and to examine a problem in their own way and helping them to make mathematical connections. Coaches and teachers can strategically guide students by asking probing questions and asking them to share their thinking.