



Mathematics Coaching Program: Report to the Ohio Department of Education

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Mathematics OAT Scores

Percent of Students At or Above Proficiency in Grades 3 through 8







Mathematics Coaching

- Addresses Board Priorities
 - Higher Achievement for All Students
 - Educator Quality and Effectiveness
- Is High Quality Professional Development (Standards for Ohio Educators)
- Draws on school improvement models developed for literacy
- Is content-specific
- Is funded through Title I SI and Math Initiatives









Similarities with Literacy

- School-based coaches provide whole-school, jobembedded professional development (PD)
 - For all teachers, by grade-level, via co-teaching, for administrators, ...
 - Addressing both pedagogy and content knowledge
 - Drawing on local data and diagnostic assessments
 - That is vendor neutral
- Projects are tiered through regional facilitators and higher education faculty members, who
 - Provide technical support to school-based coaches
 - Ensure fidelity and flexibility









Drs. Patti Brosnan & Diana Erchick Directors

http://www.newark.osu.edu/derchick/MCP_Program/





Today's Focus

- The Mathematics Coaching Project
 - MCP Model Details
 - Results so far
 - Current Status
 - Challenges
 - Future Directions







MCP Mathematics Coaching

• The Guiding Question:

– How do we get research-based strategies into this classroom, with this teacher, with these students, with this curriculum, and with these materials?

• The MCP Approach:

 Coaches are assigned to one elementary school to provide practice-embedded professional development to teachers on research-based strategies.







MCP Structural Model





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Mathematics Coaching Program





MCP Coaches' work

- Practice-embedded: Team-teaching with classroom teachers, using research-based, standards-based instruction
- Focusing on student thinking and learning
- Provides an informed and rigorous focus on the Ohio standards for mathematical processes
- Practices data-based decision making
- Professional Development in content, pedagogy, and coaching



Curriculum independent





















Mathematics Coaching Program



















Achievement Comparison, MCP Cohort I Schools







Additional Results

- Changing Roles and Supports
- Emerging Leadership
- Ownership and Decision-Making









Current Status

- Of 34 Cohort I schools, 12 remain
 - Lost 20 Cohort I schools because they emerged from School Improvement
 - Lost 2 coaches (and hence schools) because of school restructuring RIFs
- Missed potential Title I SI schools because of summer eligibility identification
- This year we have 76 coaches
 - Many schools have hired coaches with other funds
 - We have expanded to middle school (in some cases 2
 schools per coach)









Challenges

- Funding is dependent on School Improvement status
 - Considering variations of the model
- Identifying schools early
- School buy-in up front: 80% of staff buy-in before joining MCP
- Hiring coaches
- Understanding program assurances
- Administrative support
- Union requirements











Future Directions

- Expanding to grades 7-12 in Ohio
- Changing role of coach
- Variations of the model
- P-6 Mathematics Specialist Endorsement
- EdS Degree for Teacher Leaders
- Cisco Learning Institute's National Mathematics Specialist Project
- AMTE working group









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Thank You!









MCP Coaching Activities

- Provide full-time, on-site, classroom-embedded professional development for classroom teachers.
- Assist with student diagnostic tests and interviews.
- Organize and analyze student assessment data.
- Work with building administration to establish building goals based on student data.
- Work with teachers individually and in grade level groups to develop instruction based on collected data.
- Team plan instruction and assessment based on student learning.
- Team teach with teachers.
- Document work performed.



