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Content-Focused Coaching

Transforming Mathematics Lessons



JUDY WEST & FRITZ C. STAUB

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Content Focused Coaching Transforming Mathematics Lessons

**Jean B. Crockett, Bonnie
Billingsley, Mary Lynn Boscardin**



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Content-focused Coaching Lucy West, 2003 Introduces Content Focused Coaching a professional development program that provides tools for standards based math teaching and includes three CDs showing the program in action

Transforming Mathematics Instruction Yeping Li, Edward A. Silver, Shiqi Li, 2014-07-05 This book surveys and examines different approaches and practices that contribute to the changes in mathematics instruction including 1 innovative approaches that bring direct changes in classroom instructional practices 2 curriculum reforms that introduce changes in content and requirements in classroom instruction and 3 approaches in mathematics teacher education that aim to improve teachers expertise and practices It also surveys relevant theory and methodology development in studying and assessing mathematics instruction Classroom instruction is commonly seen as one of the key factors contributing to students learning of mathematics but much remains to be understood about teachers instructional practices that lead to the development and enactment of effective classroom instruction and approaches and practices developed and used to transform classroom instruction in different education systems Transforming Mathematics Instruction is organized to help readers learn not only from reading individual chapters but also from reading across chapters and sections to explore broader themes including Identifying what is important in mathematics for teaching and learning emphasized in different approaches Exploring how students learning is considered and facilitated through different approaches and practices Understanding the nature of various approaches that are valued in different systems and cultural contexts Probing culturally valued approaches in identifying and evaluating effective instructional practices The book brings new research and insights into multiple approaches and practices for transforming mathematics instruction to the international community of mathematics education with 25 chapters and four section prefaces contributed by 56 scholars from 10 different education systems This rich collection is indispensable reading for mathematics educators researchers teachereducators curriculum developers and graduate students interested in learning about different instructional practices approaches for instructional transformation and research in different education systems It will help readers to reflect on approaches and practices that are useful for instructional changes in their own education systems and also inspire them to identify and further explore new areas of research and program development in improving mathematics teaching and learning

Coaching Jim Knight, 2009 It is imperative that districts make meaningful choices about the coaching model they invest their money and time in implementing Without a broad base of knowledge it is unlikely that coaching can have the greatest impact upon the teachers and students who need it the most Tiffany Wiencken Instructional Coach Facilitator Beaverton School District OR A must read for any administrator who employs coaches on their campus and for anyone who acts as a coach teacher leader facilitator or mentor Candace Bixler Educational Specialist Education Service Center Region XIII Austin TX Practical guidelines for selecting the right type of coaching for your teachers and students Coaching supports teacher development

and puts teachers needs at the heart of professional learning by individualizing their learning and by positioning them as professionals With many different models available administrators may find it challenging to determine the kind of coaching that best fits the needs of schools teachers and students This fresh new resource brings together the voices of recognized experts in the field including Joellen Killian Cathy Toll Jane Ellison Randy Sprick Jane Kise Karla Reiss Lucy West and Jim Knight to present unique approaches for coaching teachers and leaders Comprehensive chapters review the roles of coaches in schools examine the research base on coaching and provide in depth discussions of specific approaches to coaching including Literacy coaching Cognitive coaching Instructional coaching Content focused coaching Classroom management coaching Leadership coaching Coaching helps readers make more informed choices about a range of coaching approaches to best serve the unique needs of their teachers and schools

A Guide to Mathematics Coaching Ted H. Hull, Don S. Balka, Ruth Harbin Miles, 2009-07 Engage math teachers and foster productive collaborations through an effective coaching process that builds trust and rapport and leads to better teaching practice and increased student achievement

Teaching by Design in Elementary Mathematics, Grades 4-5 Melinda Leong, Jennifer Stepanek, Linda Griffin, 2010-12 This professional learning programme for Key Stage 3 mathematics teaching is grounded in the latest research on the characteristics of effective professional development The materials help teachers deepen their content knowledge for important mathematical concepts in their grade increase their understanding of how students learn these mathematical ideas use their knowledge to develop effective lessons and improve instruction enhance their collaboration skills The mathematical content of Teaching by Design in Mathematics matches content topics in number and operations identified for each grade by the NCTM Curriculum Focal Points The culminating activity of the programme is the co creation of a prototype lesson which is taught to students by team members the team then investigates the impact of the lesson on student learning The cycle of investigating planning teaching observing debriefing and revising a lesson together contributes to a climate of continuous professional learning

Teaching by Design in Elementary Mathematics, Grades 2-3 Jennifer Stepanek, Melinda Leong, Linda Griffin, 2010-11-19 This professional learning programme for Key Stage 2 mathematics teaching is grounded in the latest research on the characteristics of effective professional development The materials help teachers deepen their content knowledge for important mathematical concepts in their grade increase their understanding of how students learn these mathematical ideas use their knowledge to develop effective lessons and improve instruction enhance their collaboration skills The mathematical content of Teaching by Design in Mathematics matches content topics in number and operations identified for each grade by the NCTM Curriculum Focal Points The culminating activity of the programme is the co creation of a prototype lesson which is taught to students by team members the team then investigates the impact of the lesson on student learning The cycle of investigating planning teaching observing debriefing and revising a lesson together contributes to a climate of continuous professional learning

Teaching by Design in Elementary Mathematics,

Grades K-1 Jennifer Stepanek, Melinda Leong, Linda Griffin, 2010-11-16 Strengthen your mathematics lessons through collaborative planning Teaching by Design in Elementary Mathematics is a series of comprehensive professional development guides that help teachers investigate how students learn Grounded in the latest research this book is one of three volumes focused on grade appropriate number and operations topics aligned with the Common Core State Standards The capstone activity of each book guides the group through the co creation and implementation of a prototype lesson The teacher teams then evaluate the impact of the lesson on student learning and work together to revise it for maximum effectiveness Through the process teachers develop Deeper content knowledge of important mathematical concepts Improved understanding of how students learn these mathematical ideas A stronger foundation for developing effective lessons and improving instruction Enhanced collaboration skills Each volume includes a large assortment of reproducible handouts as well as built in facilitation notes Teachers will also find helpful resources that address the issue of finding time for school based professional development and teacher collaboration

Cultivating Coaching Mindsets Rita M. Bean, Jacy Ippolito, 2025-01-08 Now in a revised and updated second edition for today's changing K-12 landscape this book gives instructional coaches an innovative framework for building strong relationships and enacting positive change in schools Emphasizing a systems approach Rita M Bean and Jacy Ippolito explain the multiple roles of the coach as change agent facilitator designer and advocate Vivid examples show how effective coaches draw on these mindsets in working with individual teachers and groups and in developing implementing and sustaining schoolwide instructional programs The book is rich with Voices from the Field vignettes chapter opening questions and end of chapter discussion prompts learning activities and resources Reproducible coaching tools can be copied from the book or downloaded from the companion website New to This Edition Broader scope addresses coaching across all instructional areas not just literacy Discussions of virtual instruction and coaching the coach's role in supporting equity and other timely topics Significantly revised case study chapter with three new cases Incorporates current research lessons learned in the field and the ongoing development of the mindsets model

The Power of Video Studies in Investigating Teaching and Learning in the Classroom Janík Tomáš, Tina Seidel, 2013-10-01 Video study is a complex methodological approach which enables the employing of various strategies methods or techniques for generating collecting and analysing video data i.e. audiovisual data grounded in rich situational contexts Section I focuses on the power of video to describe the dynamics of teaching and learning in the classroom It presents various video studies conducted in the past fifteen years that aimed to describe the practices of teaching Section II focuses on the use of video in investigating the effects of teaching on student learning The chapters present approaches that build on video studies in order to link data about classroom processes with data about learning outcomes The chapters in section III discuss possibilities offered by the use of video in professional development of teachers

Handbook of Research on Field-Based Teacher Education Hodges, Thomas E., Baum, Angela C., 2018-10-26 Teacher education is an evolving field with multiple pathways towards teacher

certification Due to an increasing emphasis on the benefits of field based learning teachers can now take alternative certification pathways to become teachers The Handbook of Research on Field Based Teacher Education is a pivotal reference source that combines field based components with traditional programs creating clinical experiences and on the job learning opportunities to further enrich teacher education While highlighting topics such as certification design preparation programs and residency models this publication explores theories of teaching and learning through collaborative efforts in pre Kindergarten through grade 12 settings This book is ideally designed for teacher education practitioners and researchers invested in the policies and practices of educational design Handbook of Effective Literacy Instruction Barbara M. Taylor, Nell K. Duke, 2014-07-21 The intent of this handbook is to provide a comprehensive forward looking research based resource for teachers teacher educators and researchers on the key inter connected components of effective literacy instruction The book is designed so that it is a readily useable resource for pre service and practicing teachers as well Every chapter in sections I II III and IV includes substantial suggestions for implementing research based practices in the classroom and for engaging in professional learning to help teachers increase their effectiveness as literacy instructors Every chapter in section IV also includes substantial suggestions for fostering collaboration among staff and when applicable parents within schools **Moments in Mathematics Coaching** Kristine Reed Woleck, 2010-03-09 Using a case based approach Moments in Mathematics Coaching helps readers examine the possibilities of their position and develop a range of images of the work of mathematics coaching The cases and author narrative illustrate how to implement specific coaching strategies and make transparent to the reader the reflection and decision making elements of coaching In this way the author an experienced mathematics coach and coach educator effectively models the reflective nature of the work and the power of such reflection for continual growth The book communicates the challenges and successes of mathematics coaching and provides a wide range of strategies tips and guidelines This resource may be used by individuals or by a book study group of mathematics coaches *Content Matters* Stephanie M. McConachie, Anthony R. Petrosky, 2009-12-02 An authoritative guide for improving teaching learning and literacy in content area classrooms This book introduces teachers to the Disciplinary Literacy instructional framework developed by the Institute for Learning University of Pittsburgh Grounded in the Principles of Learning developed by acclaimed educator Lauren Resnick the framework is designed to prepare students grades 6 and up to master the rigorous academic content learning required for college success Unlike generic teaching models the framework is specifically tailored for each of the content disciplines Highly practical the book shows teachers how to integrate literacy development and thinking practices into their routine content instruction with separate chapters devoted to math science history and English language arts The book also shows how school instructional leaders can support teachers in learning and using this instructional approach Offers an innovative approach for improving literacy thinking and content learning in secondary students Includes detailed instructional guidance plus numerous classroom examples of lessons dialogs and

teaching routines Features chapters on each of the content areas math science language arts and social sciences Provides leadership guidance in implementing the method Foreword written by internationally acclaimed educator and cognitive scientist Lauren Resnick *A Leader's Guide to Mathematics Curriculum Topic Study* Page Keeley,2012-05-30 The Curriculum Topic Study CTS process funded by the National Science Foundation helps teachers improve their practice by linking standards and research on how children learn mathematics to classroom practice Keyed to the core book

Mathematics Curriculum Topic Study this resource helps maths professional development leaders **How Chinese Acquire and Improve Mathematics Knowledge for Teaching** Yeping Li,Rongjin Huang,2018-05-16 While the importance of knowledge for effective instruction has long been acknowledged and the concept and structure of mathematics knowledge for teaching are far from being new the process of such knowledge acquisition and improvement remains underexplored empirically and theoretically The difficulty can well associate with the fact that different education systems embody different values for what mathematics teachers need to learn and how they can be assisted to develop their knowledge To improve this situation with needed consideration about a system context and policies *How Chinese Acquire and Improve Mathematics Knowledge for Teaching* takes a unique approach to present new research that views knowledge acquisition and improvement as part of teachers life long professional learning process in China The book includes such chapters that can help readers to make possible connections of teachers mathematical knowledge for teaching in China with educational policies and program structures for mathematics teacher education in that system context *How Chinese Acquire and Improve Mathematics Knowledge for Teaching* brings invaluable inspirations and insights to mathematics educators and teacher educators who wish to help teachers improve their knowledge and to researchers who study this important topic beyond a static knowledge conception *Handbook of Leadership and Administration for Special Education* Jean B. Crockett,Bonnie Billingsley,Mary Lynn Boscardin,2012-05-31 This book brings together for the first time research informing leadership practice in special education from preschool through transition into post secondary settings It provides comprehensive coverage of 1 disability policy 2 leadership knowledge 3 school reform and 4 effective educational leadership practices Broader in scope than previous books it provides in depth analysis by prominent scholars from across the disciplines of both general and special education leadership Coverage includes historical roots policy and legal perspectives and content supporting collaborative and instructional leadership that support the administration of special education Comprehensive This is the first book to integrate the knowledge bases of special education and educational leadership as these fields impact school improvement and the performance of students with disabilities Chapter Structure Chapters provide a review of the knowledge base as well as recommendations for special education leadership and future research Multicultural Focus Addressing special education leadership within the context of a multicultural society chapters incorporate content related to the diversity of families teachers and students Expertise Chapter authors have made significant contributions to the

knowledge base in their specific areas of study such as educational policy special education law and finance school reform organizational management and instructional leadership This book is a reference volume for scholars leaders and policy makers and a textbook for graduate courses in special education educational administration and policy studies

The Evolution of Research on Teaching Mathematics Agida Manizade,Nils Buchholtz,Kim Beswick,2023-08-10 This open access book investigates current issues related to the evolution of research on teaching mathematics and examines up to thirty years of presage process product research PPPR in mathematics with respect to conceptualization instrumentation and design The book discusses the theoretical and methodological challenges associated with PPPR critically reviews current research and explores the likely direction of further developments to identify future paths for research on high quality mathematics teaching in the digital era Subjects that are covered in this work focus on the relationships between 1 student learning outcomes measured upon completion of the mathematics teaching 2 student learning activities in the classroom 3 interactive mathematics teacher activities and best practices in mathematics classrooms conducted in the presence of students 4 pre post active mathematics teacher activities such as planning assessment and other teaching related activities outside of the classroom 5 mathematics teachers competencies knowledge and skills and 6 mathematics teachers characteristics including beliefs attitudes and motivation This book discusses the evolution of such research in mathematics teaching and teacher education in the digital era and is of interest to researchers exploring the field of mathematics teaching and mathematics teacher education as well as educators

Digital Video for Teacher Education Brendan Calandra,Peter J. Rich,2014-08-07 Digital video use is becoming prevalent in teacher education as a tool to help improve teaching and learning and for assessing effective teaching Timely and comprehensive this volume brings together top scholars from multiple disciplines to provide sound theoretical frameworks research based support and clear practical advice on a variety of unique approaches to using digital video in teacher education programs Part I deals with the use of video for teacher learning Part II focuses on the role played by those other than teachers in the effective use of digital video in teacher education programs Part III addresses how to administer video for teacher education Exploring the complexities of effectively and appropriately integrating digital video into teacher development at various stages this book is a must have resource for scholars and professionals in the field

Best Practices in Literacy Instruction, Fourth Edition Lesley Mandel Morrow,Linda B. Gambrell,2011-06-16 A highly regarded teacher resource and widely adopted text this book is grounded in current knowledge about literacy teaching and learning in grades PreK 8 The field's leading authorities present accessible recommendations for best practices that can be tailored to fit specific classroom circumstances and student populations Provided are strategies for helping all students succeed including struggling readers and English language learners and for teaching each of the major components of literacy The book also addresses ways to organize instruction and innovative uses of technology Chapters include concrete examples Engagement Activities and resources for further learning New to This

Edition Incorporates the latest research findings and instructional practices Chapters on motivation content area teaching new literacies and family literacy Addresses timely topics such as response to intervention the new common core standards English language learning and policy issues *The Power of Instructional Coaching in Context* Jacy Ippolito,Rita M. Bean,2024-02-20 From nationally known experts this book provides guidance for leveraging the power of instructional coaching and helping coaching programs succeed It addresses the crucial importance of developing practices that align instructional goals content with school district and community factors that influence the work of K 12 teachers and coaches context The authors present a framework and practical tools for embedding coaching into the fabric of school life in service of creating equitable opportunities and outcomes for all students Instructive features throughout the chapters include Framing Questions Voices from the Field vignettes Stop and Reflect opportunities and Reflection Activities and Questions Reproducible planning forms can be copied from the book or downloaded and printed in a convenient 8 1 2 x 11 size

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