
Moments in Mathematics Coaching: Improving K–5 Instruction

Woleck, Kristine Reed

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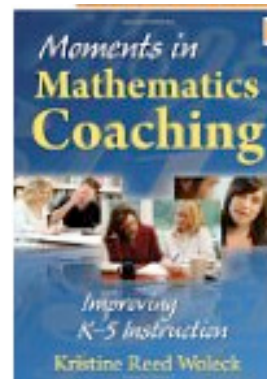
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Relationship: Books

DESCRIPTION

Moments in Mathematics Coaching: Improving K–5 Instruction, by Kristine Reed Woleck, describes coaching cases in a K–5 setting and provides opportunities to discuss the mathematics, student learning, coaching moves, and interactions that seem important to the particular case. These opportunities for reflection provide a resource for specialists in a role of coaching and the leaders that support them. The book is organized broadly into four sections:

- The Coach’s Work
- Tools for Coaching
- Coaching Dilemmas
- Growing the Coach



The first section includes an overview of coaching models and a description of a coaching cycle. Information on starting the school year is also described and includes:

- Making Introductions
- Establishing Trust
- Deciding Who or Who Not to Coach
- Getting Organized
- Communicating with Administrators

The second section uses cases to illustrate specific tools useful for coaching including:

- Using Curriculum
- The Role of Questioning
- Being Explicit
- Using Data

The third section explores coaching dilemmas including how to address teachers’ classroom errors, the role of demonstration or modeling lessons, and the specialist as a learner. The final section describes opportunities for ongoing professional learning opportunities for mathematics specialists. In addition, each case in the book includes focus questions that may be useful for reflection and discussions with colleagues.

STAGE 2 LEADERSHIP DEVELOPMENT

Moments in Mathematics Coaching: Improving K–5 Instruction, by Kristine Reed Woleck, supports stage 2 development of leaders. The cases are rich in mathematics content and also in the core elements of coaching. Throughout the book, chapters conclude with focus questions that might be used to prompt discussion or written reflection. Chapter 11, “Professional Development for the Coach,” provides specific suggestions for providing opportunities for specialists to develop the skills and knowledge necessary for their work. The first step in supporting coaches is identifying the essential skills, knowledge, and strategies necessary for effective coaching including:

- Interpersonal Skills
- Content Knowledge
- Pedagogical Knowledge
- Knowledge of the Curriculum
- Awareness of Coaching Resources
- Knowledge of the Practice of Coaching

One strategy for providing professional learning for specialists involves the use of coaching cases with a collaborative group. In a large district, specialists might meet regularly to read, discuss, and connect coaching cases to their own work as a part of their ongoing professional learning designed to study the practice of coaching. The cases from *Moments in Mathematics Coaching: Improving K–5 Instruction* provide a valuable resource for this activity. In smaller districts, mathematics specialists may be paired with other instructional specialists, or they may work with colleagues in neighboring districts. Online communities might also provide opportunities for specialists to meet together for coach-to-coach professional learning.