



We are ALL Math People: Mathematics Coaching for School-Based Leadership

Florida Organization for Instructional Leaders

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FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

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Icon Guide

Icon on the Slide	Meaning on the Slide
	Denotes opportunity for writing in Participant Guide
	Denotes opportunity for discussion
	Denotes opportunity for engaged activity
	Denotes opportunity for the use of technology to enhance learning

Session Objectives

Participants will:

- Align leadership practices to Florida's definition for high-quality instruction.
- Determine the strength of Tier 1 instruction in mathematics classrooms.
- Examine leadership actions that ensure benchmarks-aligned, high-quality instruction.



Reflection

- How effective is mathematics Tier 1 instruction at your site?

1	–	2	–	3	–	4	–	5
Ineffective		Moderately Effective				Highly Effective		

- Why did you give this rating?



B.E.S.T. Instructional Guide for Mathematics (B1G-M)



B1G-M

- The instructional guides for teaching the benchmarks in mathematics.
- Intended to assist educators with planning for student learning and instruction.
- In your Participant Guide, read the nine components of the B1G-M.
- Use the QR code in your Participant Guide to navigate to one of the B1G-M documents.
 - On what pages can you find descriptors of these nine components?
 - Are those page numbers the same in other B1G-M documents?



Think-Write-Pair-Share

- In your Participant Guide, think about and answer the following question:
 - What leadership actions can you take to ensure the consistent use of the B1G-M?
- Share your thoughts with your shoulder partner.



Mathematical Thinking and Reasoning Standards (MTRs)

MTRs

- Teaching in a manner that increases:
 - Student engagement.
 - Perseverance through difficult tasks.
 - Sharing student thinking.
 - Balancing conceptual understanding and procedures.
 - Assessing reasonableness of solutions.
 - Making connections.
 - Real-world applications.
- Designed for instruction to reach all learners.



MTRs Look-for Tool

- Circle the MTRs you consistently see in mathematics classrooms.
- Highlight the MTRs you would like to see more of.
- In your group, collaborate to determine leadership actions that will increase the consistent use of the MTRs in mathematics classrooms.



Mathematical Thinking & Reasoning Standards



Florida's Formula for Success



Florida's

FORMULA FOR SUCCESS

$$5 + 5 + T1 + T2 + T3$$

5 CHARACTERISTICS OF BENCHMARKS- ALIGNED, HIGH- QUALITY INSTRUCTION	5 ASSESSMENT TYPES TO GATHER STUDENT DATA	T1 CORE INSTRUCTION FOR ALL STUDENTS	T2 SUPPLEMENTAL INSTRUCTION FOR SOME STUDENTS	T3 INTENSIVE INSTRUCTION FOR FEW STUDENTS
Horizontally and Vertically Aligned	Screening	Systematic	Systematic	Systematic
Balanced Instructional Approaches	Progress Monitoring	Scaffolded	Small Group Scaffolded Instruction	Smaller Group or One-One Scaffolded Instruction
Student-Centered	Diagnostic	Differentiated	Differentiated Opportunities to Practice Targeted Skill(s)	Differentiated Guided Practice
Instruction Informed by Data (Assessments)	Formative	Inquiry-Based	Guided Inquiry-Based	More Guided Inquiry-Based
Implements Tiered Instruction	Summative	Explicit	Explicit	Explicit
		Progress Monitoring	Frequent Progress Monitoring	More Frequent Progress Monitoring
			Occurs in Addition to Tier 1	Occurs in Addition to Tier 1 and/or Tier 2

Successful implementation of Florida's Formula for Success includes ways to provide access for ALL students, including students with disabilities (SWD) and English Language Learners (ELL), and incorporates Universal Design for Learning (UDL) principles. Additionally, corrective feedback occurs in all instructional approaches.

**The Formula for Success supports benchmarks-aligned, high-quality instruction in Mathematics, Civics, Science, Computer Science, Social Studies, Health and Physical Education.*

Benchmarks-Aligned, High-Quality Instruction

- Horizontally and vertically aligned
- Balanced instructional approaches
- Student-centered
- Instruction informed by data (assessments)
- Implements tiered instruction

Tier 1 (T1) Core Instruction

- Systematic
- Scaffolded
- Differentiated
- Inquiry-based
- Explicit
- Progress Monitoring



Florida's Formula for Success Reflection

- When thinking about Florida's Formula for Success, what components can also be found in the B1G-M or the MTRs?
- What leadership actions can you take to support teachers and strengthen Tier 1 core instruction?



Strengthening Tier 1 Instruction

Implementation Fidelity

- Leadership sets the expectation of instructional practices on campus.
- Implementation fidelity is the responsibility of all members of the instructional team.
- As we have gone through the B1G-M, MTRs and Florida's Formula for Success, you have been asked to reflect on your own leadership actions.
 - Guiding question: How do these pieces fit together to ensure benchmarks-aligned, high-quality instruction is consistently implemented within mathematics classrooms for ALL students?



Walkthrough Simulation

- Read your group's Walkthrough Simulation Card.
- Use the chart paper to create a poster of ways to improve the Tier 1 instruction in this classroom.
- Once your poster is complete, hang it on the wall.
- For the next step, each person will need sticky notes and a writing utensil.
- As a group, stand next to your poster once you are ready to move on.



Gallery Walk Jigsaw

- One group member will remain at your poster while the rest of the group rotates.
 - This is your group's "expert."
- After you rotate, the "expert" will summarize the group's scenario and recommended Tier 1 changes.
- The new group will use sticky notes to add leadership actions that can support the teacher in implementing Florida's Formula for Success.
 - Each person may add as many stickies as they would like.
- Select a new "expert" to stay behind with the poster while the rest of the group rotates.



Gallery Walk Jigsaw Reflection

- Within your role, what actions can you take to ensure benchmarks-aligned, high-quality instruction is consistently implemented within mathematics classrooms for ALL students?

Tier 1 Interventions

- Interventions are not solely for Tier 2 and Tier 3.
- Interventions happen at any point where there are whole-group student misconceptions.
- Recognizing misconceptions and making adjustments is paramount to effective Tier 1 instruction.
- Whole group misconceptions indicate a Tier 1 instructional issue.

What Tier 1 strategies did we use today?

- Think-write-pair-share
- Turn and talk
- Marking the text
- Written reflections
- Jigsaw
- Gallery walk
- Think time



Reflection

- Thinking about the B1G-M, MTRs and Florida's Formula for Success, rate how effective mathematics Tier 1 instruction is at your site.

1	–	2	–	3	–	4	–	5
Ineffective			Moderately Effective			Highly Effective		

- Is your rating different than when you began? Explain.



Action Plan

Action Plan

- In your Participant Guide, begin creating an action plan to bring back to your site.
- What are leadership moves you can make to improve Tier 1 mathematics instruction at your site?
 - Year 1
 - Year 2
 - Years 3-5
- Read the Tier 1 Commitment to enact leadership moves that will monitor and support Tier 1 instruction with fidelity.



How Can We Support You?

B.E.S.T. Mathematics Coaches

- Barbie Hartsfield, Director
 - Barbie.Hartsfield1@fldoe.org
- Bradley Hardesty, B.E.S.T. Mathematics Coach
 - Bradley.Hardesty@fldoe.org
- Jessica Beckford, B.E.S.T. Mathematics Coach
 - Jessica.Beckford@fldoe.org
- Jennifer Corey, B.E.S.T. Mathematics Coach
 - Jennifer.Corey@fldoe.org
- Julie Leofanti, B.E.S.T. Mathematics Coach
 - Julie.Leofanti@fldoe.org
- Amanda Price, B.E.S.T. Mathematics Coach
 - Amanda.Price@fldoe.org
- Devon Sobut, B.E.S.T. Mathematics Coach
 - Devon.Sobut@fldoe.org

We Want Your Feedback!

B.E.S.T. Mathematics Coaches'
Professional Learning Feedback



<https://forms.office.com/r/zpiEUrMLTF>



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