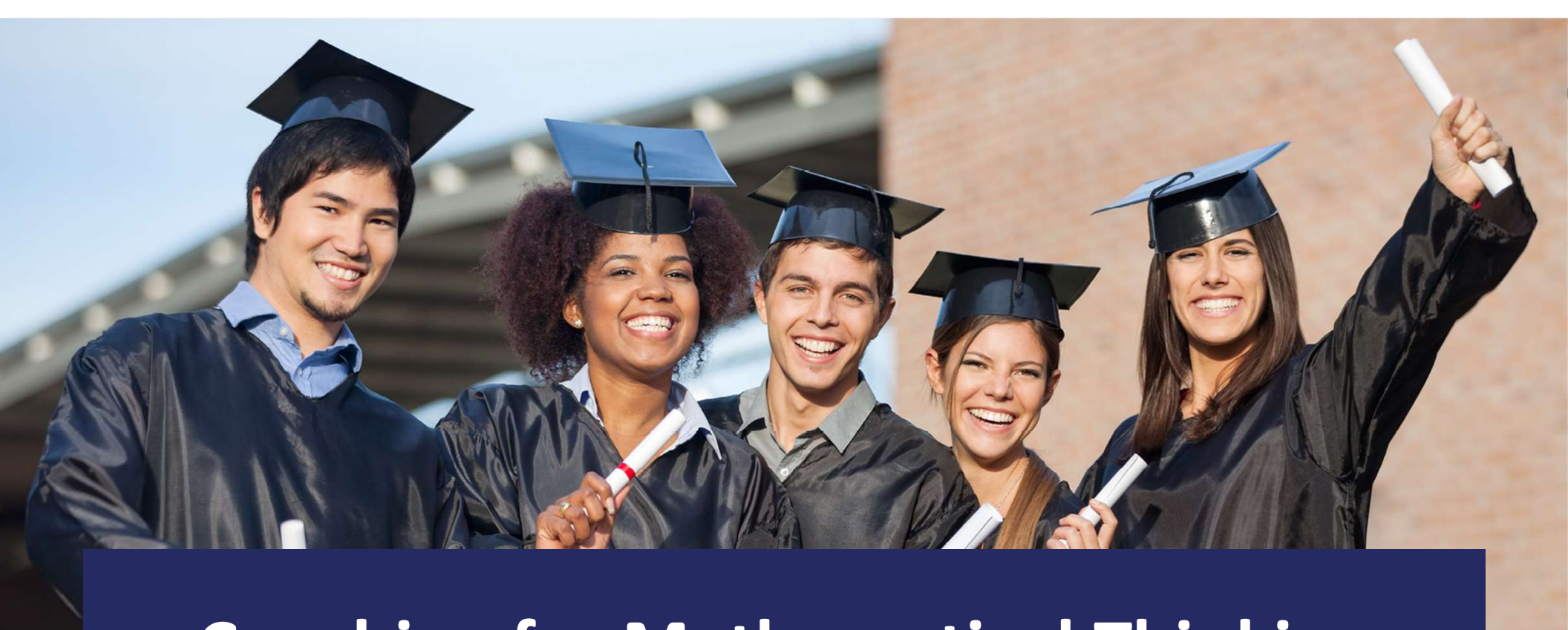




Coaching for Mathematical Thinking

Florida Organization of Instructional Leaders (FOIL)

Spring Conference

May 2026



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

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:

- Analyze how a coach's stance (how they position themselves in a conversation) and purpose (what they choose to focus on) shape coaching conversations.
- Practice maintaining a focus on student mathematical thinking.



What Counts as Mathematical Evidence?



Coaching for Mathematical Thinking

- Anchor question:
 - What counts as mathematical evidence in a coaching conversation?
- In one sentence:
 - What do coaching conversations tend to focus on in your setting?



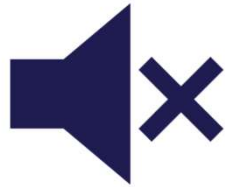
Coaching Stance and Purpose

- Stance and purpose determine whether student thinking stays central:
 - Coaching stance determines what the conversation brings into focus.
 - Clarity of purpose creates clarity of mathematics focus.
 - Without a clear instructional lens, coaching defaults toward advice.



Reflection

- What counts as mathematical evidence?
 - Silent Write (3 minutes)



- Breakout Pairs (3 minutes)





Understanding Coaching Stance: Coaching Stance Shapes the Mathematics We See



Mini-Lesson: Coaching Stance

Stance	Conversation Focus
Advice (Consulting: directing/teaching)	What to fix
Reflection (Collaborating: refining/guiding)	What went wrong
Partnership (Coaching: facilitating/probing)	What students revealed

- What does partnership sound like in a coaching conversation about a fraction lesson?



Translate to Mathematics Coaching

Generic Coaching Question	Mathematics Coaching Question
How did the lesson go?	What mathematical ideas did students reveal?
What should students do next?	What strategies or representations emerged in the student work?

- In your Participant Guide, rewrite one of your common coaching questions to be mathematically precise.



Keeping the Mathematics at the Center



Scenario: Grade 4 Fraction Comparison

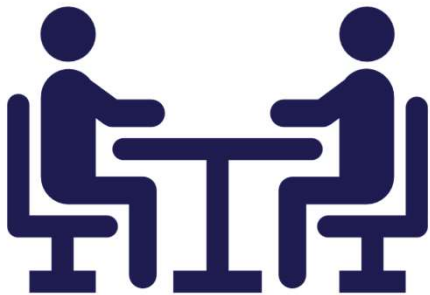


- Students compared $\frac{3}{4}$ and $\frac{5}{8}$ using:
 - Number lines
 - Benchmark fractions
 - Cross-multiplication
- Teacher concern:
 - Pacing

Rehearsal: Coaching Language That Keeps the Mathematics Central



- Partners:
 - Partner A = Coach
 - Partner B = Teacher
- Coach must:
 - Support naming student strategies
 - Ask about representations shown
 - Tie to learning goal
- Teacher concern:
 - Pacing





Reflection and Commitment

- Where do your coaching conversations drift most often?
 - Away from student thinking?
 - Away from grade- or course-level mathematics?
 - Toward advice?
- Complete this statement:
 - “This week in a coaching conversation, I will ask:_____”
 - Be specific. Name the mathematics.

Contact Us!

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



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