

Florida Charter School Conference + School Choice Summit

High-Quality B.E.S.T. Mathematics Instruction

Coaching for the B.E.S.T.

When you hear the word coach, what do you think of?

How does this relate to a mathematics coach?



B.E.S.T. Coaching Conversations

Work as a group to how you might revise common questions to get a more specific response.

Original Question: What instructional strategies do you plan to use in this lesson?	Original Question: What MTRs do you plan on using as a lens of instruction?
Revised Question:	Revised Question:
Original Question: What data did you use prior to this lesson to inform your instruction?	Original Question: What is the evidence of student learning?
Revised Question:	Revised Question:



Coaching Systems

Coaching Systems Categories	Considerations by Leadership	Strategies to Support Success
Hiring	How can you ensure you hire a coach with the necessary content knowledge, pedagogical knowledge, and interpersonal skills?	
Time	How can you ensure coaches have time to engage in quality coaching aligned with a coaching model?	
Relationships	How can you build a culture of professional learning that supports coaching?	
Non-negotiables	How can you communicate that ongoing professional learning is non- negotiable?	
Improving Instruction	How can you create systems that align coaching to your school/district goals?	



Let's Reflect

"Our students are capable of unprecedented success. It is our responsibility to implement the infrastructure necessary to help them thrive."

B.E.S.T. Standards for Mathematics, page 1

•	What does	"infrastructure"	mean to	you as a	mathematics	leader?
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• What is the infrastructure within your school/district?

• How are the MTRs incorporated within your infrastructure?

• What resource(s) are part of the infrastructure?

• How does the infrastructure support Tier 1 instruction?