

Instructional Mathematics Coaches Implementation Evaluation

Recommendation 1: Reduce the coach-to-school ratio.

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	<p>Elementary Response</p> <ol style="list-style-type: none"> 1. Continue to share the data that shows the impact of IMCs on teacher and student progress with stakeholders (BOE, system leadership, community groups) who help determine budget allocations 2. Support administrators and math leaders with utilizing IMC processes with targeted grade level teams based on FY24 data and summer 2024 professional learning <p>Secondary Response</p> <ol style="list-style-type: none"> 1. To increase the coaches' presence in schools and PLCs, secondary instructional math coaches collaborate to support schools. In this collaboration, instructional math coaches spend more time supporting planning, but this has reduced the time coaches can spend providing feedback to teachers during instruction. 2. To build the capacity of school-based leaders: content specialists and administrators to provide feedback to teachers on instructional practices. 	Partially Implemented	1/31/2025

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Recommendation 2: Establish clear goals and enhance communication.

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	<p>Elementary Response</p> <ol style="list-style-type: none"> 1. Continue to share the roles and responsibilities documents (revised 8.24) 2. Provide a detailed overview of how schools have been selected at principal kickoff meetings 3. Provide team friendly resources to highlight the roles, responsibilities, and the administrator rationale for team selection to share with grade-level teams 4. Principals and math leaders together to meet for the school year kick-off 5. Reinforce the coach is the partner to adjust the approach to teacher work and implement the summer 6. Revise internal reflective tools to support grade level team goal setting 7. Create an internal reflective tool (Glows & Grows - instruction) specifically addressing priority elements of instruction. <p>Secondary Response</p> <ol style="list-style-type: none"> 1. Initial meetings with the principal, coach, and principal-selected school-based personnel to align the support of coaches with the school vision and goals. 2. Initial communication with department members related to the coach's roles and 	Partially Implemented	1/31/2025

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	<p style="text-align: center;">responsibilities and how the school was chosen to be coached.</p> <ol style="list-style-type: none"> 3. Develop and share school metrics used to assess progress with school-based staff. 4. Hold quarterly check-ins with the principal, coach, and principal-selected school based personnel to assess progress and determine if the supported PLC can be released with a new PLC identified for support. 		

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Recommendation 3: Provide targeted professional development for teachers.

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	<p>Elementary Response</p> <ol style="list-style-type: none"> 1. Define job-embedded professional development for all stakeholders (administrators, teams, central services) 2. Provide CPD opportunities for teachers to study the mathematics standards and pedagogy for credit. 3. Create screencasts of the elementary math summer training: <i>Enhancing Planning, Instruction and Progress Monitoring</i> to be available asynchronously by teams/teachers. <p>Secondary Response</p> <ol style="list-style-type: none"> 1. Define job-embedded, micro-professional development for all stakeholders to understand that coaching and supporting the PLC to plan is a form of professional development. 2. Re-emphasize the coach's role is to first provide micro-professional learning on planning, instruction, and progress monitoring. 3. Create a survey for coached PLCs to determine additional professional development opportunities the Content and/or Instructional Specialist could design and deliver. 	Partially Implemented	2/28/2025