



# My Journal

Throughout the Early Math Coaching module, you will have opportunities to pause and reflect on prompts. Use this journal to complete the reflection activities.

## Section 1: Early Math Coaching

### What Is Coaching?

Think about a time when someone helped you learn a new skill. This person may have been a coach, mentor, teacher, or family member. Take a moment to reflect on your relationship with this person.

- What feelings and thoughts come to mind?
- What worked well in your relationship?
- How do you wish the relationship might have been different? Why?

### Observe: Example of Early Math Coaching

Let's observe [a video example of early math coaching](#). In this video, Jon, an early math coach from Count Play Explore, engages in a coaching session with a preschool educator, Eva.

- First, Jon models a math lesson on subitizing, or quickly identifying a small number of items without counting them, with a group of children.
- Then, while Jon observes, Eva teaches the same lesson with another small group of children.
- Before and after the lesson, Jon and Eva debrief and plan together.

What did you notice about Jon and Eva's coaching relationship? In what ways did they work collaboratively?





## Section 2: Early Math Coaching Knowledge and Skills

### Reflect: My Coaching Experiences

Think of a time when you helped someone gain new knowledge, learn a new skill, or expand their mindset. Take a moment to reflect and journal about your coaching experience.

- What worked well in your relationship?
- How do you wish that the relationship might have been different? Why?
- How did your relationship support this person's learning?

### Observe: Early Math Coaching

Observe the two videos of coaches reflecting on their experiences providing early math coaching for [teachers](#) and [family child care \(FCC\) providers](#).

Consider your role as an early math coach. What are some of your current areas of strength? What are some areas you would like to grow in?

### Relationship-Building Strategies

Let's explore some relationship-building strategies:

- Learn about coachees and their learning environment.
- Acknowledge educators' strengths.
- Build on diverse perspectives and backgrounds.
- Ensure that coaching responds to individual needs.

What is one strategy you might use to build rapport with coachees?





## Section 3: Coaching Cycle

There are two sets of video examples that show the coaching cycle in action. Observe the video examples that best match your role and learning setting. After observing the videos, reflect on the questions provided.

### The Coaching Cycle: Plan

#### Millie and Sara (24–36 Months)

Observe this [video of coach Millie and educator Sara](#) discussing their plan for an outdoor activity with toddlers. Notice how Millie and Sara use the M<sup>5</sup> Early Math Approach as a framework to guide Millie's observation. To learn more, visit the **M<sup>5</sup> Early Math Approach** suite of resources for additional resources.

- How did Millie and Sara plan to use the M<sup>5</sup> Early Math Approach in their coaching session?
- How did Millie build rapport with Sara during this planning conversation?

#### Jon and Ismerai (First Grade)

Observe this [video of coach Jon and educator Ismerai discussing their plan for a geometry lesson](#). Notice how Jon and Ismerai share ideas with one another and build their coaching relationship. Consider the materials they use during this coaching conversation.

- What math learning goals did Jon and Ismerai focus on?
- How did Jon invite Ismerai to share input on the lesson plan?





## The Coaching Cycle: Teach

### Millie and Sara (24–36 Months)

Observe this [video of educator Sara engaging with toddlers](#) in the outdoor activity while coach Millie observes. Consider how Sara and Millie interact with the children to support their early math learning. Sara and Millie interact with the children to support their early math learning.

- How would you describe Millie's role during this coaching observation?
- What did you observe about this lesson? Consider the different components of the **M<sup>5</sup> Early Math Approach**: Materials and Learning Environment, Meaningful Investigations, Multiple Representations, Math Vocabulary and Discourse, and Mutual Learning.

### Jon and Ismerai (First Grade)

Observe this [video of coach Jon modeling a geometry lesson](#) while educator Ismerai observes. Then, Jon and Ismerai co-teach the second part of the lesson. Consider the ways that Jon uses modeling and co-teaching (coaching practices) to support Ismerai.

- Consider Jon's use of modeling and co-teaching. In what situations would you use these coaching practices? Why?





## The Coaching Cycle: Reflect

### Millie and Sara (24–36 Months)

Observe this [video of coach Millie and educator Sara reflecting and debriefing](#) on the activity. Notice ways the coach and coachee communicate with each other—verbally and nonverbally—during their coaching conversation and continue to build rapport. on the activity. Notice ways the coach and coachee communicate with each other—verbally and nonverbally—during their coaching conversation and continue to build rapport.

- What observations do Millie and Sara share?
- What verbal and nonverbal behaviors did you observe in the video that demonstrated good rapport between Millie and Sara?

### Jon and Ismerai (First Grade)

Observe this [video of coach Jon and educator Ismerai reflecting and debriefing](#) on the lesson. Notice ways the coach and coachee communicate with each other—verbally and nonverbally—during their coaching conversation and continue to build rapport.

- What observations do Jon and Ismerai share?
- What verbal and nonverbal behaviors did you observe in the video that demonstrated good rapport between Jon and Ismerai?





## The Coaching Cycle: Apply

### Millie and Sara (24–36 Months)

Observe this [video of coach Millie and educator Sara discussing new strategies](#) that Sara can incorporate into her early math teaching practice. Notice how Millie and Sara work together to identify these new strategies based on their joint observations and reflections. that Sara can incorporate into her early math teaching practice. Notice how Millie and Sara work together to identify these new strategies based on their joint observations and reflections.

- What might have Millie and Sara learned from this coaching experience?
- What will Millie and Sara do next? How might these next steps support children's early math learning?

### Jon and Ismerai (First Grade)

Review Jon's written reflection of his coaching session with Ismerai. Consider what Jon and Ismerai might have learned from this coaching session and what they will do next.

- What might have Jon and Ismerai learned from this coaching experience?
- What will Jon and Ismerai do next? How might these next steps support children's early math learning?

## Reflecting on the Coaching Cycle

Reflect on the four parts of the coaching cycle: plan, teach, reflect, and apply.

- Which part or parts of the coaching cycle do you feel most confident about facilitating? Why?
- Which part or parts of the coaching cycle would you like to learn more about? Why?
- How might you use the coaching cycle in your work?





## Section 4: Coaching Toolbox

### Coaching Formats

What coaching format or formats might work best for your setting: one-to-one coaching, peer coaching, or group coaching? Why?

### Reflect: Paraphrasing Practice

Now it's your turn to practice different ways of paraphrasing. Review the examples of coachees' statements. Consider how you might paraphrase the coachee's statement using one type of paraphrasing strategy. Use the sentence starters as a guide to craft your paraphrase:

- **Acknowledge and clarify:** "You seem to be feeling (emotion) because (reason)."
- **Summarize and organize:** "It seems you would like (results), and you're looking for a way to do that."
- **Recognize and highlight strengths:** "You seem to value (strengths)."

Coachee's Statement	Paraphrase the Coachee's Statement
"There are just so many demands on my time—meetings before and after work, professional learning communities (PLCs) on Monday mornings, schoolwide meetings on Wednesdays, and intervention team meetings on Thursday afternoons. I don't have enough time to plan for my lessons or focus on my career development."	



Coachee’s Statement	Paraphrase the Coachee’s Statement
“As a family child care provider who cares for multiple children ranging from two to seven years old, I want to make sure that each child’s needs are met. It sometimes feels challenging to plan learning experiences for each child. When we do activities together, I want all the children to have fun and learn something.”	
“I found a great math unit online and a lot of helpful materials to use with my students who have learning disabilities. Why can’t I use these materials instead of the school-adopted math curriculum for teaching numbers and counting?”	

Revisiting Module Objectives

Now that you have learned about early math coaching, reflect on your role as an early math coach. What are some of your current areas of strength? What are some areas you would like to grow in?

