

MLD COACHING CYCLE Checklist	Dates
IDENTIFY: What do we want students to learn	
Teacher gets a picture of current reality by watching a video of their lesson and analyzing recent student achievement evidence of a Concept Category/Learning Target.	
Coach asks the “Identify Dialogue Questions” with the teacher to move towards identifying a PEERS Goal (powerful, easy, emotionally compelling, reachable, student engagement/achievement focused).	
Teacher identifies a high impact instructional practice to attain goal (i.e., MLD card).	
Teacher identifies a PEERS goal and explains how/why the goal should increase student engagement/achievement of Concept Category/Learning Target. (see PEERS Goal Form)	
LEARN: How will we know if students have/have not learned	
Coach shares research supported high impact teaching practice (i.e., MLD card).	
Teacher determines how to use chosen checklist/practice to strengthen their instruction and identifies student assessment (i.e., MLD card Move 5) to analyze efficacy of implementation and student growth.	
Teacher chooses a format to see & analyze a model of their chosen practice/move (i.e. Instructional Rounds, Coach’s hard/soft copy samples, student evidence samples) and calendars a time to watch modeling of their chosen practice/move (see MLD Instructional Rounds template) within the week. Coach provides modeling in one or more formats.	
Teacher and coach debrief modeling of IR person to inform next steps to PEERS goal (Small step to implement in 3 days).	
Teacher and coach debrief small step and co-plan implementation of chosen practice/move (use MLD cards to refine). Identify student evidence that will be used to evaluate achievement of PEERS goal. Teacher calendars a time to implement the plan and selects a method to gather data.	
IMPROVE: What will we do if students have/have not learned	
Teacher implements plan.	
Teacher and/or Coach gather data (in class or while viewing video) on student engagement/achievement (student work samples).	
Coach and teacher meet to analyze gathered data (i.e. videotape for student engagement & student samples of achievement data with “Improve Dialogue Questions” or PLC “Analyzing Student Data Checklist”) and discuss progress toward the PEERS goal.	
If Teacher met their goal, then return to IDENTIFY. If Teacher did not met their goal, then return to LEARN.	

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Reflection on your PEERS Goal:

- 1.) What is your most recent evidence of student mathematical doing & thinking?

- 2.) How does this evidence support your job-alike team goals?

- 3.) How will students use/receive feedback to strengthen achievement and lead their learning?

Students take responsibility for making sense of tasks by drawing on and making connections with their prior understanding and ideas

Students memorize information that is presented and then use it to solve routine problems on homework, quizzes, and tests



Students learn to apply mathematics by persevering, exploring and reasoning through tasks.

Students learn to apply mathematics only after they have mastered the basic skills.



Students assess and monitor their own understanding and progress toward the mathematics learning goals

Students rely on teacher assigned scores to make decisions about their mathematical learning



Students initiate talk with their peers, ask questions, listen to responses, and critique peer reasoning

Students answer teacher questions, respond to teacher with short answers, and wait for teacher feedback



Students ask questions that are related to the sources of their struggles and will help them make progress in understanding and solving tasks

Students follow step by step guidance from the teacher when problem solving



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