

MLD Research-support

“Experiential [learning] is a philosophy and methodology in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values” (Association for Experiential Education, n.d.).

High Impact Teaching Practices

- “Mathematics lessons should be centered on engaging students in solving and discussing tasks that promote reasoning and problem solving (NCTM, 2009; National Research Council, 2012a as cited in NCTM, 2015).
- Competence of teachers measured by professional knowledge (content knowledge and pedagogical content knowledge) and noncognitive aspects (belief system about teaching and learning, self-efficacy, and self-regulation) (Bouley, Wuttke, Schnick-Vollmer, Schmitz, Berger, Fritsch, & Siefried, 2015)
- Recommendation: MLD cycle completed in 120 to 180 minutes.

Coaching Cycle Checklist

- Classroom visits are unannounced, frequent, short observations followed promptly by face-to-face coaching focused on affirmations and a key leverage point for improvement (with a short written narrative afterward) (Marshall, 2015).
- Effective instructional coaching commonalities: Focus on professional practice, job-embedded, intensive and ongoing, grounded in partnership, dialogical, nonevaluative, confidential, facilitated through respectful communication (Knight, 2009).
- Recommendation: Coach and partner teacher meet one time per week for one hour. Coach and coach-in-training meet two times per week for one hour or one time for two hours (one classroom and one coaching).

Professional Learning Communities

- **Professional:** Decision-making under uncertainty and accountability to a community of peers
Learning: Focused on improvement in student outcomes
Community: Joint enterprise, mutual engagement, and shared repertoire (William, 2015)
- Recommendation: PLCs meetings are two times per month for 1 ½ to 2 hours.