K–8 Mathematics

Professional Learning & Instructional Practices in Schools

The following chart highlights examples of school-level professional learning and instructional practices currently underway across Medford School District schools. These targeted efforts strengthen instructional practice, deepen educators' understanding of effective mathematics teaching, and support improved student learning outcomes. Together, they reflect schools' ongoing commitment to increasing mathematics achievement.

SCHOOL	PROFESSIONAL LEARNING & ACTION
Abraham Lincoln Elementary	Teachers collaboratively design, teach, and reflect on lessons that promote engagement and deepen student understanding. (0.76)
Howard Elementary	Driver diagram to improve mathematics achievement: a visual quality-improvement tool connecting an overarching goal to specific, actionable changes. (0.92)
Jefferson Elementary	• Explicit modeling instruction (0.63) • Planning and practicing think-alouds (0.55) • Modeling (0.56)
Kennedy Elementary	• Procedural fluency (0.73) • Mathematics lesson design (0.92) • Mathematics implementation gallery walks (0.50)
Hedrick Middle School	• Grade-level partners: teachers observe colleagues' classrooms using established criteria. (0.88) • Peer coaching by department chairs (0.88) • Participation in AMLE conference mathematics breakout sessions (0.51) • Mathematics support/lab class (0.73)
McLoughlin Middle School	• Peer coaching by department chairs (0.88) • Four to six teachers providing mathematics interventions (0.73) • Grade-level partners: collaboratively plan a lesson emphasizing prompts and cues, observe one another, and identify next steps through post-observation reflection. (0.88)

Note: Numerical values are reproduced as provided; the source and interpretation of these values should be confirmed before publication.