

REPRODUCIBLE

**Figure 4.16. EA3: Require Consistent High Expectations for All Students and Teachers
(Self-Reflection Tool)**

Concerns <i>Areas That Need Work</i>	Success Criteria <i>Standards for This Performance</i>	Advanced <i>Evidence of Early Success</i>
	We believe that all students are capable of learning meaningful and relevant mathematics.	
	As a team, we do not lower expectations for learning mathematics, and the teachers and teams continuously work toward making mathematics accessible for all students.	
	We do not use deficit-oriented labeling or perceived readiness to influence placement or access to meaningful mathematics.	
	We constantly work toward overcoming negative perceptions that are barriers to equitable mathematics teaching and learning.	
	We consistently observe the use of formative processes to guide differentiation in each mathematics lesson as evident in flexible grouping, lesson design, questioning, and/or the types of mathematical tasks being implemented.	
	To ensure equitable learning expectations, I ensure that mathematics teachers and teams have clearly identified essential standards for each grade level, course, unit, and lesson and describe both what students should understand and be able to do.	
	In collaboration with the mathematics teachers, I ensure that the essential standards support horizontal and vertical learning progressions.	

 Visit <https://www.mathedleadership.org/resources/summary.html> to download a free reproducible version of this figure.

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