


REPRODUCIBLE

Figure 4.3. Instructional Process Reflection

Stage of Instructional Process	Characteristics of Each Stage	Reflection
Planning for High-Quality Instruction: Prior to Instruction	<ul style="list-style-type: none"> • Ensure every teacher and leader is able to define high-quality instruction. • Ensure that teacher teams use standards and data to ensure consistent learning expectations both horizontally and vertically. • Ensure teacher teams identify mathematical tasks that promote reasoning and problem solving and vary to address multiple levels of cognitive demand. • Focus collaborative planning conversations on instruction and student learning. 	
Monitoring High-Quality Instruction: During Instruction	<ul style="list-style-type: none"> • Ensure every teacher and leader is able to identify high-quality instruction in action. • Ensure every class has students engaging in productive student-to-student discourse. • Ensure that principals are present in classrooms observing and gathering evidence of high-quality instruction. • Provide opportunities for teachers to observe high-quality instruction in classrooms other than their own. 	
Reflecting on High-Quality Instruction: After Instruction	<ul style="list-style-type: none"> • Provide actionable feedback to teachers through reflective conversations. • Provide opportunities for teachers to reflect upon lessons and provided feedback, both individually and collaboratively with their teams. • Conduct conversations around student learning data as described in Chapter 6. 	

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

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