

Figure 5.2. Four Critical Actions for Structures That Support Student Learning

Four Critical Actions for Structures That Support Student Learning	Questions to Consider	Comments/Reflection
Create a schedule that allows time for intervention and extensions during the school day.	<p>What structures are in place that enable students to receive mathematics-focused assistance within core instructional time? What about outside of core instructional time?</p> <p>Do these structures support an intensification trajectory (extend understanding) versus a focus on remediation (fill the gaps)?</p> <p>Are these opportunities facilitated by teachers with deep content knowledge and strong pedagogical practice to enable mathematically focused learner-responsive practices?</p>	
Ensure systemic structures are in place to extend learning opportunities for students “outside of school time” (OST).	<p>What structures are in place to extend learning opportunities for students outside of school time?</p> <p>Are opportunities available for all students who need intensification structures or learning extensions?</p> <p>Are these opportunities varied to enable access throughout the school year, during intercessions or breaks?</p>	
Student learning is at the center of decision making.	<p>Who creates the schedule? Is the schedule based on what is best for students?</p> <p>What structures are in place to enable grade-level, school, and vertical conversations regarding student data?</p> <p>How are course or teaching assignments made? Are these based upon what is best for the students in the school? Are teachers supported in ongoing professional learning to support pedagogical content knowledge that is germane to their teaching assignment?</p>	
Monitor structures and opportunities for students.	<p>Is this learning connected to how students are reasoning about the mathematics?</p> <p>Are program opportunities and structures regularly evaluated by both the learners and the teachers?</p> <p>How is evidence gathered and analyzed regarding the effectiveness of instructional programming?</p>	

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