


REPRODUCIBLE

Figure 1.17. Self-Reflection on Guiding Principle 1

Action Step	Reflection Questions	Next Steps
Imperative 1: <i>Ensure that every teacher possesses a shared understanding and vision of high-quality mathematics instruction and the actions required to meet the vision.</i>		
Help teachers deepen their knowledge of the different layers of curriculum.	How well do our intended curriculum and implemented curriculum align? What additional resources do we need in order to increase that alignment?	
Develop teacher knowledge of effective mathematics teaching practices.	What do each of the effective mathematics teaching practices look like in the classroom?	
Imperative 2: <i>Ensure that every teacher possesses the skills and knowledge necessary to design and implement meaningful learning experiences that lead to student understanding of mathematics.</i>		
Help teachers develop mathematics curriculum knowledge.	What opportunities do teachers have to study their grade/course-level curriculum in vertical teams?	
Develop teacher knowledge of culturally relevant teaching.	What opportunities do we provide for teachers to use student interests as contexts for the mathematics?	
Imperative 3: <i>Ensure that all stakeholders have a clear understanding of high-quality mathematics instruction and how to support it.</i>		
Collaborate with all stakeholders in order to build a shared vision of high-quality mathematics curriculum that is aligned to state/provincial expectations and community priorities.	How well do all stakeholders understand the provincial/state curriculum standards? How do the provincial/state curriculum standards support community needs and interests?	
Collaborate with all stakeholders in order to articulate high-quality mathematics instruction, how it benefits students, and how stakeholders can best support the instruction.	What opportunities can we provide for stakeholders to witness high-quality, equitable mathematics instruction in action? How are stakeholders invited to participate in the development of curriculum or instruction resources?	

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