

## REPRODUCIBLE

**Figure 2.16. Self-Reflection on Guiding Principle 2**


Action	Reflection Questions	Comments
<b>Imperative 1:</b> <i>Ensure mathematics learning for all students through organizational structures, time and resource allocation, and systemic supports that are aligned, intentional, and equitable.</i>		
Provide opportunities for self-reflection on how equitable learning opportunities are currently being provided and how they could be made more available.	How do we currently provide equitable learning opportunities for ALL students? In what other ways could we provide more equitable learning opportunities for particular groups of students?	
Create and implement equitable structures for student intensification plans.	What systematic method is used to identify, define, and resolve students' mathematical and social-behavior difficulties? What structures are currently used to support student intensification?	
Design and implement structures that support professional learning that supports mathematics learning for all students.	What are the professional learning needs of our mathematics team?	
Design, implement, and refine a system of teacher evaluation that focuses on student learning.	To what degree does our current evaluation system focus on student learning? How might we improve observation practices so that the evidence collected and the formative feedback provided to teachers are aligned to research-affirmed best practice for mathematics teaching?	
<b>Imperative 2:</b> <i>Ensure systems of continual collaborative, job-embedded professional learning to build teacher and leader capacity and increase efficacy.</i>		
Embed culturally relevant practices into professional learning opportunities and incorporate contexts that are relevant to students in professional learning.	How might we use culturally relevant teaching practices to deliver teacher professional learning? What contexts could we use to support mathematical content in professional learning?	
Create and implement opportunities for teachers to collaborate.	How might we develop a master schedule that provides substantive time for job-embedded professional learning and collaborative planning?	

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Ensure that professional learning is collaborative in nature.	What processes will be established to ensure that the designed team professional learning experience leverages the strengths of the full team?	
Anchor professional learning in a shared vision of high-quality mathematics teaching and learning.	What resources might be drawn upon to ensure that the team professional learning experiences reflect research-affirmed best practice?	
<b>Imperative 3:</b> <i>Ensure sustainability through engaging all stakeholders in systemic, long-range strategic planning for all teaching and learning improvement initiatives.</i>		
Collaborate with all stakeholders, including parent groups, community organizations, and experts in fields such as special education or English language acquisition.	How well do all of our students have access to meaningful grade-level content? What additional resources do we need so that all stakeholders can learn more about equitable learning opportunities for all students?	
Engage all stakeholders in order to ensure sustainability of the continuous improvement of teaching and student learning.	What experiences might we design so that stakeholders gain a clear picture of the current and desired state of mathematics teaching and learning?	
Develop a coherent and focused professional learning plan.	Who are the stakeholders responsible for the long-term design and facilitation of a professional learning plan? What tool will be used to gather data about the strengths and needs of participants of professional learning?	
Collaborate with all stakeholders on a cycle of continuous improvement for teaching and learning, curriculum development, and staffing.	How might we leverage the school improvement planning process (or districtwide strategic planning process) to set goals and monitor the progress toward goal attainment?	

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