

## REPRODUCIBLE

**Figure 4.21. Self-Reflection on Guiding Principle 4**


Action	Reflection Questions	Comments
<b>Imperative 1:</b> <i>Ensure the design and use of high-quality, aligned assessments and equitable assessment processes that guide meaningful reflection and action.</i>		
Effective mathematics leaders facilitate the use and development of meaningful formative assessments.	How do teachers currently use formative assessment? What do teachers need to know more about in order to use formative assessment more effectively?	
Effective mathematics leaders ensure that teachers use high-quality common assessments that promote equitable access to grade-level content.	How well do teacher teams use common assessments?	
Effective mathematics leaders design and monitor high-quality, standards-based common assessments and use their results to guide meaningful reflection and action, particularly regarding equitable intensification strategies.	How well do our district-level common assessments align to state standards? How do we use data from these common assessments to inform our instructional programs?	
<b>Imperative 2:</b> <i>Ensure that the evidence of learning collected from every assessment is used to inform the design of curriculum, instruction, and the assessments themselves.</i>		
Effective mathematics leaders ensure that teachers analyze data generated from classroom-based formative assessments.	What structures do we have in place that support teachers' analysis of data?	
Effective mathematics leaders ensure that teacher teams analyze data generated from high-quality common assessments and use the data to inform curriculum, instruction, and the assessments themselves.	What tools do teacher teams use to analyze data? How are teachers analyzing the data to ensure that all students have equitable access to grade-level content?	
Effective mathematics leaders ensure that intensification strategies meet students' needs by monitoring data and using that data to inform intensification plans for all students.	What data do we have available to create intensification plans? How do we know the right students are in the right intensification strategy?	

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<p><b>Imperative 3:</b> <i>Ensure every student is provided content based on grade-level content and intensification based on evidence of student learning.</i></p>		
<p>Effective mathematics leaders ensure that teachers respond to formative assessment data by intervening during instruction.</p>	<p>What knowledge do teachers need in order to effectively change instruction based on formative assessment data?</p>	
<p>Effective mathematics leaders create structures for student reflection and goal setting.</p>	<p>What structures do we currently have in place that involve students in setting learning and achievement goals?</p>	
<p>Effective mathematics leaders monitor every student's access to grade-level content and use data to develop systemic changes when necessary.</p>	<p>How do we ensure that every student has access to grade-level content? How are students selected for particular intensification strategies? Are those selections equitable?</p>	

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