

## REPRODUCIBLE

**Figure 5.9. EA5: Develop Structures for Continual Job-Embedded Professional Learning (Self-Reflection)**

<b>Concerns</b> <i>Areas That Need Work</i>	<b>Success Criteria</b> <i>Standards for This Performance</i>	<b>Advanced</b> <i>Evidence of Exceeding Standards</i>
	Time is built into the master schedule for teacher-to-teacher collaboration (vertically and/or horizontally) teams.	
	Time is set aside for teachers to engage in job-embedded learning (lesson studies, instructional rounds, etc.).	
	New learning is shared and valued by the school community with discussion around what this looks like for our students.	
	We provide feedback on implementing the new understandings and practices to enrich mathematics instruction.	
	I participate in learning with mathematics teachers to understand how to provide supportive conditions for the new learning.	
	Every professional learning opportunity includes collaboration to build collective teacher capacity and efficacy.	
	We evaluate professional learning by examining teachers' reactions, the degree of their learning, their use of the professional learning content, the degree of change resulting from the professional learning, and the effect of the professional learning on students' mathematical understanding.	
	I create opportunities to build new mathematics leaders.	

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