


**Figure 5.9. Reflection on Leadership Actions**

Actions for Structures of Professional Learning	Current Actions	Next Steps
Engage all mathematics teachers in a shared process for developing a clear vision of effective classroom learning and teaching of mathematics.		
Create professional learning goals based upon a local analysis of students' mathematics learning and achievement.		
Provide intensive mathematics teachers' professional learning in order to allow time for practice, reflection, feedback, revision, and institutionalization for continuous improvement of mathematics instruction.		
Design mathematics professional learning activities that model effective classroom practice and lesson planning.		
Create mathematics professional learning opportunities for teachers to learn various approaches to teaching mathematics content.		
Create professional learning opportunities that engage mathematics teachers and learners, strengthening learning community culture.		
Ensure that mathematics professional learning activities engage mathematics teachers in problem solving, integrating new learning, and collegial collaboration.		
Ensure that professional learning requires mathematics teachers to focus on all students learning important mathematics.		
Inform school and district administrators regarding the necessary policies and practices that will adequately support mathematics professional learning, linking it within the context of the educational system.		
Require administrators to participate in mathematics professional learning on an ongoing basis.		

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Source: Adapted from *NCSM Essential Actions: Framework for Leadership in Mathematics Education*.

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