

Quality Mathematics Education Model - Leadership

I. District mathematics leaders (central office, principals, teacher leaders) establish structures for regular teacher collaboration during the school day			
a	b	c	d
District leaders at all sites have established regular teacher collaborative meeting times, with clear expectations about teacher attendance, and this time is protected from conflicting or interfering obligations. *	Many sites in the district have regular teacher collaborative meeting times where most teachers participate, but time is not always protected.	Few sites in the district have teacher collaborative times but teachers are not required to participate and time is not protected.	District has not established teacher collaborative meeting times.

II. District mathematics leaders design and monitor a curriculum implementation plan in which all teachers must participate			
a	b	c	d
The district mathematics curriculum implementation plan is part of the district's and each school's EPSS. Leaders and teachers monitor and collect data on implementation and use data to guide next steps for instruction.	The district has a mathematics curriculum implementation plan and leaders monitor the implementation of the plan and hold teachers accountable to implementation.	Some sites may have a mathematics curriculum implementation plan, but monitoring by leaders is not consistent and teachers are not held accountable to implementation	The district does not have a mathematics curriculum implementation plan or a way to monitor implementation of the curriculum

III. District mathematics leaders ensure that all teachers and leaders receive ongoing, quality mathematics PD			
a	b	c	d
District has a professional plan that specifies continuous professional learning experiences for all teachers and leaders and is aligned with district goals. The plan ensures that all district leaders are knowledgeable about standards-based mathematics resources, instruction, and research and make informed decisions about professional development.	District has a professional plan that specifies continuous professional learning experiences for all teachers and some leaders. The plan ensures that some district leaders are knowledgeable about standards-based mathematics resources and instruction.	District has provided professional development experiences for some teachers; leader participation is optional.	District teachers choose professional development sessions, which may or may not support district goals.

* Small districts may employ other collaborative options such as online or teleconference, collaboration of teachers from several small school districts, or collaboration with a math field specialist.

Quality Mathematics Education Model – Leadership (continued):

IV. Leaders use data management structures to monitor implementation of the program and ensure that data collection and analysis is part of the culture of the system			
a	b	c	d
1) Leaders model the use of multiple data sources to make decisions 2) Leaders provide teachers with accurate, timely, and useable data, and they ensure that teachers have the time and PD to use the data to improve instruction 3) Leaders clearly communicate data results to stakeholders	Leaders use data to inform decisions and teachers use data to inform instruction, but data is limited, time is limited, or PD has not been provided to make use of data more effective	Leaders make an effort to use data to inform decisions and to communicate data results but teachers are not expected to do so	Leaders do not make data a part of the culture of the system – data is not routinely used by anyone in the system to inform decisions

V. Leaders ensure that the system provides all students equitable access to all the NM Mathematics Content and Process Standards			
a	b	c	d
1) Leaders continuously monitor that the district curriculum is being implemented with fidelity in every classroom 2) Leaders ensure that all teachers (SPED, Title I, etc.) receive mathematics PD and that all programs are aligned to curriculum and implementation plan.	1) Leaders occasionally monitor that the district curriculum is being implemented in every classroom 2) Leaders ensure that some teachers (SPED, Title I, etc.) receive mathematics PD and that some programs are aligned to curriculum and implementation plan.	Leaders seldom monitor that the district curriculum is being implemented.	There is no specific plan to ensure that the system provides all students access to the Standards

VI. District mathematics leaders ensure that there is a clear and consistent vision of the mathematics program and that vision is clearly communicated with all stakeholders (community, parents, staff, and students)			
a	b	c	d
1) District creates a shared, comprehensive vision of the mathematics program. 2) District leaders clearly articulate the vision to all stakeholders. 3) District leaders ensure that resources, structures, and policies are aligned to support the vision of the mathematics program.	District has a comprehensive vision of the mathematics program, but all stakeholders are not aware of or do not share vision.	District has worked on a vision of the mathematics program but it is not complete.	District does not have a clearly articulated vision of the mathematics program.