

Quality Mathematics Education Model - Professional Development

I. PD includes high-quality, meaningful content (math and pedagogy, learning theory, assessment) in summer institutes and during the school year			
a	b	c	d
Ongoing professional development throughout the school year provides an engaging and relevant in-depth study of rich mathematical tasks that are connected to instructional strategies grounded in student learning	Ongoing professional development throughout the school year is connected to instructional strategies that address student learning	Sporadic professional development throughout the school year that has few connections to the curriculum or student learning	One-time isolated professional development unconnected to curriculum and student learning

II. District has established school-based collaborative professional learning communities for all teachers, that are scheduled as part of the work week			
a	b	c	d
Teachers meet weekly in a collaborative setting to establish mathematical focus, design instructional strategies and develop assessments to improve individual student learning.	Teachers meet regularly in a collaborative setting and address issues related to the curriculum	Teachers meet occasionally in a collaborative setting but lack a clear focus for their work and are not accountable for outcomes	Teachers do not have or do not participate in established collaborative learning communities

III. District uses teacher leaders to facilitate the collaborative learning communities			
a	b	c	d
<ol style="list-style-type: none"> 1) District provides opportunities for teachers to build capacity in mathematics content 2) Teacher leaders facilitate learning communities so that district leadership is distributed and the district math program is sustainable. 	District provides teachers opportunities to build leadership capacity in areas that may or may not relate to the sustainability of the math program	District provides few opportunities for teachers to build leadership capacity or promote the sustainability of the math program	District does not offer opportunities for teachers to build leadership capacity

Quality Mathematics Education Model - Professional Development (continued):

IV. PD is evaluated in terms of its impact on teacher and student learning			
a	b	c	d
District uses multiple data sources to determine if the professional development has an impact on teacher growth and student achievement in mathematics	District uses limited data sources to determine if the professional development has an impact on teacher growth and student achievement in mathematics	District evaluates the professional development program on less robust criteria, such as teacher satisfactions, participation rates, etc.	District does not evaluate the effectiveness of the professional development program