

**How to Use the *MC2 Leadership Framework* Protocol**

The *MC2 Leadership Framework* has five components

* Culture of Collaboration and Learning
* Clarity of Purpose
* Structures and Systems for Professional Learning
* Reflection
* Clear Communication

Think about each component as a lens to look through when making a decision about supporting ongoing teacher learning in the day to day life of school operations. The framework is designed to increase student learning, while providing a strong support system for teachers’ implementation of practices learned at MathLab.

Example: Three excited teachers attend MathLab and want to implement *Number Talks*, *questioning and discourse*, and get stronger at using the *Launch, Explore, Summarize (LES) model* planning structure.

Here are questions you may pose to ensure that teachers have the best support system possible:

**CULTURE OF COLLABORATION AND LEARNING**

How often do teachers have opportunities to work together to talk about their new practices?

Is the learning environment safe for them to take a risk and try new things?

**CLARITY OF PURPOSE**

How are the new practices from MathLab going to support an increase in student learning?

Is there shared language and understanding about the purpose for implementation of the new practices?

What is the principals’ message?

**STRUCTURES AND SYSTEMS FOR PROFESSIONAL LEARNING**

Are Professional Learning Communities (PLC) effective?

Are teachers able to use the PLC time to talk about the implementation of their new practices from MathLab?

Do teacher have a coach?

Do teachers have peer teaching/coaching opportunities?

What is the structure for MC2 site visits?

**REFLECTION**

Where, when, and how do teachers have time to reflect on the implementation of their new practices?

When they tried the strategy, what is working and what is not?

What do we need to change?

What evidence (data) is there to indicate impact on student learning?

How is implementation monitored?

What supports do we need?

**CLEAR COMMUNICATION**

How are the teachers and principals communicating together? How often?

How are the strategies talked about?

Is the way people talk together allowing for change or are the patterns of talk maintaining status quo?