

**MC2 Leadership Framework Toolkit**

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| **Culture of**  **Collaboration & Learning** | **Clarity of Purpose** | **Structures and Systems for Professional Learning** | **Reflection** | **Clear Communication** |
| **Continuum Collegial Relationships**  **Identifies the types of conversation occurring during collaboration**  **Creating the Learning Space Protocol**  **Allows all people at the table, despite status levels, to engage as a learning partner in collaborative conversations**  **Active Listening Checklist Identifies six skills for active listening and increases self-awareness of how one is listening**  **Inspiring Quotes for Growth Mindset**  **Promotes a growth mindset on a daily/weekly basis in the culture of the school** | **Creating Core Beliefs Protocol**  Identifies collective core beliefs about math teaching and learning  **Creating a Shared Vision Protocol**  Creates a shared vision amongst staff of what a successful student is and what adults in the system will do to ensure that students succeed | **Characteristics of Highly Effective PLCs (Utah Education Policy Center)**  Identifies components of highly effective PLCs and uses indicators for opening conversations for change and improvement  **Considerations for Creating Our Effective PLC (Learning by Doing)**  Creates PLCs that are effective and customized for their school contex.  **A Definition of Peer Coaching/Teaching** Understand how peer teaching and coaching is a safe place and effective structure for implementation of practices learned at MathLabTM. | **Looking at Data Protocol (ATLAS)**  Looks at data from multiple perspectives and considers what changes need to be applied to result in improvement  **Asking Reflective Questions** Provides questions that promote reflective practice for change and improvement | **Paths of Talk Protocol** Identifies paths of talk that either lead to change in a situation or maintaining the status quo  **How to Shape Conversations for Change**  Identifiespatterns of talk that are destructive and strategies for shifting to constructive conversation  **Providing Meaningful and Differentiated Feedback** Shares tools from *“Tell Me So I Can Hear You: A Developmental Approach to Feedback for Educators”* |