



MC² Leadership Framework Principles and Strategies for Change Crosswalk

MC² Leadership Framework Principles¹: Culture of Collaboration, Clarity of Purpose, Structures & Systems, Reflection, Clear Communication
Strategies for Change²: Context that Supports Change, Shared Vision of the Change, Resources, Evidence of Progress, Ongoing Support

| Strategies/Principles | Culture of Collaboration | Clarity of Purpose | Structures and Systems | Reflection | Clear Communication |
|-------------------------------------|---|---|---|---|--|
| Context That Supports Change | What are teachers' successes concerns with collaboration? | What is the clear expectation for risk-taking with trying out a new practice? | What structures are in place for teacher learning? | How do teachers reflect on the school climate? What is the evidence? | What is the message used to communicate the change in math teaching? |
| Shared Vision of the Change | Are all math teachers involved in creating the vision for classroom practice? | What is the shared vision for what math teaching and learning? | How is the vision communicated in PLCs/MC ² ? | How do teachers reflect about the shared vision? | How is the vision for math teaching and learning communicated with all stakeholders? |
| Resources | Does every teacher have the resources needed? | Is it clear how resources are to be used? | What resources are used in PLCs? | What evidence is that the resources are effective? | What is the message for using the standards, textbook, and other resources? |
| Evidence of Progress | How are grade levels/departments working together? | What is being measured – teaching changes? Student growth? | What structures are being used for teachers to reflect on the data? | How are teaching changes and student growth being measured? | How do teachers know what data to collect? What is the message? |
| Ongoing Support | What support is provided to grade levels/depts.? Who? What? When? How often? | What is the clear expectation for ongoing support? | What structures are being used for ongoing support? (PLCs, MC ² , coaching, district)? | What data is being collected for ongoing support? What's working/not working? | How are staff communicating with each other? |

¹ Adapted from the *Leadership Principles for School Improvement and Turnaround*, Utah Education Policy Center, 2017.

² Bradley, J., Munger, L. & Hord, S. (2015). Activities vs. outcomes: The difference makes all the difference. *JSD*, 36(5), 48-58.