

# Taking Stock of the District Mathematics Program (Self-Reflection)

***Answer the following questions and list the evidence to support the answer choices.***

- ◆ Do students, teachers, and families have access to high-quality curricular resources that align directly to clearly developed student learning targets? Are other stakeholders invited, regularly, to scrutinize the curriculum to stimulate growth?
- ◆ Are collaborative teams of mathematics teachers developing common assessments with common scoring practices and providing students with high-quality feedback to guide their goal setting?
- ◆ Are teachers receiving high-quality professional learning so that they have the resources, skills, and knowledge to teach students effectively?
- ◆ Are school-based administrators providing meaningful formative feedback to teachers during formal and informal observations? How variant are those conversations from school to school?
- ◆ Are the powerful voices of students, families, and community partners leveraged to improve mathematics classroom instruction?