

## Reflection Tool for Key 1

| Exemplary Evidence of Engagement and Implementation   | Strong Evidence of Engagement and Implementation  | Partial Evidence of Engagement and Implementation  | Limited Evidence of Engagement and Implementation  |
|---|---|--|--|
| Through the MLT, a vision for exemplary mathematics teaching and learning is collaboratively developed and strengthened using input from all stakeholders.  | Through the MLT, a vision for exemplary mathematics teaching and learning is collaboratively developed.                                     | A vision for exemplary mathematics teaching and learning is developed but is not collaboratively created by all stakeholders or the MLT. | A vision for exemplary mathematics teaching and learning does not exist.                   |
| Mathematics leaders teach the vision to all stakeholders and each community member designs effective practices so that he or she can work to realize the vision through his or her actions.                         | Mathematics leaders teach the vision to all stakeholders so that each community member understands his or her role in realizing the vision. | Mathematics leaders share the vision with all stakeholders.  | Mathematics leaders inconsistently share the vision with stakeholders.                     |
| All stakeholders consistently engage in processes and implement and refine effective actions aligned to the vision.   | All stakeholders routinely engage in processes and implement effective actions aligned to the vision.                                       | Some stakeholders inconsistently engage in processes and implement effective actions aligned to the vision.                              | Few stakeholders engage in processes or implement effective actions aligned to the vision. |
| Mathematics leaders and stakeholders collaboratively create processes for infusing the vision into school improvement plans with clear systems for self-monitoring to gauge effective implementation of the vision. | Mathematics leaders create processes for monitoring effective implementation of the vision.   | Mathematics leaders create top-down processes for monitoring implementation of the vision at broad levels.                               | Systems for monitoring exemplary mathematics teaching and learning do not exist.           |
| All stakeholders participate in a pervasive culture of accountability and celebration.  | Most stakeholders participate in the existing culture of accountability and celebration.  | Some stakeholders participate in the existing culture of accountability and celebration.   | A culture of accountability and celebration does not exist.                                |