Table of Contents

About	t the Authors														•			. 1				ě	•	.ix
Prefac	ce																	. 8					.)	ciii
	luction																							
	Equity and PLCs																							
	The Reflect, Refine, and Act Cycle																							
	Mathematics in a PLC at Work Framework .																							
	About This Book																							
PART	T 1 hing Action 1: Develop PLC Structures	for	Eff	ont	ivo	To	20	ho	. T		m	E.		•	01		m							
	parency, and Action												_	_				-0.5						. 7
	Mathematics Leadership Roles																							9
	Leadership Practices and Strategies																							
1	Five Personal PLC Leadership Develo	pm	en	t Pr	ac	tic	es			g.			6 10	÷			9 9	2 9		·	·	ķi.	66	11
1	Trusting Environment																· 0				*	¥.		.15
	Relational Intelligence										4		·					. 0			2			.17
	Effective Communication																							
	Passion and Persistence																							
	Commitment to the PLC Process																							
	Reflect, Refine, and Act on the Five Leadership	Pra	ctice	es .	$\tilde{\chi}_i$		٠							è				ş 9				13		.24
7	Five Leadership Strategies for Effecti	ve	Co	llat	or	atio	on	in	M	at	he	ma	atio	cs									26	25
Z	The Four Pillars of a PLC				×				. 5							٠		. :	2 %			V.	2	.28
	Values: Collective Commitments That Focus on	Col	labo	rati	on				- 54					ķ.				3 3	x (x		120			.31
	Goals: Evidence of Success								. %			¥ 5		¥.							Ŷ		20	.36
	Clarity and Reflection On What Is Tight and Loc	ose.												ķ.	26				. 13					. 42
	Mutual Accountability to the Professional Wor	k of	the	Mat	then	natio	cs 7	ear	m.			* 3		v	i i								ç	.47
	Part 1 Summary																			-				57

P	F	١	F	8	1	Г	2

How to Lead a Culture of Reflet Mathematics Teams Effective Collaboration. Phases of Collaboration. The Importance of a Protocol. Culture of Reflection, Refinement, and How to Lead a Culture of Trans Mathematics Assessments. Quality of the Common Unit Assessments Evidence of Student Learning Protocomathe Benefit of Protocols. How to Lead a Culture of Trans Mathematics Instruction. Instructional Rounds.	nsparences ment Tools cols	y and	Lea	rnir	1g V			 			 	 	
Phases of Collaboration The Importance of a Protocol Culture of Reflection, Refinement, and How to Lead a Culture of Tran Mathematics Assessments . Quality of the Common Unit Assessments Evidence of Student Learning Protocomer The Benefit of Protocols	and Action Insparence Insparence Insparence Insparence Insparence	y and	Lea	rnir	 1g V 			 	 		 	 	
How to Lead a Culture of Tran Mathematics Assessments Quality of the Common Unit Assessments Evidence of Student Learning Protoc The Benefit of Protocols How to Lead a Culture of Tran Mathematics Instruction Instructional Rounds.	nsparence ment Tools cols msparence	y and	Lea		 1g V 	Nith		 	 	 	 	 	
How to Lead a Culture of Tran Mathematics Assessments Quality of the Common Unit Assessments Evidence of Student Learning Protocon The Benefit of Protocols How to Lead a Culture of Tran Mathematics Instruction Instructional Rounds.	nsparenc ment Tools cols nsparenc	y and	Lea	rnir	1g V	With			 		 		
Mathematics Assessments Quality of the Common Unit Assessments Evidence of Student Learning Protoco The Benefit of Protocols How to Lead a Culture of Tran Mathematics Instruction Instructional Rounds.	ment Tools cols	y and	Lea			· · · · · · · · · · · · · · · · · · ·			 				
Mathematics Assessments Quality of the Common Unit Assessments Evidence of Student Learning Protoco The Benefit of Protocols How to Lead a Culture of Tran Mathematics Instruction Instructional Rounds.	ment Tools cols	y and	Lea			· · · · · · · · · · · · · · · · · · ·			 				
Evidence of Student Learning Protoc The Benefit of Protocols How to Lead a Culture of Tran Mathematics Instruction Instructional Rounds	cols nsparenc	y and	Lea						 				
Evidence of Student Learning Protoc The Benefit of Protocols How to Lead a Culture of Tran Mathematics Instruction Instructional Rounds	cols nsparenc	y and	Lea						 				
How to Lead a Culture of Tran Mathematics Instruction	nsparenc	y and	Lea						 				
Mathematics Instruction				rnir	V								
Mathematics Instruction					10 Y	Nith	1						
Lesson Study													
Success in Making Learning Public .								 	 				
Part 2 Summary								 					. 1
gue													
ndix A: Cognitive-Demand-Lev													
endix B: Mathematics in a PLC a													