

REPRODUCIBLE

Figure 1.3. Leadership Roles With the Advocate Guiding Principle

Roles	Imperatives		
	<i>Ensure that every teacher possesses a shared understanding and vision of high-quality mathematics instruction and the actions required to meet the vision.</i>	<i>Ensure that every teacher possesses the skills and knowledge necessary to design and implement meaningful learning experiences that lead to student understanding of mathematics.</i>	<i>Ensure that all stakeholders have a clear understanding of high-quality mathematics instruction and how to support it.</i>
Teacher Leader	Does every teacher I work with have a shared vision for mathematics teaching and learning? How well do my colleagues and I understand and implement the effective mathematics teaching practices?	How do we, as a teacher team, study our curriculum documents and use them to inform the tasks that we select in the classroom? How well does every teacher in my grade/level or team discuss meaningful and relevant mathematics? How do we create learning experiences that lead to increased student learning?	How does our team communicate our vision of mathematics teaching and learning to families and community organizations? How do we include culturally relevant learning experiences in our classrooms?
Coach	Does every teacher/leader I serve understand the shared vision for mathematics teaching and learning? How do I support the shared vision? How well do the teachers and administrators that I support understand and implement the effective mathematics teaching practices?	How do I support teachers and administrators in interpreting curriculum documents in order to select the best learning tasks for the learning targets? What does every teacher/leader I serve know about meaningful learning experiences in mathematics? What else do they need to know?	What do other leaders in our school or district know about high-quality mathematics instruction? What support do the teachers and leaders I serve need from those leaders? How do I support teachers and administrators in connecting to students' <i>funds of knowledge</i> ?
Site Leader	Have we developed a shared vision for mathematics teaching and learning? What evidence can I gather to determine how well the teachers I support understand and implement the effective mathematics teaching practices?	What structures do I provide that support teachers' collaborative planning? What evidence do I see in classrooms of meaningful learning experiences in mathematics?	How do we communicate our shared vision for high-quality mathematics teaching and learning with families and community members outside of our site? What structures do we have for discussing and implementing an equity framework in a systematic way?

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District Leader	What is the shared vision in our district for mathematics teaching and learning? What structures do we provide that support teachers in implementing the effective mathematics teaching practices?	What data do we have (observational, student performance scores, etc.) to describe what our teachers know about mathematics teaching and learning? How do we include culturally relevant tasks in our curriculum documents?	How do we collaborate with families, businesses, and community partners to create a shared vision for mathematics teaching and learning? What structures do we have in place to help teachers learn more about students, families, and community members?
State/Provincial Leader	Do we have a shared vision for mathematics teaching in our province or state? How do the effective mathematics teaching practices inform our provincial or state initiatives?	How do we support districts with resources to analyze and build teachers' mathematics curriculum knowledge? How do we support districts with resources for supporting meaningful mathematics teaching and learning?	How do we work across provincial or state agencies and with community partners to support high-quality mathematics teaching and learning? What structures do we have for meaningful dialogue among educators, families, and business groups?

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