Figure 3.15. Self-Reflection on Guiding Principle 3

Action	Reflection Questions	Comments
Imperative 1: *Ensure assumptions, beliefs, expectations, and habits are examined in order to shape the school or department culture around teaching and learning of mathematics.*		
Reflect on existing mindsets, including educators' personal mathematical identities.	What do I believe about how students best learn mathematics? How do I support students in the development of their mathematical identities?	
Encourage teachers to build relationships that support their own professional learning and mindsets.	What opportunities do I provide for teachers and leaders that I serve to meet and network with others whose relationships might be beneficial?	
Foster an environment that supports teachers as they examine and identify key elements of their own cultural selves.	What opportunities do I provide for teachers and leaders that I serve to examine their own cultural selves?	
Imperative 2: *Ensure a culture of reflection, refinement, and action focused on continuous improvement in mathematical learning.*		
Create a culture of collective responsibility for student learning.	How do I support teachers in cultivating a belief in a shared responsibility for student learning?	
Cultivate a professional culture that rewards collaborative professional growth and learning.	What structures do we have that encourage teachers and leaders to collaborate? What structures do we need to consider to increase collaboration?	
Encourage educators to value the perspectives of others in pursuit of shared culturally sustaining practices.	What opportunities do we have to compare our perspectives to those of others, seeking commonalities and appreciating differences?	

Figure 3.15. Self-Reflection on Guiding Principle 3

Imperative 3: *Ensure students, teachers, families, and community partnerships are built upon meaningful engagement.*		
Acknowledge and cultivate the role of productive struggle as a part of the learning process for all stakeholders, including students, teachers, parents, and community.	How do leaders in my campus or organization model productively struggle for teachers and thus students?	
Create a culture that encourages partnerships with all stakeholders, including teachers, families, and community.	What partnerships do we currently have with families and community organizations? What others would better support our students?	
Situate the school culture in the context of the community culture.	How does the school culture reflect the community culture? Are all aspects of the community culture represented in our school culture? If not, why not?	

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