Figure 2.3. Leadership Roles With the Design Guiding Principle

Roles	Imperatives		
	Ensure mathematics learning for all students through organizational structures, time and resource allocation, and systemic supports that are aligned, intentional and equitable.	*Ensure systems of continual collaborative, job-embedded professional learning to build teacher and leader capacity and increase efficacy.*	*Ensure sustainability through engaging all stakeholders in systemic, long-range strategic planning for all teaching and learning improvement initiatives.*
Teacher Leader	What existing structures do my colleagues and I reinforce that may keep some students from accessing high-quality mathematics? How do we select instructional materials? Does our teaching team utilize collaborative planning time effectively?	How do we incorporate culturally responsive teaching into our professional learning? How do we use collaboration to help the team implement the curriculum? Does our teaching team full engage in professional learning and endeavor to put new learning into action?	Do all teachers teach a variety of students, including those who need additional support? Is our teaching team working to support the goals and outcomes of the school or mathematics team improvement plan? Do we have a voice in the design of the plan? How do we anchor our professional learning in student learning results?
Coach	How can I facilitate self-examination of existing structures that may keep some students from accessing high-quality mathematics? How do I support teachers in identifying students for intensification programs? Do the teachers I serve understand how to build conceptual understanding and procedural fluency, for a given unit of instruction?	How do I support teachers' learning about culturally responsive teaching? What coaching strategies am I using that encourage teacher collaboration? How am I helping foster a sense of job-embedded professional learning with teachers?	How do we cultivate a sense of collective responsibility for the learning of all students? What data might I collect and provide that will lead to productive team discussions about progress toward school or mathematics team improvement plan? How does my work with teachers foster a sense of ongoing professional learning?
Site Leader	How can our campus leadership team identify existing structures that may keep some students from accessing high-quality mathematics? Does our master schedule provide adequate time for first instruction, intervention, and collaborative planning? Are our site-based professional learning experiences aligned to our campus and district plans?	What structures do we have in place that support teachers' professional learning about culturally responsive teaching? Does our master schedule provide adequate time for collaborative job-embedded professional learning? How do I support teachers' collaborative professional learning?	What actions are we taking to detrack students and teachers? Does our school or mathematics team improvement plans articulate strategies that are likely to lead to improvement in student learning? What is the long-range professional learning plan for all teachers on our site?

(continued on next page)

Figure 2.3. Leadership Roles With the Design Guiding Principle

Roles	Imperatives		
District Leader	How can our district leadership team identify existing structures that may keep some students from accessing high-quality mathematics? Are the human and material resources allocated equitably, supporting the school improvement efforts at each school I serve? Are the resources of time allocated equitably so that each school I support has the time within the school calendar and instructional day to focus on professional learning?	What structures do we have in place that support teachers' professional learning about culturally responsive teaching? What structures do we have in place that support teachers' collaborative planning and lesson development? Am I providing opportunities for district-wide professional learning that is data-informed and aligned to our teacher's needs?	What actions are we taking to detrack students and teachers? Does my district mathematics improvement plan provide models of best practice that schools may use when developing their school or mathematics team improvement plan? What is the long-range professional learning plan for all teachers in our district?
State/Provincial Leader	What provincial/state level policies and structures exist that may keep some students from accessing high-quality mathematics? Do our policies and procedures support the implementation of state/provincial standards? How do we support districts and schools in creating structures that support effective professional learning?	How does our professional development support help districts attend to teachers' professional learning about culturally responsive teaching? How do we include collaborative educator teams in our work? Do our certification policies incentivize the continuous learning of teachers and leaders?	What policies do we need to enact or revise that support detracking of both teachers and students? Are we providing support and oversight to the development and implementation of school improvement plans? Do we have a system designed to support schools with the greatest needs? What is the long-range professional learning plan for all teachers in our province or state?

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