### Figure 2.3. Leadership Roles With the Design Guiding Principle

<table>
<thead>
<tr>
<th>Roles</th>
<th>Imperatives</th>
<th>Ensure sustainability through engaging all stakeholders in systemic, long-range strategic planning for all teaching and learning improvement initiatives.</th>
</tr>
</thead>
</table>
| **Teacher Leader**  | What existing structures do my colleagues and I reinforce that may keep some students from accessing high-quality mathematics? | - 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? |
|                     | How do we select instructional materials?                                    | 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 fully engage in professional learning and endeavor to put new learning into action? |
|                     | Does our teaching team utilize collaborative planning time effectively?      | 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? |
| **Coach**           | How can I facilitate self-examination of existing structures that may keep some students from accessing high-quality mathematics? | 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? |
|                     | How do I support teachers in identifying students for intensification programs? | How do I support teachers’ professional 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? |
|                     | Do the teachers I serve understand how to build conceptual understanding and procedural fluency, for a given unit of instruction? | What 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? |
| **Site Leader**     | How can our campus leadership team identify existing structures that may keep some students from accessing high-quality mathematics? | 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? |
|                     | Does our master schedule provide adequate time for first instruction, intervention, and collaborative planning? | 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? |
|                     | Are our site-based professional learning experiences aligned to our campus and district plans? | Are our site-based professional learning experiences aligned to our campus and district plans?  
- Does our master schedule provide adequate time for first instruction, intervention, and collaborative planning?  
- How do I support teachers’ collaborative professional learning? |

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<tr>
<td><strong>District Leader</strong></td>
<td><strong>How can our district leadership team identify existing structures that may keep some students from accessing high-quality mathematics?</strong> 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?</td>
</tr>
<tr>
<td><strong>State/Provincial Leader</strong></td>
<td><strong>What provincial/state level policies and structures exist that may keep some students from accessing high-quality mathematics?</strong> 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?</td>
</tr>
</tbody>
</table>

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