


**Figure 2.4. Reflection on Leading Through the Lens of Social Justice**

Intended Leadership Actions	Personal Reflections and Next Steps
Interrogate individual and societal beliefs underlying the deficit views about mathematics learning and children with specific attention to race/ethnicity, class, gender, culture, and language.	
Refrain from using deficit discourse in professional learning communities and instructional decision making (e.g., placement decision, course offerings, intervention strategies).	
Eliminate tracking systems that sort children based on perceived ability and demographic profile.	
Show evidence that course-taking patterns are changing, remedial/intervention courses are reduced, and advanced mathematics offerings are more robust and plentiful.	
Increase recruitment and retention of mathematics teachers and leaders from historically marginalized groups.	
Create fair and holistic assessment systems for students and teachers of mathematics that provide productive and timely information on learning and are free from high-stakes pressure, static labeling of students and schools, and arbitrary sanctions.	
Require professional development opportunities that focus on social, cultural, linguistic, contextual, and cognitive facets of mathematics and mathematics learning.	
Create a mathematics vision with accountability mechanisms for the classroom, school, and district that uplifts students to learn rigorous and relevant mathematics.	

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