

Figure I.2. Culturally Relevant Leadership Actions for the Guiding Principles

Culturally Relevant Leadership Actions		
<i>Guiding Principle</i>	<i>Essential Actions</i>	<i>Culturally Relevant Leadership Action</i>
<b>EMPOWER</b> and nurture a culture of productive professionalism.	<b>Commitment to Self</b> Ensure assumptions, beliefs, expectations, and habits are examined in order to shape the school or department's culture around teaching and learning of mathematics.	<b>Leadership Action 1</b> Build a shared understanding of how to cultivate identity, agency, and positive self-efficacy for ALL.
	<b>Commitment to Colleagues</b> Ensure a culture of reflection, refinement, and action focused on continuous improvement in mathematical learning.	<b>Leadership Action 2</b> Cultivate a culture of continuous improvement and refinement while building cultural competence.
	<b>Commitment to Others</b> Ensure students, teachers, families, and community partnerships are built upon.	<b>Leadership Action 3</b> Listen and incorporate student, family, and community voices through authentic partnerships.
<b>DESIGN</b> and implement structures that support high-quality mathematics teaching and learning for every teacher.	<b>Commitment to Self</b> Ensure mathematics learning for all students through organizational structures, time and resource allocation, and systemic supports that are aligned, intentional, and equitable.	<b>Leadership Action 4</b> Foster collaborative spaces and allocate resources for teachers to design, adapt, and enhance culturally relevant tasks.
	<b>Commitment to Colleagues</b> Ensure systems of continual collaborative, job-embedded professional learning to build teacher and leader capacity and increase efficacy.	<b>Leadership Action 5</b> Provide job-embedded professional learning to build teacher and leader capacity of culturally relevant task design and implementation.
	<b>Commitment to Others</b> Ensure sustainability through engaging all stakeholders in systemic, long-range strategic planning for all teaching and learning improvement initiatives.	<b>Leadership Action 6</b> Create structures for teachers to partner with students, families, and community organizations to reflect and refine based on stakeholder voice.
<b>MONITOR</b> and act on evidence of student learning.	<b>Commitment to Self</b> Ensure the design and use of high-quality, aligned assessments and equitable assessment processes that guide meaningful reflection and action.	<b>Leadership Action 7</b> Engage teachers in a cycle of continuous improvement for task development, adaptation, implementation, and impact on student identity and learning.
	<b>Commitment to Colleagues</b> Ensure that the evidence of learning collected from every assessment is used to inform the design of curriculum, instruction, and the assessments themselves.	<b>Leadership Action 8</b> Collect evidence of culturally relevant task implementation and the impact on student learning.
	<b>Commitment to Others</b> Ensure every student is provided access to grade-level content and intensification based on evidence of student learning.	<b>Leadership Action 9</b> Analyze the impact of culturally relevant practices on identity, agency, and student efficacy.
<b>ADVOCATE</b> and expect high-quality, equitable mathematics teaching and learning for every student.	<b>Commitment to Self</b> Ensure that every teacher possesses a shared understanding of the vision of high-quality mathematics instruction and the actions required to meet the vision.	<b>Leadership Action 10</b> Develop a shared understanding of culturally relevant practices and team actions to support equitable mathematical teaching practices.
	<b>Commitment to Colleagues</b> Ensure that every teacher possesses the skills and knowledge necessary to design and implement meaningful learning experiences that lead to student understanding of mathematics.	<b>Leadership Action 11</b> Ensure necessary professional learning and team collaboration to support implementation of culturally relevant and equitable mathematics teaching practices.
	<b>Commitment to Others</b> Ensure that all stakeholders have a clear understanding of high-quality mathematics instruction and how to support it.	<b>Leadership Action 12</b> Engage stakeholders to develop a shared understanding of culturally relevant and equitable mathematics teaching practices.

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