

REPRODUCIBLE

Figure 2.12. Culturally Relevant Leadership: Stakeholder Voice Reflection

Use the descriptors in Figure 2.12 along with the continua to reflect on your current status in regard to partnering with students, families, and community. Circle where you are in each of the practices and include any evidence you have of this practice in the margins or in the empty space. After completing the reflection, select one practice from each area and determine what actions you will take.


Partnering with Students			
Not In Place Yet: 1	Starting: 2	Getting There: 3	In Place: 4
I do not survey my students about the instructional materials and strategies used within my classroom.			I regularly survey my students about the mathematics instructional materials and strategies used within my classroom.
I never use student feedback to adjust my instructional practices.			I regularly use student feedback to adjust my instruction and the tasks I use within my classroom.
I provide limited contexts for the mathematics content students learn.			I provide opportunities for students to investigate social justice issues through mathematical tasks.
What is one practice you want to grow in as a school community?	What steps will you take in the next 30 days to put the identified practice in place?		
Partnering with Families			
Not In Place Yet: 1	Starting: 2	Getting There: 3	In Place: 4
I do not communicate regularly with my families about mathematics learning goals, instructional strategies, and student successes.			I regularly communicate with families about mathematics learning goals, instructional strategies, activities, and student successes.

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I host family events where I provide all the information.			I host events in which teachers and families engage, share, and learn together.
I do not engage families in the instruction of mathematics and the expertise they bring.			I regularly seek out and leverage family expertise by inviting them in to share mathematical knowledge.
What is one practice you want to grow in as a school community?	What steps will you take in the next 30 days to put the identified practice in place?		
Partnering with Community Stakeholders			
Not in Place Yet: 1	Starting: 2	Getting There: 3	In Place: 4
I make assumptions about the communities that comprise the school(s) I support.			I engage in community walks and community events from various stakeholder groups in order to better understand and serve students.
I gather input from a group of parents that do not necessarily reflect the diversity of the student body.			I regularly meet with a parent advisory group with diverse stakeholders to inform and guide decisions regarding mathematics.
I do not engage assistance from community agencies.			I partner with community agencies to create parent mathematics education programs to help families support their children in the learning of mathematics.
What is one practice you want to grow in as a school community?	What steps will you take in the next 30 days to put the identified practice in place?		

Figure 2.12. Culturally Relevant Leadership: Stakeholder Voice Reflection

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