


Figure 2.15. Empower Task Analysis Questions

Questions to Consider When Designing Culturally Relevant Mathematical Tasks	Notes
What context can we use to make it relevant to our students while empowering them?	
How can we connect the task to something within our community or school that students can relate to that still engages them in the same mathematical standard?	
Will the new context empower and help to build cultural competence by creating both windows and mirrors?	
How will this task also empower the teacher by enhancing their cultural competence?	
How are students still engaged in mathematics and the standard, so we are ensuring academic excellence?	
How is this task empowering students and not the teacher in both knowledge and instructional practices?	
How will we measure growth in student efficacy and identity through this task?	
What level of culture (Figure 1.6) will this task help us to learn more about (surface, shallow, or deep culture)?	

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