


REPRODUCIBLE

Figure 2.18. Self-Reflection on *Empower* Guiding Principle

EMPOWER and nurture a culture of productive professionalism.		
Action	Reflection Questions	Reflection Notes
Imperative 1: <i>Ensure assumptions, beliefs, expectations, and habits are examined in order to shape the school or department culture around teaching and learning of mathematics.</i>		
<p>Leadership Action 1 Build a shared understanding of how to cultivate identity, agency, and positive self-efficacy for ALL.</p>	<ul style="list-style-type: none"> • Do I believe that all students can learn mathematics and expect academic excellence? • Do I understand actions that support cultivating positive identity, agency, and self-efficacy? • What opportunities do I provide for teachers and leaders that I serve to examine their own cultural selves? 	
Imperative 2: <i>Ensure a culture of reflection, refinement, and action focused on continuous improvement in mathematical learning.</i>		
<p>Leadership Action 2 Cultivate a culture of continuous improvement and refinement while building cultural competence.</p>	<ul style="list-style-type: none"> • How does professional learning and other organizational structures encourage continuous improvement? • How do the coaching strategies I use encourage teachers/leaders to reflect, refine, and create culturally relevant tasks? • What opportunities do we have to compare our perspectives to those of others, seeking commonalities and appreciating differences through tasks? 	
Imperative 3: <i>Ensure student, teachers, families, and community partnerships are built upon meaningful engagement.</i>		
<p>Leadership Action 3 Listen and incorporate student, family, and community voices through authentic partnerships.</p>	<ul style="list-style-type: none"> • What structures do we have in place for listening and incorporating stakeholder voices in our mathematics curriculum and instruction? • What structures do we have on my campus that invite community members and families to engage with us in meaningful ways? • How does the school culture reflect the community culture? Are all aspects of the community culture represented in our school culture? If not, why not? 	

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