


REPRODUCIBLE

Figure 3.11. Self-Reflection on *Design* Guiding Principle

<i>DESIGN</i> and implement structures that support high-quality mathematics teaching and learning for every teacher.		
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 4 Foster collaborative spaces and allocate resources for teachers to design, adapt, and enhance culturally relevant tasks.</p>	<ul style="list-style-type: none"> • Do I believe that all students have experiences, cultural assets, values, languages, and prior knowledge that can serve to support learning of mathematics? • What spaces might I use to support teachers and leaders to establish this belief? • What spaces might I use or create to support teachers and leaders to collaboratively design tasks that are culturally relevant or adapt tasks to make them more culturally relevant? • What spaces might I use or create to support teachers and leaders to collaboratively design tasks that might highlight, attend to, and address social injustices that are important to my students? 	
Imperative 2: <i>Ensure a culture of reflection, refinement, and action focused on continuous improvement in mathematical learning.</i>		
<p>Leadership Action 5 Provide job-embedded professional learning to build teacher and leader capacity of culturally relevant task design and implementation.</p>	<ul style="list-style-type: none"> • How might we create collaborative spaces to generate and share culturally relevant tasks? • How might we make use of, build on, or adapt previously created tasks? • How might we collaborate to implement these tasks with sensitivity, understanding, and creation of safe spaces? • How might we create opportunities for classroom embedded co-facilitation of culturally relevant tasks or observations of teaching with culturally relevant tasks? • How might we create opportunities for teachers and leaders to reflect on and make sense of student thinking, student artifacts, and student products as related to culturally relevant tasks? 	
Imperative 3: <i>Ensure students, teachers, families, and community partnerships are built upon meaningful engagement.</i>		
<p>Leadership Action 6 Create structures for teachers to partner with students, families, and community organizations to reflect and refine based on stakeholder voice.</p>	<ul style="list-style-type: none"> • What structures might already be in place to support families and community stakeholders to share ways they use mathematics in their unique contexts? Do these structures take the families' home languages into consideration? • What might be other ways we engage parents and families and have them share how they use mathematics in their out-of-school, home, family, or work lives? • What might be natural ways of communicating with parents and families the ways that mathematics is reflective of and honors their experiences? 	

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