

REPRODUCIBLE

Figure 4.16. Self-Reflection on *Monitor* Guiding Principle

MONITOR and act on evidence of student learning.		
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 7 Engage teachers in a cycle of continuous improvement for task development, adaptation, implementation, and impact on student identity and learning.</p>	<ul style="list-style-type: none"> • Can I clarify the importance of culturally relevant mathematical tasks and their impact on student identity and learning? • Do I understand ways to engage teacher teams in continuous improvement cycles in order to increase student identity, agency, and belonging in mathematics? • Are we clear in our expectations and understanding of culturally relevant mathematical tasks and how the tenets may appear in implementation and instruction? 	
Imperative 2: <i>Ensure a culture of reflection, refinement, and action focused on continuous improvement in mathematical learning.</i>		
<p>Leadership Action 8 Collect evidence of culturally relevant task implementation and the impact on student learning.</p>	<ul style="list-style-type: none"> • How do our professional learning opportunities deepen our understanding of what evidence to collect that is meaningful? • Does the evidence collected come from a variety of sources and perspectives, ensuring no one source or voice outweighs the others? • What opportunities exist to ensure a more robust collection of evidence is attainable? 	
Imperative 3: <i>Ensure students, teachers, families, and community partnerships are built upon meaningful engagement.</i>		
<p>Leadership Action 9 Analyze impact of culturally relevant practices on identity, agency, and student efficacy.</p>	<ul style="list-style-type: none"> • What structures do we have in place to authentically interrogate and act on evidence of mathematical tasks on student identity and agency? • How have students' identity, agency, and self-efficacy improved with the implementation of culturally relevant mathematical tasks? • Based on the evidence collected, what impact have the culturally relevant practices had on student identity, agency, and efficacy? What do we still need to improve? 	

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