


Figure 4.5. Cycle of Continuous Improvement Self-Reflection Questions

Planning & Design Phase	
Questions to Consider	Reflection and Next Steps
What is my current understanding of culturally relevant practices?	
What actions have been completed or need to be completed to build a shared understanding and belief in the importance of culturally relevant practices for instruction?	
What support is needed for teachers and teams to interrogate mathematics tasks for cultural relevance, to make adaptations to tasks, and to design tasks that empower students?	
What tools will be used to assess effectiveness of the task adaptation?	
Implementation Phase	
What additional conditions are needed to support teachers in implementing and navigating the complexities of culturally relevant practices that empower and affirm students without causing harm?	
What support is needed for teachers and teams to use mathematics as a way to provide opportunity for students?	
What evidence will be collected by teachers during instruction to assess how students are meeting the learning outcomes?	
Monitor Phase	
What tools will be used to monitor implementation of culturally relevant instruction?	
What tools will be used to monitor impact on student identity, agency, and self-efficacy?	
How can data be gathered in a way that teams can analyze and extrapolate key information and trends?	
Reflection & Revision Phase	
What supportive conditions are needed to engage teachers in continuous cycles of improvement to develop and adapt tasks for cultural relevance?	
What reflection tools will the team use as they debrief implementation of culturally relevant tasks?	
What processes are in place for teams to process observational and qualitative data gathered?	

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