Figure 5.18. Self-Reflection on *Advocate* Guiding Principle

ADVOCATE and expect high-quality, equitable mathematics teaching and learning for every student.		
Action	**Reflection Questions**	**Reflection Notes/Next Steps**
Leadership Action 10: Develop a shared understanding of culturally relevant practices and team actions to support equitable mathematical teaching practices.		
Commit to being a culturally relevant leader.	• In what ways do I model culturally relevant and equitable mathematics teaching practices? • In what ways do I advocate for equitable practices within each classroom, school, and/or system that I serve?	
Develop a shared vision for equitable mathematics teaching practices.	• Do we have a shared vision for mathematics teaching and learning around culturally relevant tasks? • How well do my colleagues and I understand and implement the effective mathematics teaching practices to meet the culturally relevant vision?	
Recognize and address systems and structures.	• What barriers are there for teachers to implement culturally relevant pedagogy? • What opportunities are there to enhance school improvement plans with a lens of cultural relevance?	
Leadership Action 11: Ensure necessary professional learning and team collaboration to support implementation of culturally relevant and equitable mathematics teaching practices.		
Engage teachers in a collaborative process to intentionally plan for equitable mathematics teaching.	• How do we create safe spaces for teachers to engage in critical analysis of their teaching practices? • How do we engage teachers in discussions focused on engaging each and every learner in the mathematics classroom?	

Ensure development of critical consciousness through social justice tasks.	• How do we extend culturally relevant tasks developed to include a social justice theme in our curriculum? • How do we help teachers and teams engage students to investigate social issues using mathematics?	
Support the implementation of the equitable mathematics teaching practices.	• What structures are used to discuss equitable math teaching practices? • How can we make intentional connections between meaningful and relevant mathematics, culturally relevant tasks, and equitable mathematics teaching practices?	
Leadership Action 12: Engage stakeholders to develop a shared understanding of culturally relevant and equitable mathematics teaching practices.		
Communicate the shared vision for culturally relevant teaching in the mathematics classroom.	• Which audiences need to hear about culturally relevant pedagogy in the mathematics classroom? • What are the key messages that you need to convey to your audiences? • What resources and professional networks can you draw on to support your efforts?	
Identify necessary resources to support culturally relevant and equitable mathematics teaching practices.	• What representations, images, or student work would illustrate the need for culturally relevant pedagogy? • What resources are needed to engage in the work of culturally relevant task design and implementation?	
Build alliances with key stakeholders to support progress toward equitable mathematics teaching.	• What professional partnerships can we develop to support this work? • Who are key teachers and stakeholders in helping to move this work forward?	

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