## Figure 5.8. Structures at the Classroom, School, and System Levels

### Structures at the Classroom Level

<table>
<thead>
<tr>
<th>Structure</th>
<th>Guiding Question(s)</th>
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| Classroom procedures                          | • How can classroom procedures support engaging ALL students in the classroom community?  
• What classroom procedures support embracing and honoring the diverse cultures represented in the classroom?  
• How can classroom procedures maximize time for students to engage with mathematics and with each other?  
• What are the various assessment practices used in the classroom? |
| Teacher planning time                         | • What teacher planning time is available during the day?  
• What duties are assigned to teachers during planning time?  
• To what extent is planning time used to design learning experiences that are culturally relevant for the students? |
| Classroom environment/ building class community | • How is instructional time designed to build a positive classroom environment?  
• How do students share their voice in the classroom environment/instruction and how it is working or not working for them?  
• In what ways does the teacher/team value the cultures and experiences of the students within the classroom?  
• How do the materials in the classroom represent the diverse classroom community?  
• What portion of classroom time is provided for students to work collaboratively and share ideas and experiences?  
• How is building relationships with culturally and linguistically diverse students a priority? |
| Parent/family engagement                       | • In what ways does the teacher build an understanding of the family cultures and traditions?  
• In what ways does the teacher engage families in the mathematics classroom?  
• To what extent are parents and families engaged as partners in the classroom? |

### Structures at the School Level

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| Procedures           | • How can school procedures support or inhibit students perceiving that they are a valued member of the classroom community?  
• In what ways do school procedures maximize time for students to engage in instruction? |
| Team collaboration    | • What times during the school day are available for teams of teachers to collaborate?  
• How can team collaboration time be strategically used to focus on culturally relevant tasks and instruction? |
| Professional learning time | • What school-based time is dedicated to professional learning and what is the focus for this professional learning?  
• What opportunities are available to engage teachers in professional learning on culturally relevant teaching during school-based professional learning time? |
| Teacher duties       | • What duties are teachers assigned during the school day?  
• What opportunities may be available for teachers to engage in professional learning, classroom visits, and collaborative planning as part of teacher duties? |
School improvement plans  • How are school improvement plans developed and what voices are at the planning table?
• To what extent do the school improvement plans address strategies that align with culturally relevant teaching?
• What opportunities are there to enhance school improvement plans with a lens of cultural relevance?

Community engagement  • In what ways do school leaders engage families and the community into the school community?
• What voices are valued in community engagement experiences?
• How can leaders make strides to ensure that community engagement is reflective of the diverse student body?

### Structures at the System Level

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| Policies                   | • How do system policies support or hinder the work with culturally relevant teaching?  
• What policies can be leveraged to support further work with professional learning, instruction, and community engagement?  
• What hiring policies are in place to ensure diverse candidates are considered for all positions in the district? |
| Negotiated contracts       | • What provisions are available within the negotiated contract regarding teacher duty day, planning time, professional learning time, and compensation?  
• What portions of the negotiated contracts can be leveraged to support the work with culturally relevant teaching? |
| School calendars           | • What provisions are made within the school system calendar to support professional learning?  
• How can these potential days be leveraged to support your work with culturally relevant teaching in mathematics? |
| Systemwide professional learning | • What is the plan for systemwide professional learning?  
• What opportunities exist to connect systemwide work with culturally relevant teaching in mathematics? |
| System strategic planning  | • To what extent does the system have developed plans for continuous growth, data monitoring, and support?  
• How can these plans be leveraged to support your work with culturally relevant teaching? |
| System curriculum          | • To what extent does the system curriculum address culturally relevant teaching and the need to review and revise yearly based on changing demographics?  
• What are the opportunities to leverage and enhance the system curriculum? |
| Stakeholder engagement     | • To what extent does the system engage a diverse group of stakeholders for input, advisement, and partnerships?  
• How can these stakeholders be leveraged to support your work with culturally relevant teaching? |

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