

## REPRODUCIBLE

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


<b>Structures at the Classroom Level</b>	
<b>Structure</b>	<b>Guiding Question(s)</b>
Classroom procedures	<ul style="list-style-type: none"> <li>• How can classroom procedures support engaging ALL students in the classroom community?</li> <li>• What classroom procedures support embracing and honoring the diverse cultures represented in the classroom?</li> <li>• How can classroom procedures maximize time for students to engage with mathematics and with each other?</li> <li>• What are the various assessment practices used in the classroom?</li> </ul>
Teacher planning time	<ul style="list-style-type: none"> <li>• What teacher planning time is available during the day?</li> <li>• What duties are assigned to teachers during planning time?</li> <li>• To what extent is planning time used to design learning experiences that are culturally relevant for the students?</li> </ul>
Classroom environment/ building class community	<ul style="list-style-type: none"> <li>• How is instructional time designed to build a positive classroom environment?</li> <li>• How do students share their voice in the classroom environment/instruction and how it is working or not working for them?</li> <li>• In what ways does the teacher/team value the cultures and experiences of the students within the classroom?</li> <li>• How do the materials in the classroom represent the diverse classroom community?</li> <li>• What portion of classroom time is provided for students to work collaboratively and share ideas and experiences?</li> <li>• How is building relationships with culturally and linguistically diverse students a priority?</li> </ul>
Parent/family engagement	<ul style="list-style-type: none"> <li>• In what ways does the teacher build an understanding of the family cultures and traditions?</li> <li>• In what ways does the teacher engage families in the mathematics classroom?</li> <li>• To what extent are parents and families engaged as partners in the classroom?</li> </ul>
<b>Structures at the School Level</b>	
<b>Structure</b>	<b>Guiding Question(s)</b>
Procedures	<ul style="list-style-type: none"> <li>• How can school procedures support or inhibit students perceiving that they are a valued member of the classroom community?</li> <li>• In what ways do school procedures maximize time for students to engage in instruction?</li> </ul>
Team collaboration	<ul style="list-style-type: none"> <li>• What times during the school day are available for teams of teachers to collaborate?</li> <li>• How can team collaboration time be strategically used to focus on culturally relevant tasks and instruction?</li> </ul>
Professional learning time	<ul style="list-style-type: none"> <li>• What school-based time is dedicated to professional learning and what is the focus for this professional learning?</li> <li>• What opportunities are available to engage teachers in professional learning on culturally relevant teaching during school-based professional learning time?</li> </ul>
Teacher duties	<ul style="list-style-type: none"> <li>• What duties are teachers assigned during the school day?</li> <li>• What opportunities may be available for teachers to engage in professional learning, classroom visits, and collaborative planning as part of teacher duties?</li> </ul>

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School improvement plans	<ul style="list-style-type: none"> <li>• How are school improvement plans developed and what voices are at the planning table?</li> <li>• To what extent do the school improvement plans address strategies that align with culturally relevant teaching?</li> <li>• What opportunities are there to enhance school improvement plans with a lens of cultural relevance?</li> </ul>
Community engagement	<ul style="list-style-type: none"> <li>• In what ways do school leaders engage families and the community into the school community?</li> <li>• What voices are valued in community engagement experiences?</li> <li>• How can leaders make strides to ensure that community engagement is reflective of the diverse student body?</li> </ul>
Structures at the System Level	
Structure	Guiding Question(s)
Policies	<ul style="list-style-type: none"> <li>• How do system policies support or hinder the work with culturally relevant teaching?</li> <li>• What policies can be leveraged to support further work with professional learning, instruction, and community engagement?</li> <li>• What hiring policies are in place to ensure diverse candidates are considered for all positions in the district?</li> </ul>
Negotiated contracts	<ul style="list-style-type: none"> <li>• What provisions are available within the negotiated contract regarding teacher duty day, planning time, professional learning time, and compensation?</li> <li>• What portions of the negotiated contracts can be leveraged to support the work with culturally relevant teaching?</li> </ul>
School calendars	<ul style="list-style-type: none"> <li>• What provisions are made within the school system calendar to support professional learning?</li> <li>• How can these potential days be leveraged to support your work with culturally relevant teaching in mathematics?</li> </ul>
Systemwide professional learning	<ul style="list-style-type: none"> <li>• What is the plan for systemwide professional learning?</li> <li>• What opportunities exist to connect systemwide work with culturally relevant teaching in mathematics?</li> </ul>
System strategic planning	<ul style="list-style-type: none"> <li>• To what extent does the system have developed plans for continuous growth, data monitoring, and support?</li> <li>• How can these plans be leveraged to support your work with culturally relevant teaching?</li> </ul>
System curriculum	<ul style="list-style-type: none"> <li>• To what extent does the system curriculum address culturally relevant teaching and the need to review and revise yearly based on changing demographics?</li> <li>• What are the opportunities to leverage and enhance the system curriculum?</li> </ul>
Stakeholder engagement	<ul style="list-style-type: none"> <li>• To what extent does the system engage a diverse group of stakeholders for input, advisement, and partnerships?</li> <li>• How can these stakeholders be leveraged to support your work with culturally relevant teaching?</li> </ul>

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