


Figure 2.6. Mathematics Leadership Actions for Detracking

Detracking Action	What We Are Currently Doing	Additional Steps We Could Take
Ensure schools have aligned standards, instructional frameworks, and pedagogical guidance needed for heterogeneity in courses.		
Ensure that teachers and leaders are provided with professional development to develop the conditions needed for heterogeneity in their courses.		
Universities, colleges, and community colleges should continue to refine admissions language to better match the context and expectations of the CCSSM or other provincial or state curriculum standards.		
Broaden the purposes for teaching high school mathematics (including college and career readiness, professional success, understanding and critiquing the world, and experiencing the wonder and beauty of mathematics).		
When possible, balance teaching assignments at the high school level so that teachers have both upper-level and entry-level mathematics courses.		

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