



## A Collective Call to Action Equity & Social Justice in Mathematics Education: From Awareness to Action November 2017 – January 2019

We invite you to join with educators from around the country and possibly the world as we continue our work ***From Awareness to Action: Equity and Social Justice in Mathematics Education.***

The following list of articles and books have been identified by several mathematics education organizations and mathematics educators. The readings and reflection questions provide a focus as you study, reflect, and contemplate the action(s) you will take as you continue your equity walk. Each month's reading is now for two months followed by a webinar.

**Purpose: A year dedicated to building from our collective knowledge and understanding of topics and issues related to Equity and Social Justice in Mathematics Education to taking action to make a difference.**

1. **Readings (bimonthly)**
  - a. Readings (book, collection of published articles, white papers) selected from the 2016 – 2017 reading list
  - b. Guiding questions to focus the year of reading
  - c. Start reading November 2018
2. **Bimonthly webinars (Dates and Times will be available by December 1)**
  - a. One hour webinar after each reading
  - b. Interactive format
3. **Discussion Chat board** – for participants to continue the conversation throughout the year, share ideas, thoughts, and reflections
4. **Face-to-Face informal conversations**
  - a. As organizations hold their national conferences/meetings - one morning or evening hour be set aside for those to gather and talk

### **Contributing Organizations**

Association of Mathematics Teacher Educators (AMTE) <https://www.amte.net/>  
Association of State Supervisors of Mathematics (ASSM) <http://www.statemathleaders.org/>  
Benjamin Banneker Association, Inc (BBA) <http://bannekermath.org/>  
California Mathematics Council-South (CMC-South) <http://www.cmc-south.org>  
Journal of Urban Mathematics Education (JUME) <http://education.gsu.edu/JUME>  
National Council of Teachers of Mathematics (NCTM) <http://www.nctm.org/>  
National Council of Supervisors of Mathematics (NCSM) <http://www.mathedleadership.org/>  
North American Study Group on Ethnomathematics (NASGEm) <http://nasgem.rpi.edu>  
TODOS: Mathematics for ALL <http://www.todos-math.org/>  
Women and Mathematics Education (WME) <http://www.wme-usa.org>

### **Focus Questions for the Year**

**How might we**, the mathematics education community, make a difference in the teaching and learning of mathematics “that promote rich, rigorous, and relevant mathematical experiences” for all students? What key actions should we consider?

How does the reading further inform or challenge your understandings of issues related to equity and social justice in mathematics education? What question(s) do you have in regards to the reading(s)?



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<p>November – December 2017 Webinar January 2018</p>	<p>National Council of Teachers of Mathematics (NCTM) <a href="http://www.nctm.org/">http://www.nctm.org/</a></p> <p><i>The Impact of Identity in K-8 Mathematics</i>. Available at <a href="https://www.nctm.org/store/Products/The-Impact-of-Identity-in-K-8-Mathematics--Rethinking--Equity-Based-Practices/">https://www.nctm.org/store/Products/The-Impact-of-Identity-in-K-8-Mathematics--Rethinking--Equity-Based-Practices/</a></p> <ol style="list-style-type: none"><li>1. What are equitable instructional practices that support the development of students' mathematical identity and sense of agency?</li><li>2. How can we advocate for the implementation of these practices?</li></ol>
<p>January – February 2018 Webinar March 2018</p>	<p>National Council of Supervisors of Mathematics (NCSM) <a href="http://www.mathedleadership.org/">http://www.mathedleadership.org/</a></p> <p><i>Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student</i> (2016) by Alan M. Blankstein and Pedro Noguera</p> <p>Blanstein &amp; Noguera (2016) talk about courage as the essential human virtue, and how courageous leadership is the “engine that drives the paradigm shift”.</p> <ol style="list-style-type: none"><li>3. What are the five principles of courageous leadership to guide achievement for every student discussed by these authors?</li><li>4. How does your organization’s vision reflect the five components of courageous leadership? What can we do together to make visible these components?</li></ol>
<p>March – April 2018 Webinar May 2018</p>	<p>California Mathematics Council-South (CMC-South) <a href="http://www.cmc-south.org">http://www.cmc-south.org</a></p> <p><i>Teaching Mathematics for Social Justice: Conversations with Educators</i> <a href="https://www.nctm.org/Store/Products/Teaching-Mathematics-for-Social-Justice--Conversations-with-Educators/">https://www.nctm.org/Store/Products/Teaching-Mathematics-for-Social-Justice--Conversations-with-Educators/</a></p> <ol style="list-style-type: none"><li>5. How might teachers begin to teach mathematics for social justice? How might teacher educators begin to teach teachers how to teach mathematics for social justice?</li><li>6. How might teaching mathematics for social justice "look like?"</li><li>7. How can mathematics be re-envisioned as a means to create a more socially just world?</li></ol>



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<p>May – June 2018 Webinar July 2018</p>	<p><b>TODOS: Mathematics for ALL</b> <a href="http://www.todos-math.org/">http://www.todos-math.org/</a></p> <p>Focused article from TEEM 7- <i>Special Issue: Mathematics Education Through the Lens of Social Justice</i> (available online <a href="http://www.todos-math.org/assets/documents/TEEM/teem7_final1.pdf">http://www.todos-math.org/assets/documents/TEEM/teem7_final1.pdf</a>)</p> <p>Chao &amp; Jones (2016). <i>That's not fair and why: Developing social justice activists in PreK</i>. In J. Aguirre &amp; M. Civil (Eds.) <i>Teaching Excellence and Equity in Mathematics: Special issue on social justice</i>. 7(1) 15-21.</p> <p><b>8. How do we change the paradigm of what mathematics is and how it should be learned from its current institutional form to one that utilizes the mathematics of people and their communities and ties mathematics to the world?</b></p> <p><b>9. Which of the examples of social justice and mathematics tasks enacted with students that were written about in this journal most resonates with you? Why?</b></p>
<p>July – August 2018 Webinar September 2018</p>	<p><b>Association of Mathematics Teacher Educators (AMTE)</b> <a href="https://www.amte.net/">https://www.amte.net/</a> <b>Chapter 16: How Do I Learn to Like This Child So I Can Teach Him Mathematics: The Case of Rebecca</b> (Mary Q Foote) with accompanying commentaries:</p> <ul style="list-style-type: none"><li>o Commentary 1: <i>Examining Interest Convergence and Identity: A Commentary on Foote's Case</i>, Robert Q. Berry III.</li><li>o Commentary 2: <i>Supporting a Teacher's Shift from Deficits to Funds of Knowledge: A Commentary on Foote's Case</i>, Maura Varley Gutiérrez.</li><li>o Commentary 3: <i>A Commentary on Foote's Case</i>, Nora G. Ramírez.</li></ul> <p>Chapter from: White, D. Y., Crespo, S. &amp; Civil, M. (Eds.) (2016). <i>Cases for mathematics teacher educators: Facilitating conversations about inequities in mathematics classrooms</i>. Charlotte, NC: Information Age Publishing.</p> <p>Link to purchase book: <a href="http://www.infoagepub.com/products/Cases-for-Mathematics-Teacher-Educators">http://www.infoagepub.com/products/Cases-for-Mathematics-Teacher-Educators</a></p> <p><b>10. How would you support the teacher in addressing her negative views about the student and his mother?</b></p> <p><b>11. In what ways did the case and commentary authors' suggestions help you think about the equity-related dilemmas you face in your own work?</b></p>

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<p><b>September – October Webinar November 2018</b></p>	<p><b>Journal of Urban Mathematics Education (JUME)</b> <a href="http://education.gsu.edu/JUME">http://education.gsu.edu/JUME</a> (Three Articles)</p> <ul style="list-style-type: none"><li>● <i>Mathematics as Gatekeeper: Power and Privilege in the Production of Knowledge</i> (Martin et al JUME 2010: <a href="http://ed-osprey.gsu.edu/ojs/index.php/JUME/article/view/95/57">http://ed-osprey.gsu.edu/ojs/index.php/JUME/article/view/95/57</a>)</li></ul> <p>Response Commentary</p> <ul style="list-style-type: none"><li>● “Both And”—<i>Equity and Mathematics: A Response to Martin, Gholson, and Leonard</i> (Confrey JUME 2010: <a href="http://ed-osprey.gsu.edu/ojs/index.php/JUME/article/view/108/53">http://ed-osprey.gsu.edu/ojs/index.php/JUME/article/view/108/53</a>)</li><li>● <i>Engaging Students in Meaningful Mathematics Learning: Different Perspectives, Complementary Goals</i> (Battista JUME 2010: <a href="http://ed-osprey.gsu.edu/ojs/index.php/JUME/article/view/115/58">http://ed-osprey.gsu.edu/ojs/index.php/JUME/article/view/115/58</a>)</li></ul> <p><b>12. How might the larger mathematics education community achieve a both—and approach?</b></p> <p><b>13. How might the larger mathematics education community begin to respect the different perspectives of doing science employed when rigorously examining the critical issues of “diversity” and “equity” in mathematics education research?</b></p>
<p><b>November – December 2018 Webinar January 2019</b></p>	<p><b>Robert Berry, National Council of Teachers of Mathematics (NCTM)</b> <a href="http://www.nctm.org/">http://www.nctm.org/</a></p> <p><i>For White Folks Who Teach in the Hood... and the Rest of Y'all Too: Reality Pedagogy and Urban Education</i> (2016) by <a href="#">Christopher Emdin</a></p> <p>The author discusses different types of pedagogies grounded in the resources that communities can offer for teaching; The author introduces 7Cs;</p> <p><b>14. What are ways teachers can gain access to community resources (human &amp; material)?</b></p> <p><b>15. How can we make sense of this for mathematics teaching and learning?</b></p>