



TODOS
Live!

Where are you in your Equity Journey?

#TODOSLive

#MathEquity

Speaker
Dr. John W. Staley

@jstaley06

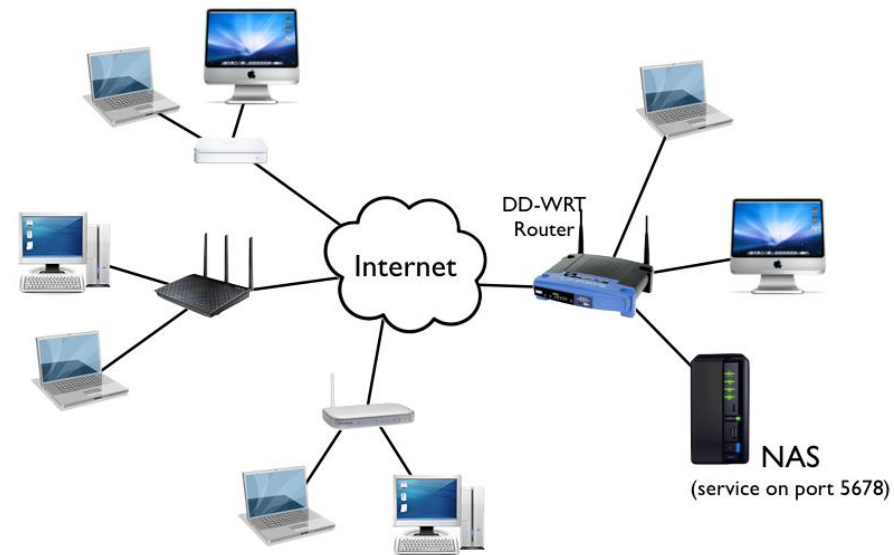
johnstaley64@gmail.com

February 17, 2021

4:00 p.m. PST

Who is in the *room*?

- Teachers (E, M, H)
- Coaches/Facilitators
- School Administrators
- District Leaders
- University and College Faculty
- Professional Development Provide
- Other



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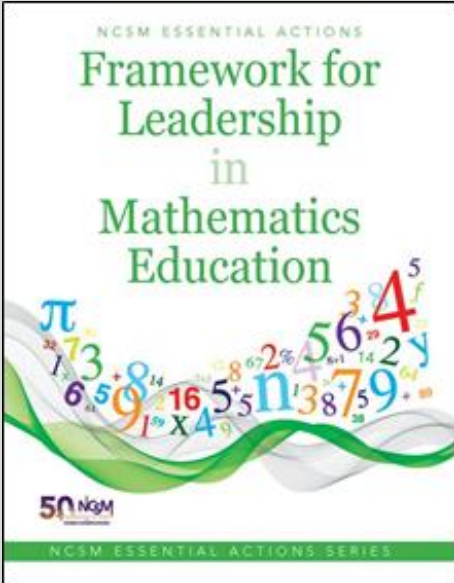
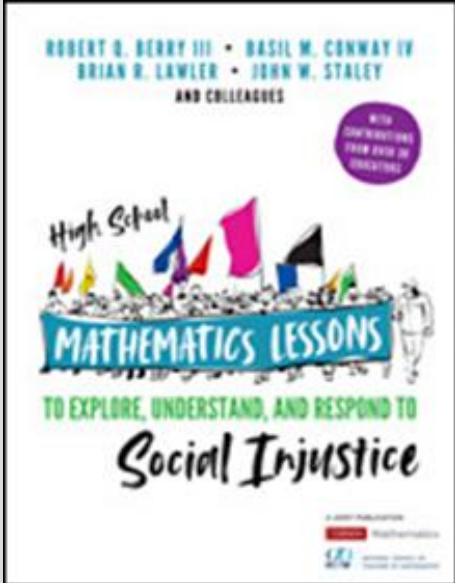
Christian
Black Man
Husband
Father
Educator
Leader
Advocate
Author



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Changing the Narrative

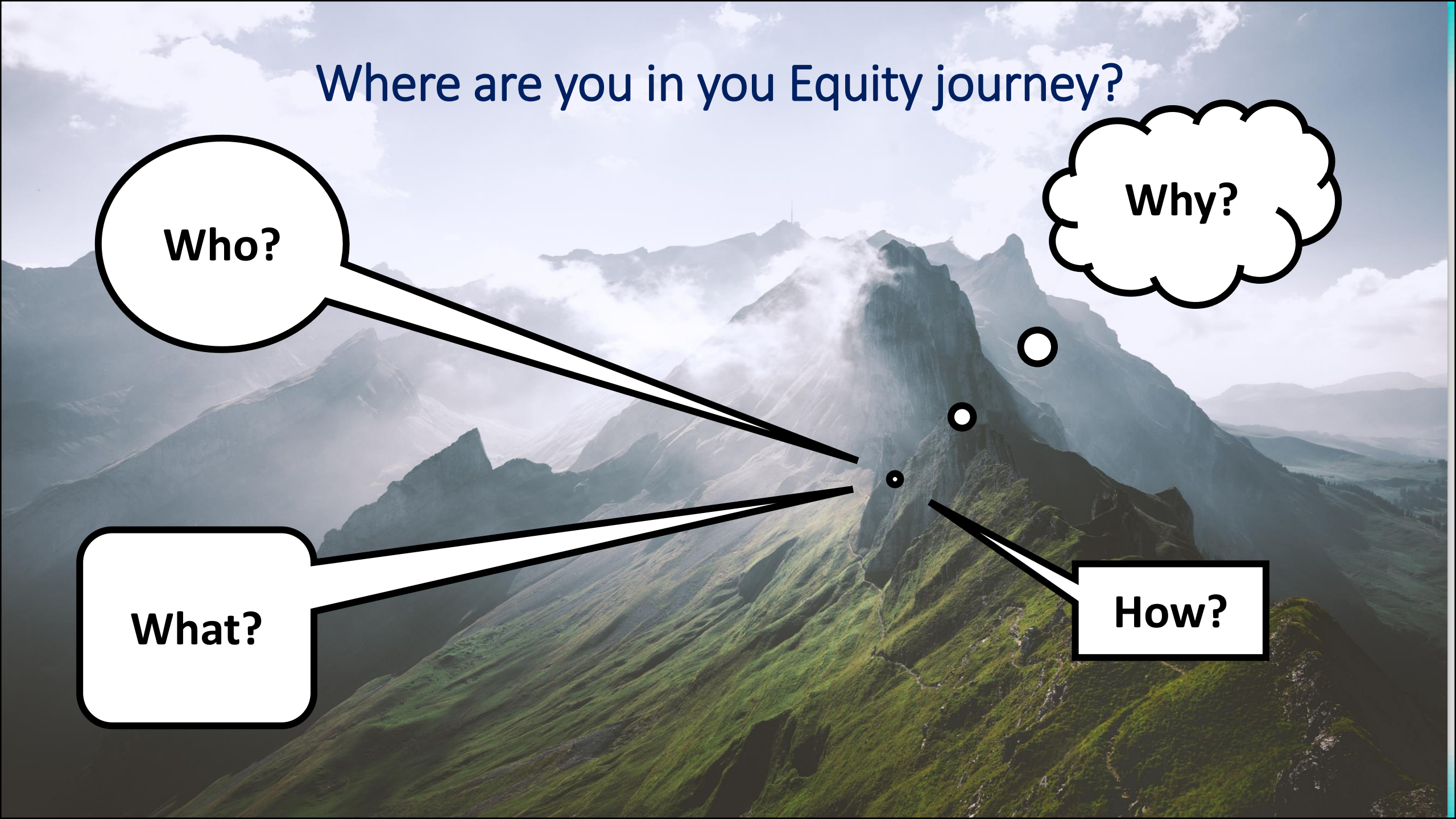
Where are you in your Equity journey?

Who?

Why?

What?

How?

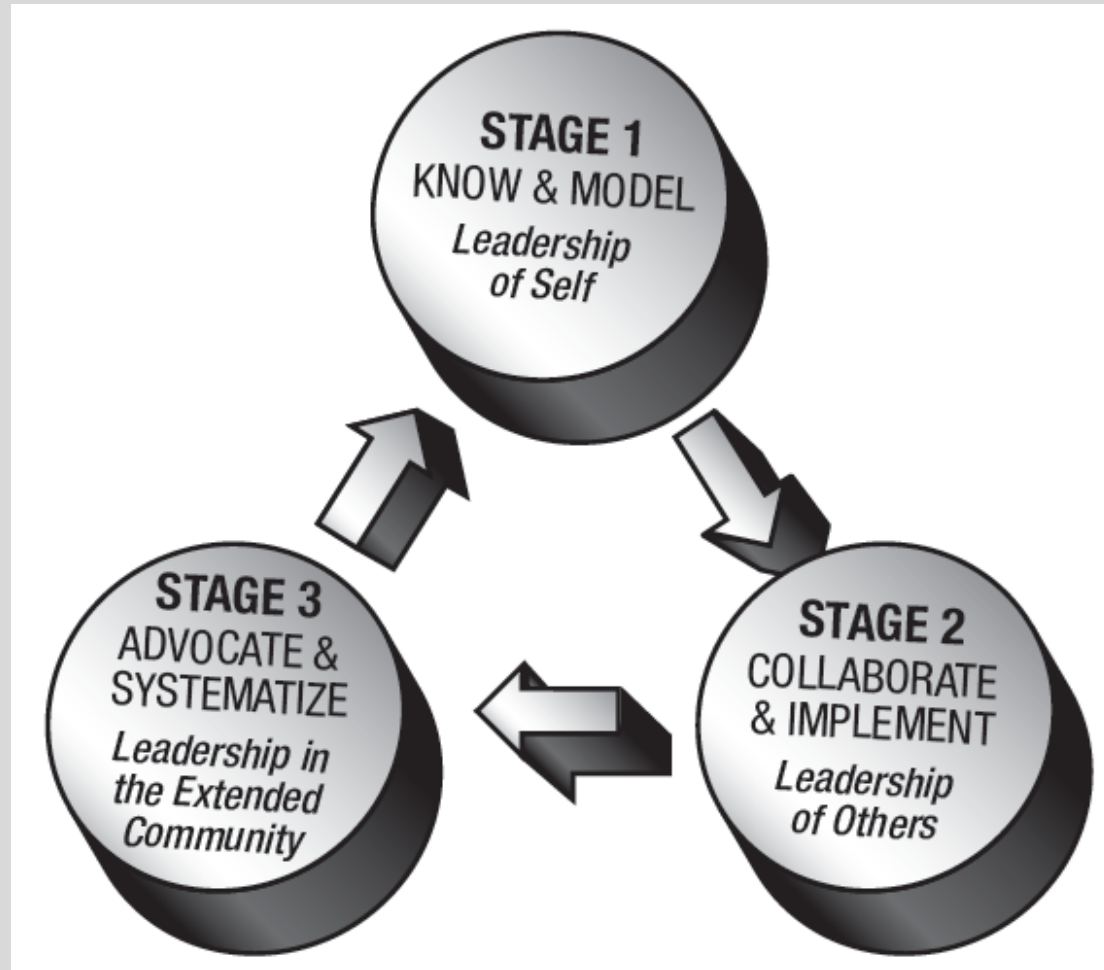




Changing the Narrative

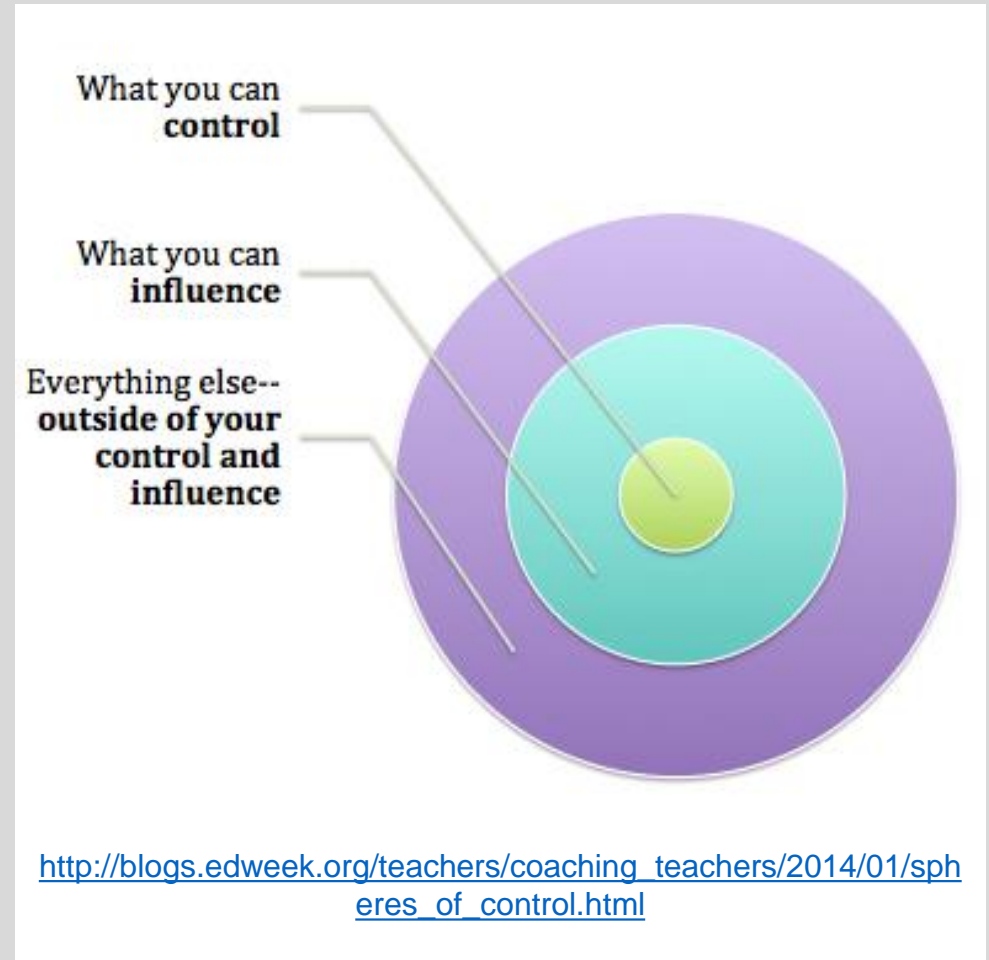
As you reflect on your journey...

Stages of Leadership



Essential Actions Framework NCSM (2020)

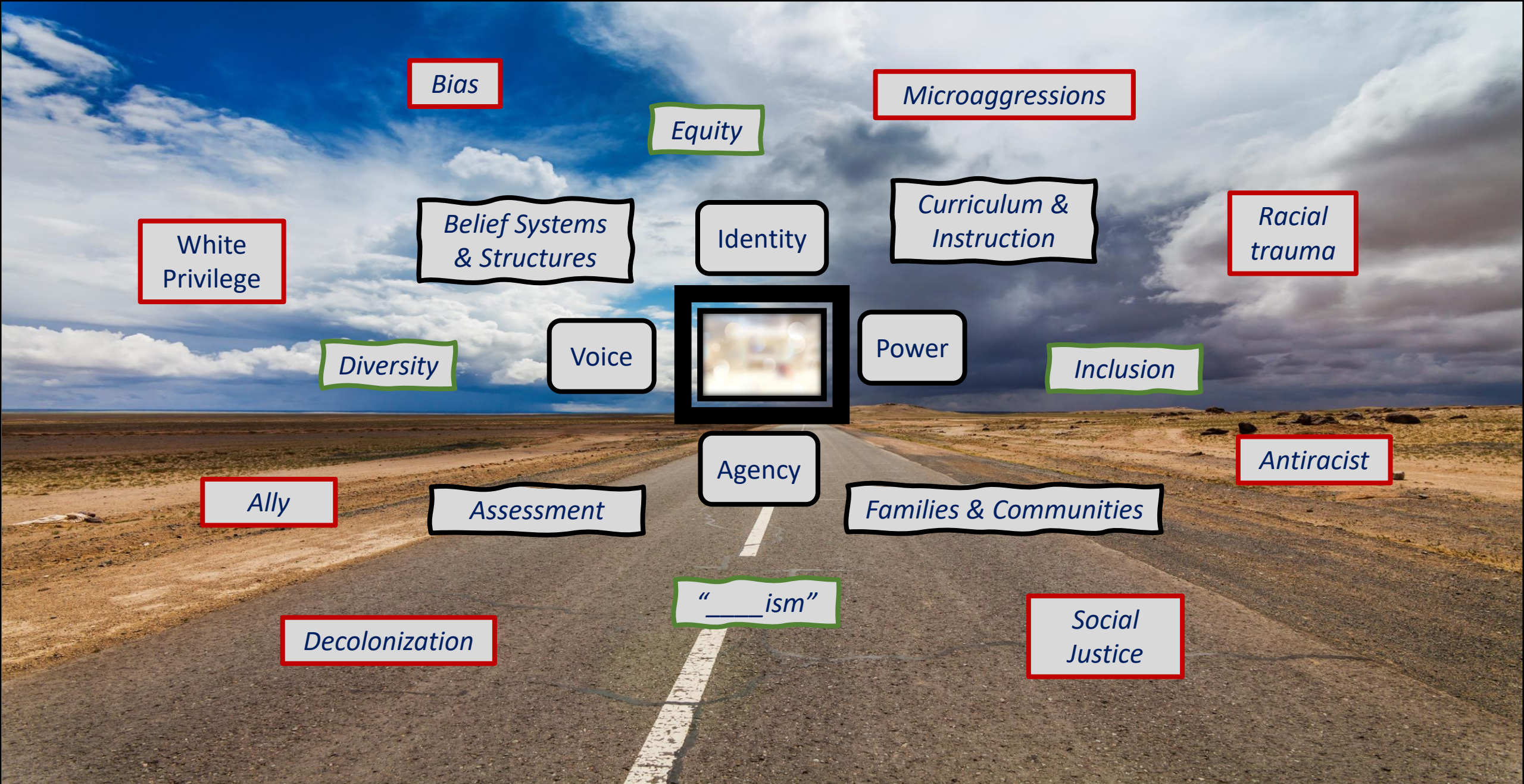
Sphere of Influence



As you reflect on your journey...



Changing the Narrative



Bias

Microaggressions

Equity

White Privilege

Belief Systems & Structures

Identity

Curriculum & Instruction

Racial trauma

Diversity

Voice



Power

Inclusion

Ally

Assessment

Agency

Families & Communities

Antiracist

Decolonization

"__ism"

Social Justice

Changing the Narrative



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CCAR Protocols

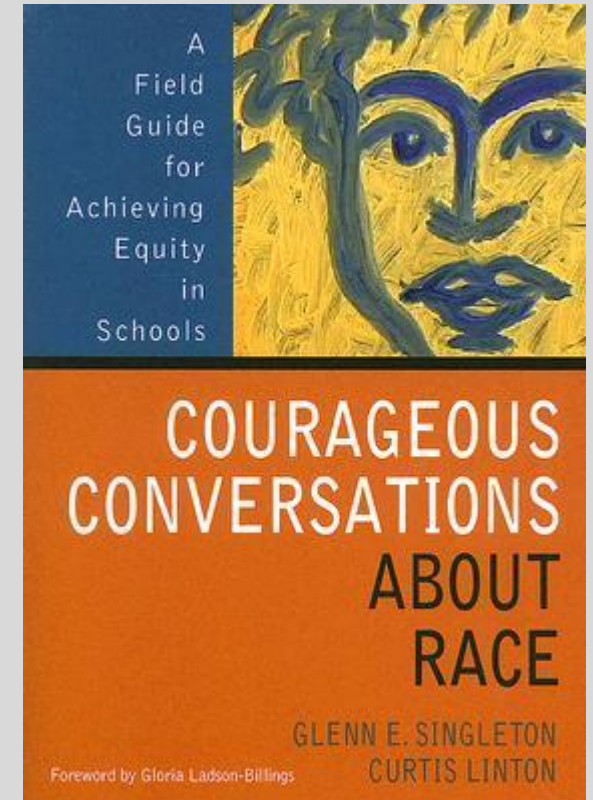
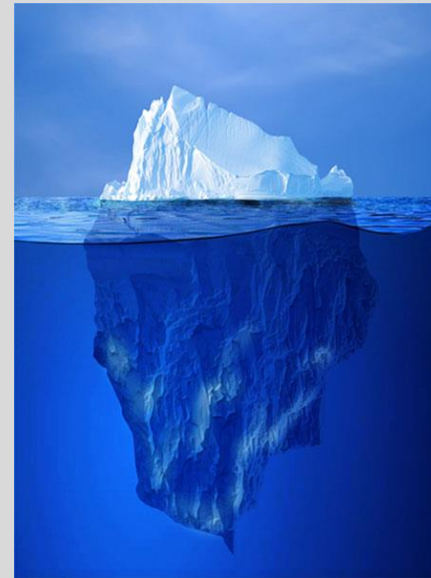
Four Agreements

1. Stay engaged
2. Experience Discomfort
3. Speak your Truth
4. Expect/Accept Non-closure



Six Conditions

1. Personal, Local and Immediate
2. Isolate Race
3. Normalize Social Construction and Multiple Perspectives
4. Monitor Agreements
5. Use a Working Definition of Race
6. Examine the Role and Presence of Whiteness



Guiding Questions when Utilizing a Racial Equity Lens

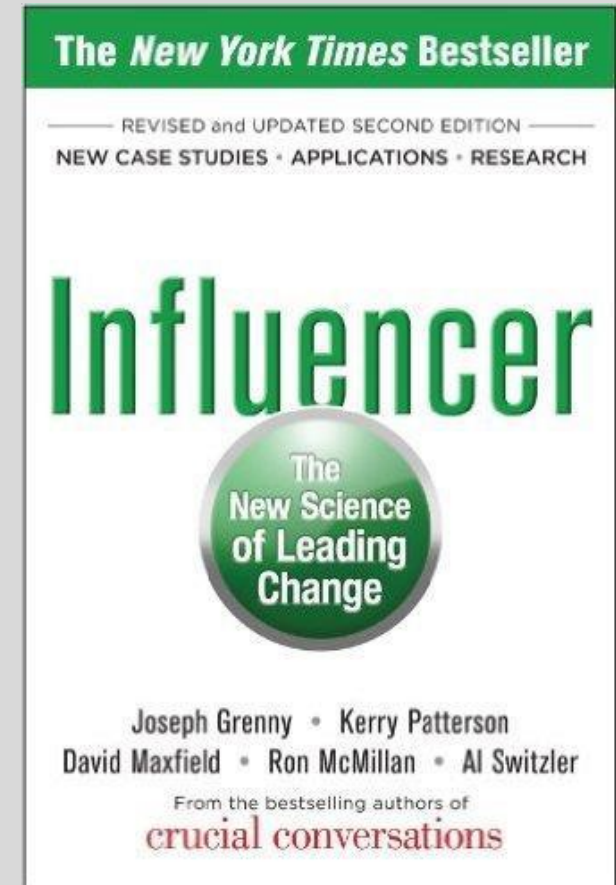
1. Who is (what student group/s) impacted by this decision?
2. Does this decision ignore existing disparities or produce unintended consequences?
3. Have I obtained alternative perspectives?
4. Have I worked to remove barriers?
5. If I can't remove them, what is my plan to mitigate impact?

Department of Equity and Cultural Proficiency, Baltimore County Public Schools

Shifting Behaviors

Two questions you must be able to answer...

- Is it worth it?
- Can I do it?



Influencer, (Patterson, Grenny, Maxfield, McMillan, Switzler, 2008). The McGraw-Hill Companies.

Changing the Narrative

Social Justice in Mathematics Education: Essential Actions

1. Eliminating deficit views of mathematics learning
2. Eradicating mathematics as a gatekeeper
3. Engaging the sociopolitical turn in mathematics
4. Elevating the professional learning of mathematics teachers/leaders with a dual focus on mathematics and social justice

Mathematics Education Through the Lens of Social Justice: Acknowledgment, Actions, and Accountability

*A joint position statement from the
National Council of Supervisors of Mathematics and
TODOS: Mathematics for ALL*

Our Position

The National Council of Supervisors of Mathematics (NCSM) and TODOS: Mathematics for ALL (TODOS) ratify social justice as a key priority in the access to, engagement with, and advancement in mathematics education for our country's youth. A social justice stance requires a systemic approach that includes fair and equitable teaching practices, high expectations for all students, access to rich, rigorous, and relevant mathematics, and strong family/community relationships to promote positive mathematics learning and achievement. Equally important, a social justice stance interrogates and challenges the roles power, privilege, and oppression play in the current unjust system of mathematics education—and in society as a whole.

NCSM and TODOS understand that moving forward with social justice demands change in institutional structures, teaching and learning environments, community engagement practices, and individual actions. Incremental approaches to address urgent calls for action have made little difference in how many children experience mathematics in our nation's schools. This is repeatedly documented by the disparities in learning opportunities and outcomes in mathematics education based on race, class, culture, language, and gender. Immediate and transformative change is necessary. These changes must occur in multiple settings and at multiple levels including classrooms, district offices, school boards, universities, legislatures, and communities.

Three components are needed for a just, equitable, and sustainable system of mathematics education for all children. There must be acknowledgment of the unjust system of mathematics education, its legacy in segregation and other forms of institutional systems of oppression, and the hard work needed to change it. The actions taken must be driven by commitments to re-frame, re-conceptualize, intervene, and transform mathematics education policies and practices that do not serve to promote fair and equitable mathematics teaching and learning. And there must be professional

<https://www.mathedleadership.org/docs/resources/positionpapers/NCSMPositionPaper16.pdf>

Social Justice in the Mathematics Classroom

- ***About*** Social Justice
- ***With*** Social Justice
- ***For*** Social Justice

Implementing a Social Justice Curriculum: Practices to Support the Participation and Success of African-American Students in Mathematics

A Position Statement from the Benjamin Banneker Association, Inc.

Introduction

During last year's presidential election, serious issues of gender, race, immigration, and social class for people in the United States and beyond its borders were prevalent through social media. According to Richard Milner IV in a commentary in *Education Week*, several middle and high school teachers are struggling with such issues, whether they be covert or overt. These teachers often feel that they are missing important opportunities for students to think, engage with each other, learn, and develop. This missing opportunity can be addressed through engagement with social justice in mathematics where critical thinking can be developed through mathematics activities.

The concept of social justice in the mathematics classroom can be viewed through 3 lenses: there is "about" social justice, there is "with" social justice and there is "for" social justice. About social justice is planning a lesson to look at serious or even provocative issues using mathematics. With social justice, the focus is the demeanor of classroom interactions. The teacher uses various practices within classroom relationships that encourage equal participation and status. For social justice, the practices are founded on the belief that mathematics is the tool to be used to challenge the status quo that is adversely impacted by the lack of social justice.

Although children of all ages are reflecting on tough social issues, so many opportunities for teachers to draw upon these powerful realities as anchors for curriculum and instruction are lost. This type of curriculum and instruction can be developed through a social justice curriculum. The position which is advocated for in this paper is that a social justice curriculum must be inclusive

http://bbamath.org/wp-content/uploads/2017/11/BBA-Social-Justice-Position-Paper_Final.pdf

Teaching Math for Social Justice (TMSJ) is much more than the lessons teachers might implement in their classrooms. It is about the relationships they build with and among students; the teaching practices that help them do that; and the goals to develop positive social, cultural, and mathematics identities—as authors, actors, and doers. (p. 23)

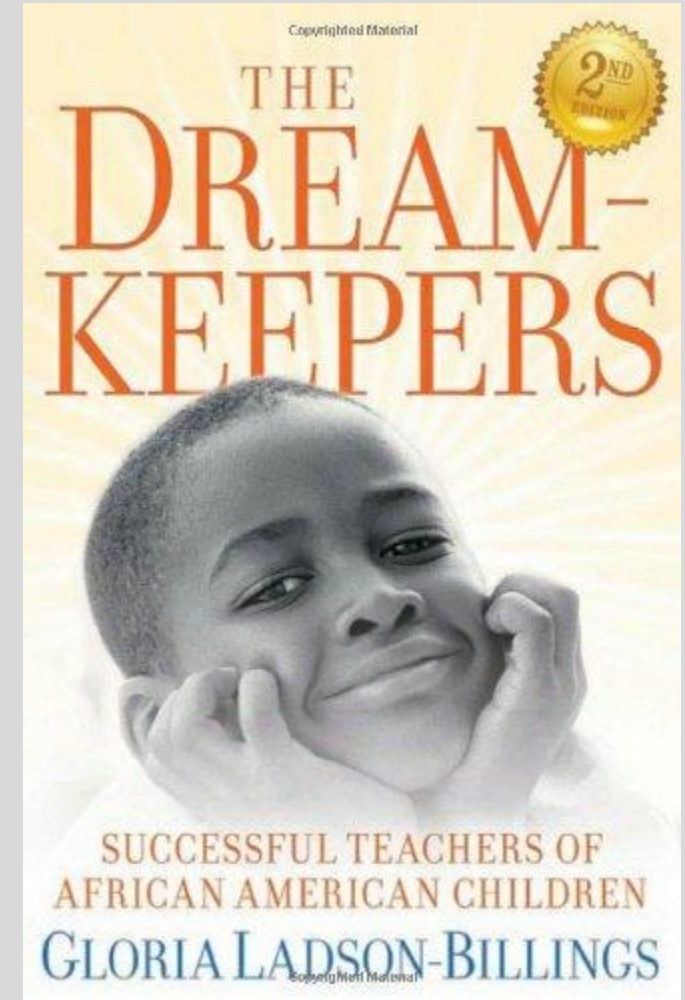
High School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice by Robert Q. Berry III, Basil M. Conway IV, Brian R. Lawler, and John W. Staley.
Copyright © 2020 by Corwin Press, Inc. All rights reserved.

Culturally Relevant Teaching/Pedagogy

Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994)

Culturally relevant pedagogy rests on three criteria or propositions:

- Students must experience academic success;
- Students must develop and/or maintain cultural competence; and
- Students must develop a critical consciousness through which they challenge the status quo of the current social order.



[But that's just good teaching! The Case for Culturally Relevant Teaching.](#) G. Ladson-Billings, 1995)

Changing the Narrative

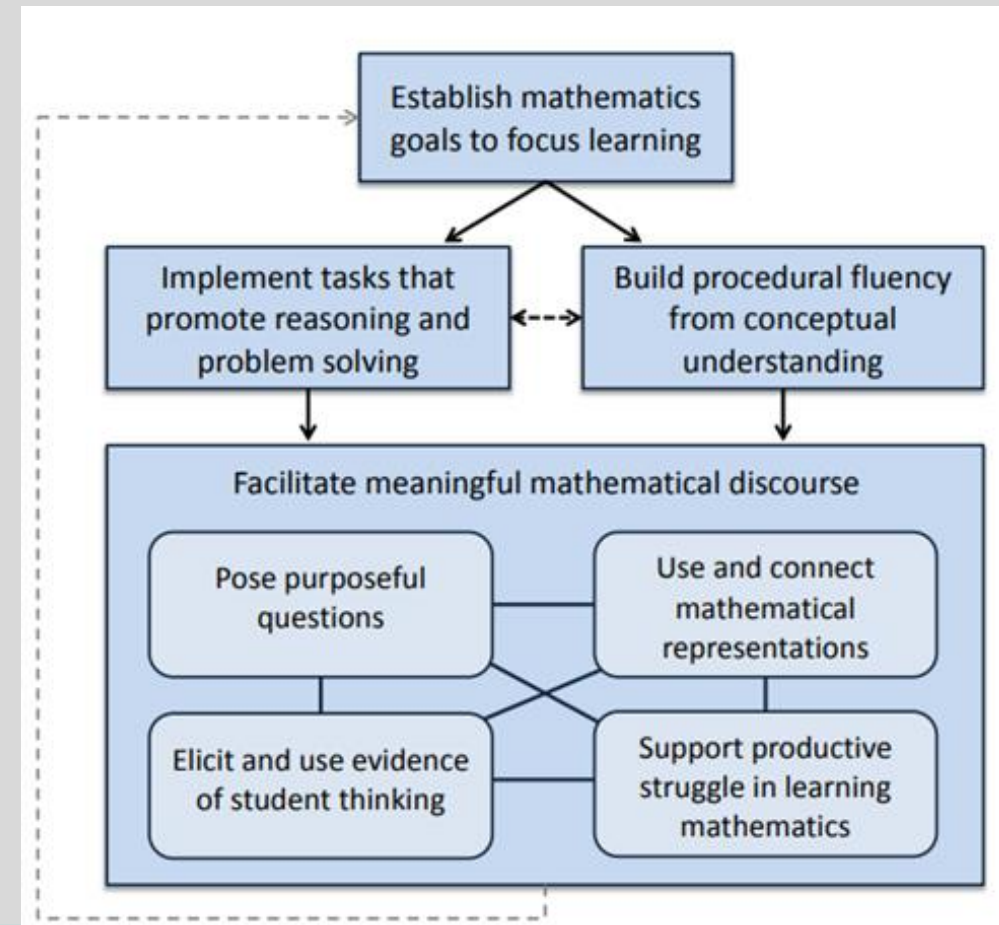
Instructional Practices

Equity-based Mathematics Teaching Practices

- Going deep with mathematics
- Leveraging multiple mathematical competencies
- Affirming mathematics learners' identities
- Challenging spaces of marginality
- Drawing on multiple resources of knowledge


Aguirre, Mayfield-Ingram, & Martin. (2013). *The Impact of Identity in K-8 Mathematics: Rethinking Equity Based Practices*, NCTM.

Mathematics Teaching Practices




How will you respond...

Black, Indigenous, and Latinx Parents as Partners in Mathematics Education
A COMMENTARY SUPPORTING THE TODOS: MATHEMATICS FOR ALL POSITION PAPER MO(VE)MENT TO PRIORITIZE ANTIRACIST MATHEMATICS



#MATHEQUITY

Centering Our Humanity: Addressing Social and Emotional Needs in Schools and Mathematics Classrooms
A COMMENTARY SUPPORTING THE TODOS: MATHEMATICS FOR ALL POSITION PAPER MO(VE)MENT TO PRIORITIZE ANTIRACIST MATHEMATICS



#MATHEQUITY

TODOS: MATHEMATICS FOR ALL

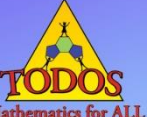
The mission of *TODOS: Mathematics for ALL* is to advocate for equity and high-quality mathematics education for all students — in particular, Latina/o students.



The Mo(ve)ment to Prioritize Antiracist Mathematics: Planning for This and Every School Year

"There are only two choices: racist or antiracist."
- Ibram X. Kendi

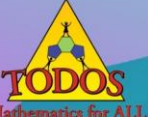
Student and Family-Centered Mathematics Assessment
A COMMENTARY SUPPORTING THE TODOS: MATHEMATICS FOR ALL POSITION PAPER MO(VE)MENT TO PRIORITIZE ANTIRACIST MATHEMATICS



#MATHEQUITY
#STEMCS
#EQUITYINMATHS
#TODOSMATHS

www.todos-math.org/statements

Equity Considerations of Access, Use, and Design of Technologies for Teaching Mathematics
A COMMENTARY SUPPORTING THE TODOS: MATHEMATICS FOR ALL POSITION PAPER MO(VE)MENT TO PRIORITIZE ANTIRACIST MATHEMATICS



#MATHEQUITY
#TMFSJ
#CHANGETHISREALITY
#TODOSMATHS

www.todos-math.org/statements



Lucy Chang | Grade 4 | Fireworks from the Heart
Blossom Hill Elementary School | Los Gatos Union School District

The Mo(ve)ment to Prioritize Antiracist Mathematics: Planning for This and Every School Year

A Position of
TODOS: Mathematics for All
Recipient of the
2021 NCTM Special Publication Award
for Outstanding Journal
Re-release Edition with Spanish Commentary



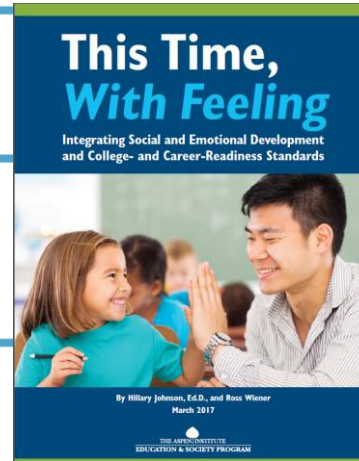
[Position Statement \(2021\)](#)

Changing the Narrative

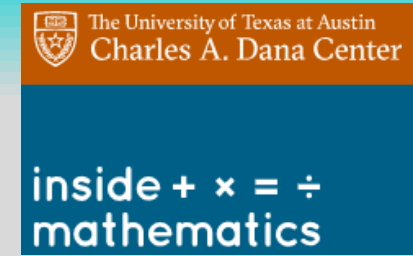
Social, Emotional, Academic Development

5 Domains and Attributes

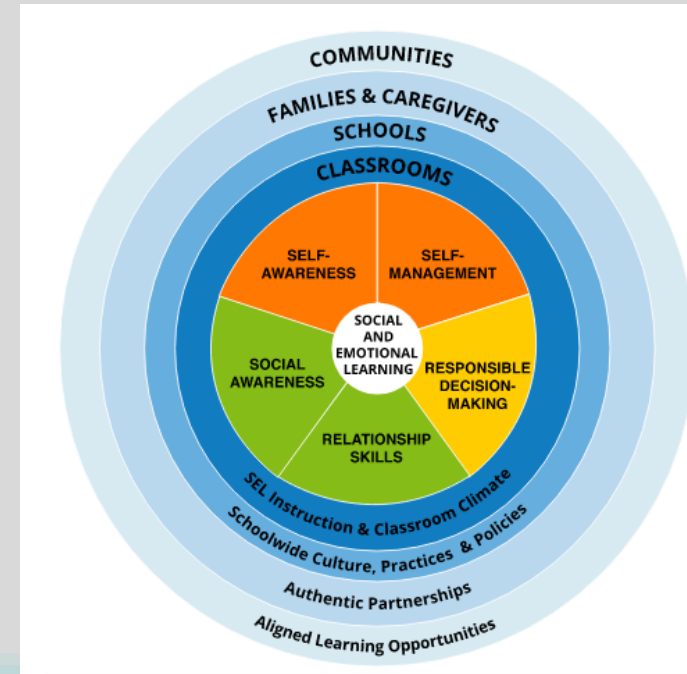
Emotional	<ul style="list-style-type: none"> ● Self-awareness: emotional knowledge and expression ● Self-management: emotional and behavioral regulation
Social	<ul style="list-style-type: none"> ● Navigating social situations ● Social awareness: understanding social cues ● Empathy
Cognitive	<ul style="list-style-type: none"> ● Attention control ● Cognitive flexibility ● Planning, organizing, and setting goals
Character	<ul style="list-style-type: none"> ● Grit ● Curiosity ● Optimism ● Ethics
Mindset	<ul style="list-style-type: none"> ● Growth mindset ● Purpose ● Belonging



[This Time, With Feeling: Integrating Social and Emotional Development and College- and Career-Readiness Standards](#)



[SEL and Mathematics](#)





LEARNING FOR JUSTICE

SOCIAL JUSTICE STANDARDS

THE TEACHING TOLERANCE
ANTI-BIAS FRAMEWORK

https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf



FACING
HISTORY
AND
OURSELVES

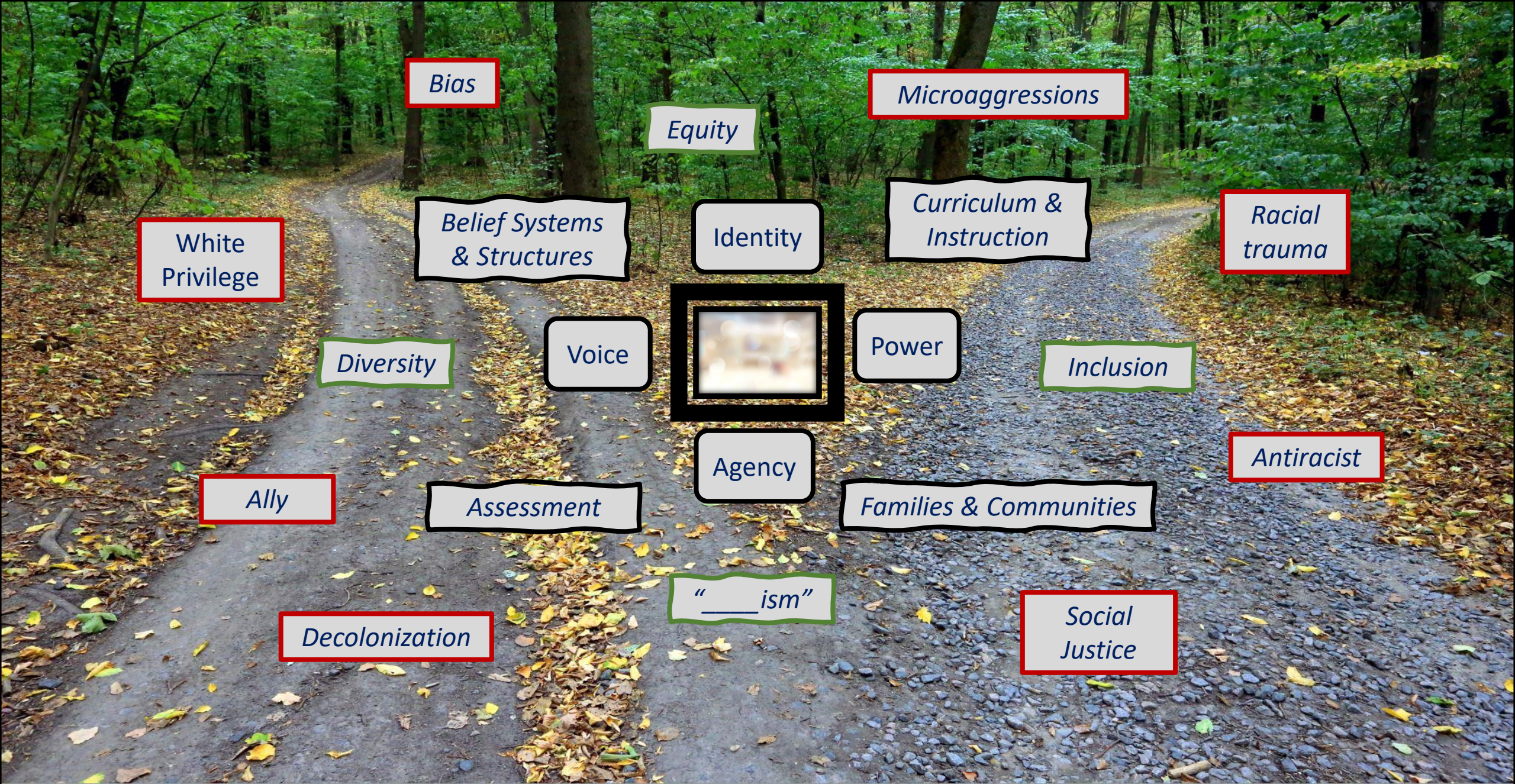
People make choices. Choices make history.

FOSTERING CIVIL DISCOURSE

A GUIDE FOR CLASSROOM CONVERSATIONS



https://www.facinghistory.org/sites/default/files/publications/Fostering_Civil_Discourse.pdf



Bias

Microaggressions

Equity

White Privilege

Belief Systems & Structures

Identity

Curriculum & Instruction

Racial trauma

Diversity

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Power

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Families & Communities

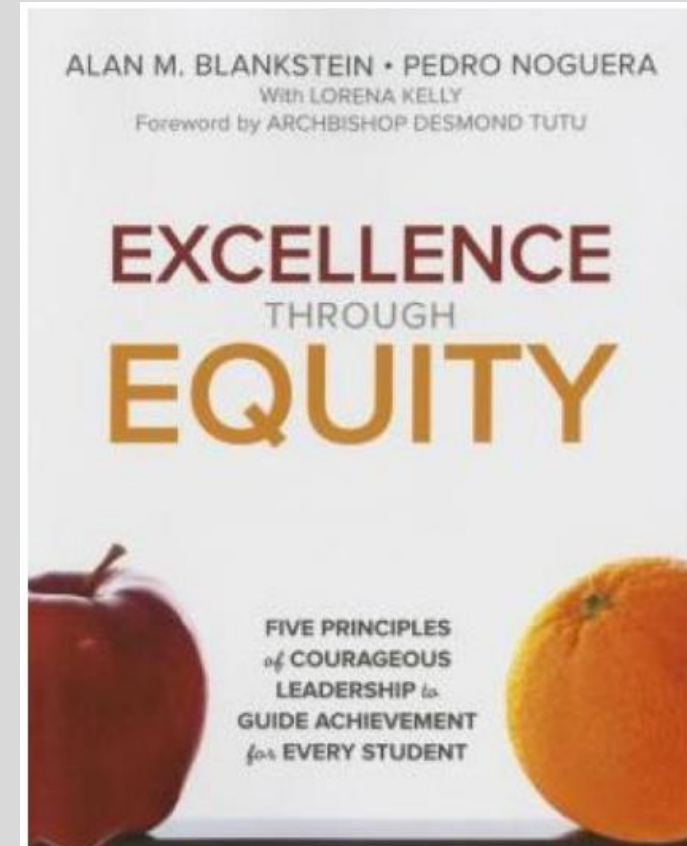
Decolonization

"__ism"

Social Justice

5 Principles of Courageous Leadership

1. Getting to Your Core
2. Making Organizational Meaning
3. Ensuring Constancy and Consistency of Purpose
4. Facing the Facts and Your Fears
5. Building Sustainable Relationships

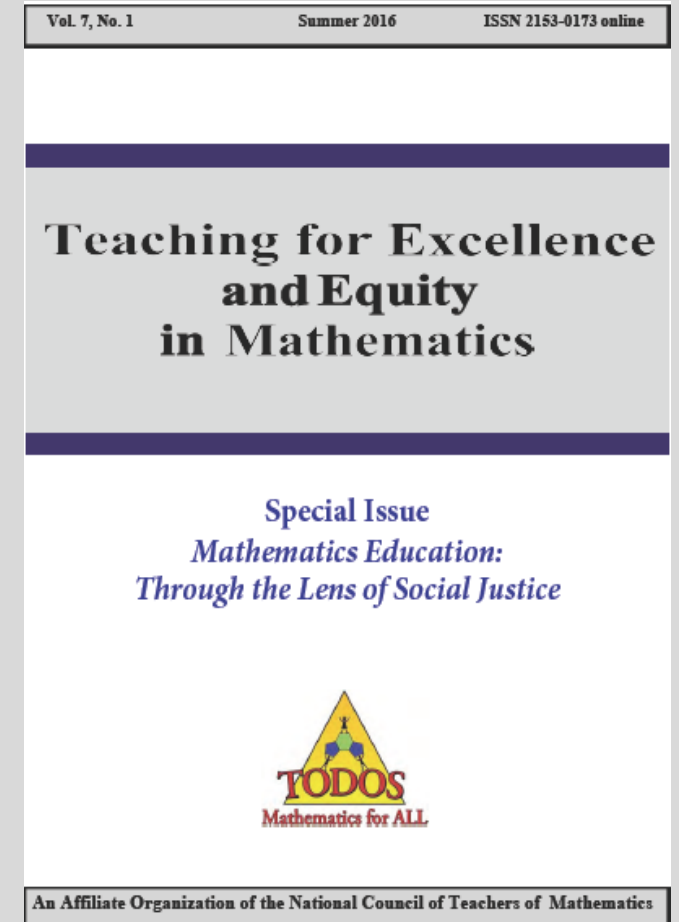


Strategies for Creative Insubordination in Mathematics Teaching

- Press for Explanation
- Counter with Evidence
- Use the Master's Tools
- Seek Allies
- Turn a Rational Issue into a Moral One
- Fly Under the Radar

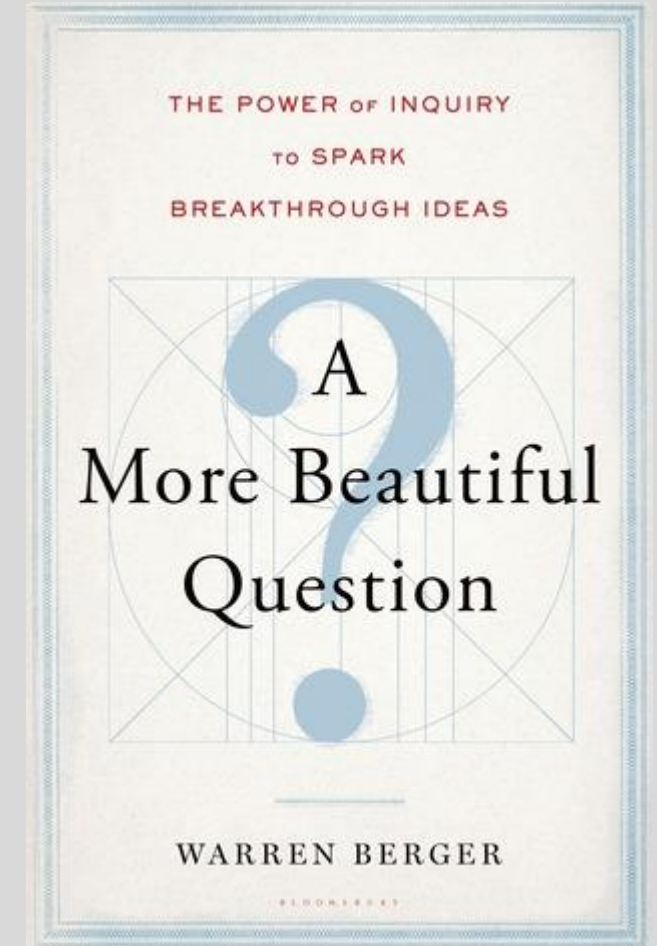
Strategies for Creative Insubordination in Mathematics Teaching by Rochelle Gutiérrez,
From Teaching for Excellence and Equity in Mathematics, Special Edition, Mathematics
Education: Through the Lens of Social Justice

http://www.todos-math.org/assets/documents/TEEM/teem7_final1.pdf



How might we...?

- **How** - assumes there are solutions out there – it provides creative confidence.
- **Might** - we can put ideas out there that might work or might not- either way, it's okay.
- **We** - we're going to do it together and build on each other's ideas.



Be careful not to dehumanize those you disagree with. In our self-righteousness, we can become the very things we criticize in others... and not even know it.



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