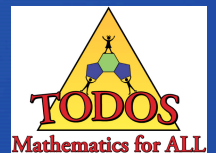


Equity in Mathematics Education Leader: The Kay Gilliland Model

Presented at the TODOS 2014
Beyond Awareness Conference
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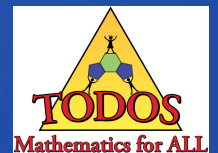


Overview of Session

- Kay Gilliland
- Mathematics Content
- Leadership Qualities
- The Kay Gilliland Model
- Your Next Steps

Kay Gilliland, 1928-2013

- I'll remember when I first met Kay she was the Director of EQUALS and I saw how committed she was in providing quality opportunities for girls.
- I'll remember how Kay interacted with and respected everyone at a meeting, not just the leaders.
- I'll remember the smile she always had when I saw her at conferences or meeting.
- I'll remember the ideas Kay shared to promote NCSM and told me to use those ideas to promote TODOS.



Kay Gilliland, 1928-2013

- I'll remember the time I saw Kay at an airport when I was returning home and she was on her way to Alaska to provide professional development for teachers. She had incredible energy.
- I'll remember how Kay treated me with warmth and truly cared about me as a person.
- I'll never forget Kay as the consummate leader for equity in mathematics education.

Mathematics Content

- Three containers are labeled BB, YY, and BY, with B representing blue marbles and Y representing yellow marbles. One container has two blue marbles, another two yellow marbles, and the third a blue and a yellow marble. **Each of the containers is incorrectly labeled.** What is the least number of draws that must be made to determine the contents of the containers? Explain how you arrived at your solution.

Mathematics Content

BY

YY

BB

Leadership Qualities

- Equity and Quality
- Competence and Confidence
- Compassion
- Empathy

Equity and Quality

- A concern about quality with no concern about equity may lead to “elitism.” How do you incorporate the concern about equity?
- A concern about equity with no concern about quality may lead to “dumbing down” the curriculum. How do you incorporate the concern about quality?
- As a leader or potential leader, how do you engage teachers to embrace their responsibilities in promoting equity and quality?
- How might you create a network of teachers who are willing to focus on both equity and quality so that they can learn from each other and build on each others' expertise?

Competence and Confidence

- How competent are you as a leader or potential leader in your knowledge of mathematics and issues of equity in mathematics education?
- How confident are you that you can make a difference as a leader to promote equity in mathematics education?
- What steps might you take to increase your competence and confidence as an equity in mathematics education leader?

Compassion

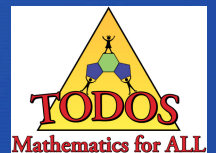
- When working with teachers or students, do you have that intrinsic desire to address the issues of inequities that you see?
- What are some ways you have shown compassion, and how has it increased equity for teachers and students?
- Caveat: Sometimes our penchant for being compassionate is a disservice to teachers and students when they are solving mathematics problems.

Empathy

- What are some ways you can gain an understanding of students or teachers who have had different experiences than you?
- Gaining an understanding is one thing, how do you communicate your empathy for the challenges they face?
- If you haven't taught in the K-12 system, how do you empathize with K-12 teachers?

Discussion

- You have heard some stories of Kay and how she exemplified the leadership qualities of equity and quality, competence and confidence, compassion, and empathy. You've heard some of my stories.
- Select a couple of the leadership qualities and share your stories with the people at your table. What are your experiences, beliefs, strengths, and areas to improve? Discuss the questions posed in the leadership qualities. How have some of the leadership presentations at this TODOS Conference contributed to your increased knowledge of an equity in mathematics education leader?



Leadership Qualities

- Commitment
- Perseverance
- Respect
- Passion

Commitment

- What do you commit to do? Do you feel committed because you believe you have the best expertise for the specific responsibility? Do you feel morally responsible? What do you hope to gain?
- Once you commit to a responsibility, do you complete it in a timely manner? What if something comes up and you can't fulfill your commitment?
- Are you aware of what your responsibilities are and guard against over commitment?
- When do you say no? When should you say no?

Perseverance

- What are some steps you can take when teachers or students are not exposed to the opportunities that higher income teachers or students take for granted?
- When faced with adversity in your efforts, how do you maintain your perseverance to complete a project?
- What are some ways you can recommend to others to maintain their perseverance?
- How can you lead teachers to increase their perseverance in their efforts with students?

Respect

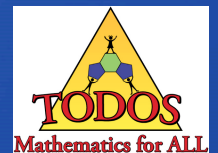
- What are some steps you can take to communicate your respect for individuals (i.e. teachers) who have philosophically different opinions than you?
- How do you respect an individual but not support that individual's beliefs and maintain a viable relationship?
- How do you gain mutual respect?

Passion

- How passionate are you about your desire to promote equity in mathematics education?
- How do you communicate this passion?
- How have you been informed that you are passionate about what you do?
- How do you instill this passion in others?
- How do you “push” this passion and do something about your beliefs?

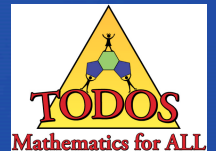
Discussion

- You have heard some stories of Kay and how she exemplified the leadership qualities of commitment, perseverance, respect, and passion. You've heard some of my stories.
- Select a couple of the leadership qualities and share your stories with the people at your table. What are your experiences, beliefs, strengths, and areas to improve? Discuss the questions posed in the leadership qualities. How have some of the leadership presentations at this TODOS Conference contributed to your increased knowledge of an equity in mathematics education leader?



The Kay Gilliland Model

- Kay embodied equity and fairness in mathematics education.
- She focused on equity for students and teachers.
- She never shied away from leadership positions.
- She had an ongoing devotion to serving the underserved.
- She was a master at facilitating groups.
- She had endless energy and enthusiasm.



Next Steps

- Each of us need to create our model.
- Select two leadership qualities that you want to enhance.
- Think about what steps you plan to take to enhance these qualities, including a timeline (short term, long term)
- Write a letter to yourself indicating your short term next steps to enhance your leadership qualities.
- Letter will be sent in November 2014.

Contact Information

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