Where are you in your Equity Journey?

Speaker
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#TODOSSLive
#MathEquity
Who is in the *room*?

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

Christian
Black Man
Husband
Father
Educator
Leader
 Advocate
Author

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We are TEAM BCPS

U.S. National Commission on Mathematics Instruction

NCSM

Framework for Leadership in Mathematics Education

Catalyzing Change in High School Mathematics
Initiating Critical Conversations

Changing the Narrative
Where are you in your Equity journey?

Who?

What?

Why?

How?
Why?
As you reflect on your journey...

**Stages of Leadership**

**STAGE 1**
**KNOW & MODEL**
Leadership of Self

**STAGE 2**
**COLLABORATE & IMPLEMENT**
Leadership of Others

**STAGE 3**
**ADVOCATE & SYSTEMATIZE**
Leadership in the Extended Community

**Sphere of Influence**

- What you can control
- What you can influence
- Everything else—outside of your control and influence

Essential Actions Framework NCSM (2020)


Changing the Narrative
As you reflect on your journey...

- Awareness
- Acknowledgement
- Accountability
- Action

Changing the Narrative
Changing the Narrative

Families & Communities
Belief Systems & Structures
Curriculum & Instruction
Diversity
Inclusion
Equity
Microaggressions
Social Justice
Bias
Power
Racial trauma
Antiracist

White Privilege
Diversity
Agency
Assessment
“___ism”
Ally
Decolonization
Families & Communities
Social Justice
Changing the Narrative

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?
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._
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

Social Justice in the Mathematics Classroom

• **About** Social Justice
• **With** Social Justice
• **For** Social Justice
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)
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)
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.
How will you respond...

Black, Indigenous, and Latinx Parents as Partners in Mathematics Education
A Commentary Supporting the TODOS: Mathematics for All Position Paper Movement to Prioritize Antiracist Mathematics

Centering Our Humanity: Addressing Social and Emotional Needs in Schools and Mathematics Classrooms
A Commentary Supporting the TODOS: Mathematics for All Position Paper Movement to Prioritize Antiracist Mathematics

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 Movement to Prioritize Antiracist Mathematics

Equity Considerations of Access, Use, and Design of Technologies for Teaching Mathematics
A Commentary Supporting the TODOS: Mathematics for All Position Paper Movement to Prioritize Antiracist Mathematics

Changing the Narrative

Position Statement (2021)
# Social, Emotional, Academic Development

## 5 Domains and Attributes

<table>
<thead>
<tr>
<th>Domain</th>
<th>Attributes</th>
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<tbody>
<tr>
<td>Emotional</td>
<td>- Self-awareness: emotional knowledge and expression</td>
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<td></td>
<td>- Self-management: emotional and behavioral regulation</td>
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<tr>
<td>Social</td>
<td>- Navigating social situations</td>
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<td></td>
<td>- Social awareness: understanding social cues</td>
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<td></td>
<td>- Empathy</td>
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<td>Cognitive</td>
<td>- Attention control</td>
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<td></td>
<td>- Cognitive flexibility</td>
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<td>- Planning, organizing, and setting goals</td>
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<tr>
<td>Character</td>
<td>- Grit</td>
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<tr>
<td></td>
<td>- Curiosity</td>
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<td></td>
<td>- Optimism</td>
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<td></td>
<td>- Ethics</td>
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<tr>
<td>Mindset</td>
<td>- Growth mindset</td>
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<td></td>
<td>- Purpose</td>
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<td>- Belonging</td>
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**This Time, With Feeling: Integrating Social and Emotional Development and College- and Career-Readiness Standards**

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**CASEL - SEL and Mathematics**

[https://casel.org](https://casel.org)

**Educating Hearts, Inspiring Minds**

[https://casel.org](https://casel.org)

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**Changing the Narrative**

SOCIAL JUSTICE STANDARDS
THE TEACHING TOLERANCE ANTI-BIAS FRAMEWORK

https://www.tolerance.org/sites/default/files/2017-06/TTSocial_Justice_Standards_0.pdf
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
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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