Specifying Equity-in-Practice: A Focus on Ambitious Mathematics and Science Teaching

Kara Jackson, McGill University

Laurie Rubel, City University of New York, Brooklyn College

Jessica Thompson & Mark Windschitl, University of Washington

Equity-in-Practice

What forms of practice support all students to participate in classroom activity aimed at rigorous goals for students' math/science learning?

Reorganizing the discipline to be more inclusive

Developing relationships with students

Developing relationships with communities

Redesigning curriculum to address social inequities

Detracking classes

Developing cultural competence

EQUITY-IN-PRACTICE

High-leverage practices

→

Equitable opportunities for substantial learning

Ambitious Teaching:
Ambitious practices allow teachers to attend to the learning of students across ethnic, racial, class, gender, and status categories; to foster deep understanding of mathematical and scientific ideas and engagement in solving authentic problems; and to move teaching beyond the usual emphasis on procedural activities and rote memorization.

SMALL GROUP ROLES (4 PEOPLE)

- Recorder: Take notes on the group discussion
  - Person who travelled the shortest distance to the PI meeting
- Facilitator: Keeps the group on task
  - Among the remaining people in the group, the person whose first letter of first name is closest to start of alphabet
- Reporter: Shares small group contributions in the larger group at the end of the session
  - Among the remaining people in the group, person whose birthday is closest to June 14
- Team Captain: Makes sure everyone in the group gets a chance to speak
  - Remaining person

OPENING TASK

- In groups of 4,
  - Introduce yourself to other group members
    - Your name and institution
    - 2-3 sentences about your DRK-12 project

And discuss

- If you were to spend 5 minutes observing in a secondary math or science classroom, and instruction was rigorous and equitable, what would you expect to see and/or hear?