

Friday, November 5, 2021

Theme: Access and Equity Perspectives and Practices in Mathematics Teaching and Learning			
Time	Presenter	Title	Abstract
4:00 PM	Daniel Reinholz Associate Professor Department of Mathematics & Statistics and Center for Research in Science and Mathematics Education Professor of Equity , Student Affairs, and Campus Diversity Chair, Ability/Disability Employee Resource Group San Diego State University daniel.reinholz@sdsu.edu	Learning to Notice: Participation as a Racialized and Intersectional Phenomenon	Participation in mathematical discourse is an important resource for learning. Yet, how do we know if this resource is fairly distributed amongst students in the classroom? This talk introduces the EQUIP tool (https://www.equip.ninja) as a mechanism for seeing racialized and intersectional patterns in student participation, which provides the grist for instructional change. Such data provide teachers with opportunities to <i>learn to notice</i> racialized phenomena so that they can implement anti-racist and equitable pedagogies.
4:45 PM	Marta Civil Professor of Mathematics Education and Roy F. Graesser Chair Distinguished Outreach Professor Department of Mathematics University of Arizona civil@math.arizona.edu	A Participation Framework to Inform Mathematics Courses for Prospective Elementary Teachers	In this talk, I use an equity-focused participation framework to show how it can inform our approach to teaching mathematics content courses for future elementary teachers. I draw on examples from my teaching of these courses and from my research projects to illustrate the four components of the framework (status; task; approach; and communication) and to discuss what teaching these courses from an equity perspective can look like.
5:30 PM Discussion			

Friday, November 12, 2021

Theme: Academic Literacy and Language in Mathematics from an Access and Equity Lens			
Time	Presenter	Title	Abstract
4:00 PM	Judit Moschkovich Professor of Mathematics Education and Learning Sciences Education Department Social Sciences Division University of California Santa Cruz jmoschko@ucsc.edu	Language and Learning Mathematics: A Framework for Academic Literacy in Mathematics	Attending to language is a central way to address equity issues in the mathematics classroom. This talk summarizes a theoretical framework for academic literacy in mathematics that can be used to analyze student contributions in oral or written modes as well as to review, design, or supplement mathematical tasks and lessons that pay attention to language. The presentation includes a classroom example from a 3rd-grade classroom and recommendations for how mathematics teacher educators can support instruction that pays attention to language.
4:45 PM	William (Bill) Zahner Associate Professor of Mathematics Department of Mathematics & Statistics and Center for Research in Science and Mathematics Education San Diego State University bzahner@sdsu.edu	Applying the Academic Literacy in Mathematics Framework to Design Language-Responsive Mathematics Lessons	How can the dimensions of the academic literacy in mathematics framework be applied to design more equitable mathematics learning environments? In this presentation, I will illustrate how a team of researchers and teachers re-designed a middle school mathematics unit on ratio, proportion, and rate of change to address and leverage students' linguistic diversity. The presentation will share a case study to illustrate the project-developed design principles in action, and we will discuss how this design work can be incorporated in mathematics classes for prospective teachers.
5:30 PM Discussion			

Friday, November 19, 2021

Theme: Culturally Relevant Mathematics Teaching from an Access and Equity Perspective			
Time	Presenter	Title	Abstract
4:00 PM	Mark Ellis Professor of Secondary Education California State University Fullerton mellis@fullerton.edu	What is Culturally Responsive Mathematics Teaching and Why Does it Matter?	Learn from the efforts of teachers in several districts to enact elements of culturally responsive math teaching as a way to increase student interest and success, engaging students' cultural, linguistic, and community knowledge. You will be asked to reflect on a case study of two math classrooms, discuss instructional practices, and reflect on your work as teachers of math.
4:45 PM	Emily Bonner Professor of Curriculum and Instruction University of Texas at San Antonio Emily.Bonner@utsa.edu	Practicing Culturally Responsive Mathematics Teaching	Culturally responsive mathematics teaching (CRMT) is a prominent framework in the mathematics education literature. This presentation will provide bridges between research, theory, and practice to make CRMT more visible in teaching. See how several teachers enact CRMT in demographically different classrooms and discuss how to generalize these ideas.
5:30 PM Discussion			