### Equitable Mathematics Teaching Practices


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<th>Equitable Practice</th>
<th>Examples of the Practice</th>
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| **Draw on students’ funds of knowledge.** | • Build on community and cultural knowledge and practices (Civil, 2007)  
• Recognize students’ cultural and linguistic resources (Gay, 2002; Ladson-Billings, 1995)  
• Have robust knowledge of students, validate shared ideas and experiences, and connect instruction to students’ experiences and interests (Aguirre et al., 2013; Bartell, 2011; Hedges, Cullen, & Jordan, 2011; Wager, 2012) |
| **Establish classroom norms for participation.** | • Recognize that student voice has implications for power and authority and builds agency (Cobb & Hodge, 2007; Turner, Domínguez, Maldonado, & Empson, 2013)  
• Set up and guide discussions so that students from nondominant backgrounds develop strong mathematical identities (Hodge, 2006)  
• Connect pedagogical practices to student participation (Boaler & Greeno, 2000; Wager, 2014)  
• Question whose participation norms are valorized (Planas & Gorgoríò, 2004) |
| **Position students as capable.** | • Construct social structures that enable students to “develop strategies that help maintain certain positions and reduce others” (Planas & Civil, 2010, p. 145)  
• Challenge and counteract societal stereotypes and inequities to which students and communities are subjected (Bartell, 2011; Cay, 2002; Ladson-Billings, 1995)  
• Attend to how the curriculum may influence perceptions of students (Atweh, Bleicher, & Cooper, 1998)  
• Share power in the classroom by allowing students to provide meaningful input in making decisions about classroom practices, curriculum, and assessment (Cornelius & Herrenkohl, 2004; Sheets, 2005) |
| **Monitor how students position each other.** | • Assign competence to support students’ repositioning of one another (Cohen, Lotan, Scarloss, & Arellano, 1999; Featherstone et al., 2011)  
• Attend to reification of existing status structures so as to reposition some students with their peers (Forman & Ansell, 2002)  
• Position students to use one another as mathematical resources (Dunleavy, 2015) |
| **Attend explicitly to race and culture.** | • Make connections to students’ mathematical, racial, and cultural identities (Battey, 2013; Martin, 2007)  
• Recognize that certain groups have been positioned as anti-intellectual (Martin, 2009; Steele, 2003) |
| Recognize multiple forms of discourse and language as a resource. | • Facilitate respect among students by cultivating culturally responsive relationships among students and validating possible differences in their language practices (Moschkovich, 2013)  
• Coconstruct resources with students in moment-to-moment interactions around mathematics (Dominguez, 2014)  
• Consider linguistic choices and acknowledge home language as a valid language of mathematics (Meany, 2005; Setati, 2005)  
• Bridge language practices through affirming students’ home languages, modeling code switching, and fostering interactional patterns familiar to students (Brenner, 1998; Howard, 2001; Lee, 1995) |
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| Press for academic success. | • Assess student learning, build on student strengths, explicitly communicate expectations for students, and communicate the teachers’ responsibility in student success (Morrison, Robbins, & Rose, 2008)  
• Have high academic expectations while maintaining students’ cultural and psychological well-being rather than accept deficit views about students’ intellectual potential (Fine, 1986; Fordham, 1988) |
| Attend to students’ mathematical thinking. | • Recognize, understand, and build from students’ understanding of mathematics (Carpenter, Fennema, Franke, Levi, & Empson, 1999)  
• Respond to developmental needs so as not to expect a student to do mathematics they are not developmentally ready for (Jackson, 2009) |
| Support development of a sociopolitical disposition. | • Incorporate critical texts, discuss controversial topics, serve the community, and allow social issues to drive instruction (Hickling-Hudson & Ahlquist, 2003; Hyland, 2005; Tate, 1995)  
• Provide opportunities to explore sociopolitical topics using mathematics (Frankenstein, 2012; Gates & Jorgensen, 2009)  
• Engage students in conversation about real-world problems and how mathematics can be used to examine them (Gutstein, 2006; Skovsmose, 1994) |