SPECIFYING EQUITY-IN-PRACTICE: A FOCUS ON AMBITIOUS MATHEMATICS AND SCIENCE TEACHING

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Equity-in-Practice

- Developing relationships with students
- Developing relationships with communities
- Redesigning curriculum to address social inequities
- Developing cultural competence
- Detracking classes
- 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
**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?