

Seven Practices that Promote Equity in a Mathematics Classroom

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Outline

- Background
- Group work: one group per practice
- Jigsaw!
- Connections



Background: Boaler 2006

“How a Detracked Mathematics Approach Promoted Respect, Responsibility, and High Achievement” (Theory Into Practice 45(1), 40-46)

Study of “Railside School,” part of a larger, four year study of three U.S. high schools.

- Classroom observations (600 hours)
- student assessments
- questionnaires and interviews



Boaler 2006, continued

- Railside: More English language learners; higher levels of cultural diversity
 - Mathematics department employed a mixed-ability, reform-oriented approach; other two schools employed tracking and traditional teaching methods.
 - On annual tests, students at Railside started at significantly lower levels, but within 2 years they were achieving at significantly higher levels
 - “At Railside the students not only scored at high levels on tests, with differences in attainment between students of different cultural groups diminishing or disappearing while they were at the school, but the students learned to treat each other with respect.”
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Seven Practices

1. Multidimensionality
2. Student Roles
3. Assigning Competence
4. Student Responsibility
5. High Expectations
6. Effort over Ability
7. Learning Practices

Based on “complex instruction” (Cohen & Lotan, 1997)

