

A FREE, 5-PART SEMINAR  
SERIES

SPRING 2021

# DISMANTLING RACISM IN MATHEMATICS

**A Pathway to  
Equitable  
Math Instruction**

**STUDENT  
ACHIEVEMENT  
PARTNERS**



# *an invitation*

Are you ready to create an antiracist math classroom? Are you excited about learning how to design lessons that make your classroom more inclusive, exciting, and academically challenging for ALL students? Wherever you are in your journey toward creating equitable learning spaces for your students, we welcome you to join us for thoughtful dialogue that challenges norms that have led to inequitable experiences for students across the country.

We asked our course facilitators to describe who should attend this course. If any of these words describe you, please consider joining us for this series.

## **"Who should attend this webinar?"**

"Educators who work directly with students in mathematics classrooms (teachers, coaches, support staff) who want to examine and reflect on their own identity and current teaching practices and what impacts that may have on their students. "

"Educators, pre-service educators, administrators, program leaders."

"Anyone that has an impact on the development of students' mathematics identities and mastery."

"Adults who work in any capacity with young people."

"School leaders who are developing a deeper mathematical understanding."

"Educators, PreK-12, who work directly in mathematics with students and other educators to develop content knowledge and understandings."

"Educators who are seeking to understand how antiracism can be applied to the mathematics classroom and instruction."

"Mathematics leaders who want to lead math educators in creating anti racist mathematics classrooms by utilizing the toolkit to frame conversations and learn about equitable teaching practices."



**Amber Cook**



**Georgina Rivera**



**Dani Wadlington**



**Amber Walker**



**Crystal Watson**



“

I hope you attend the series because you believe in the dreams of the students and communities you serve knowing that mathematics is a pillar to achieving those dreams. You are willing to do the work to ensure that those dreams have the best possibility to become reality.

-- Crystal Watson, Lead Facilitator

## Session 1

# Who am I?

**Understanding my own identity and the impact it has on my mathematics instruction.**

This is a space for educators who work with K-12 mathematics to come together to understand how their racial identity & positionality affect planning and implementing mathematics instruction and to interrogate their own biases that impact the classroom.

Lead Facilitator: Crystal Watson

Tuesday, March 23, 2021  
7:00-8:15 p.m. ET

Register at: <https://www.eventbrite.com/e/142536537621>

# Meet Crystal

Crystal Watson is an innovative, passionate leader in mathematics education in Cincinnati, Ohio who you can count on to always ask “What do the students think?” She centers her work around providing space for student voice and identity in order for all to experience high quality, deep, and personal mathematics.

After completing this series, I believe you'll understand that...



1. Mathematics does not currently/automatically center the experiences of Black and brown students so it will take intentionality to ensure that happens
2. Who we show up as (our identity) in our classrooms has a direct impact on all aspects of our pedagogical and instructional practices
3. The toolkit is one tool in an anti-racist practitioner's tool belt. The work continues after this!



TWITTER: @ \_ CRYSTALMWATSON



EMAIL: WATSONCRYSTALM@GMAIL.COM



“

I hope you attend this series so you can network with other mathematics educators in order to learn about Equitable Mathematics Instruction.

I hope you attend this series because you are committed to reflect and learn about your identity and teaching practices in order to develop an anti-racist math classroom where all students see themselves as doers of mathematics.

-- Georgina Rivera, Lead Facilitator

## Session 2

# Who do I teach and what do I teach?

## Attending to my students' identities and creating an identity affirming mathematics classroom.

This is a space for educators who work with K-12 mathematics to come together to think about attending to students' identities, understand how to create culturally affirming spaces, and to practice identifying and creating culturally responsive math materials.

Lead Facilitator: Georgina Rivera

Tuesday, April 6, 2021

7:00-8:15 p.m. ET

Register at: <https://www.eventbrite.com/e/144552804329>

# Meet Georgina

Georgina Rivera is an administrator for a Pre-K through eighth grade school. She has served as the Elementary STEM Supervisor, district wide elementary math coach, and started her career as a middle school mathematics teacher. In addition to her work in the district she presents on best practices in mathematics coaching, teaching and learning, culturally relevant practices, and mathematics leadership.



After completing this series, I believe you'll say that...

1. I can understand how my own identity impacts the practices and tasks I select for my students. The examination of my identity is critical to change practices that result in better student outcomes.
2. I've identified equitable instructional strategies help my students develop their identity while also honoring their brilliance.
3. I've learned to engage in courageous conversations with both colleagues and stakeholders around antiracist practices so we can continue to enhance classroom teaching and learning practices for each and every learner in our classrooms.



“

I hope you attend the series because the time is now to decide which side of history you want to be on and how what you do today will dictate how we all show up in our future. You are the ignition to the future of not just mathematics, but anti-racist mathematics.

-- Amber Cook, Lead Facilitator

## Session 3

# How do I teach?

# Choosing antiracist instructional practices for my classroom.

This is a space for educators who work with K-12 mathematics to come together to think about what spaces in mathematics instruction and classrooms are racist, understand methods in which to create antiracist spaces, and practice making antiracist instructional decisions.

Lead Facilitator: Amber Cook

Tuesday, April 20, 2021  
7:00-8:15 p.m. ET

Register at: <https://www.eventbrite.com/e/144554027989>

# Meet Amber

Amber Cook is a Black, African-American educator from Maryland. She works within her district to create and deliver professional developments, design curriculum for elementary mathematics, and collaborate with school communities on improving instructional outcomes. She founded the grassroots organization, Bmore: Standing in Solidarity, which aims to empower people of all races to begin and continue their equity journey to abolitionist work and accountability, as well as dismantle racist systems of oppression. You can find Amber with a good book, good food, and involved in good conversations! Be on the lookout for her collaborative presentation at NCSM 2021 in Atlanta!



After completing this series, I believe you'll understand that...

1. My growing identity as a person and educator shapes how I educate others as well as my beliefs in how education takes place.
2. Racism is a root/foundational system of oppression, and anti-racism is the antidote of it and it has a place in every space and experience we share as people.
3. In addition to educating future generations of students and adults in the subject of mathematics, it is my duty to do so in an anti-racist manner as well as teach others how not only be mathematicians but anti-racist mathematicians.

## More from Amber

- [Bmore: Standing in Solidarity](#)
- [Cup of Joe Podcast Appearance: Anti-Racist Culture with Amber Cook](#)
- [#Educrush Podcast Appearance: Non-Racist is a Cop Out](#)
- [Equity Dialogue: Engaging in the Antiracist Journey Through Multiple Perspectives](#)
- [Designing Equitable Learning Environments](#)
- [RippleOutNow Interview](#)



TWITTER: @AMBER\_COOK.



Black and brown students across the country deserve a math classroom where they are seen, heard, appreciated, and valued! For that to happen, we as educators must push back against the “norm” and create inclusive math spaces.

-- Amber Walker, Lead Facilitator

## Session 4

# Who are my collaborators?

# Working with the families and people in my community

This is a space for educators who work with K-12 mathematics to come together to think about leading with historically excluded voices and engaging families and school communities in antiracist work.

Lead Facilitator: Amber Walker

Tuesday, May 4, 2021  
7:00-8:15 p.m. ET

Register at: <https://www.eventbrite.com/e/144556084139>

# Meet Amber

Amber Walker is a full time educator, part-time personal chef, avid traveler, and self-taught spoken word slam artist. She badly identifies as a black queer woman, bringing light to the importance of intersectional identities. She is originally from Central New Jersey, but has traveled all over the United States and to 23 countries. She completed her BA in International affairs and economics at Northeastern University, located in Boston, MA. She continued her education at Stanford University in Palo, Alto CA, where she received her MA in education. She is currently in her 4th year of teaching. Before returning to the East Coast, she taught at public and charter schools in San Francisco and Oakland, CA. She is currently a math instructor at an alternative charter school in Newark, NJ. When she is not teaching she spends most of her time cooking, traveling, doing yoga, and spending time with family and friends."



**After completing this series, I believe you'll understand that...**

- 1. Understanding your own identity in relation to anti-racist work.**
- 2. Recognizing how to actively disrupt racism and anti-blackness in education spaces.**
- 3. Math is not a neutral topic and should not be treated as one!**



“

I hope you attend this series because education you will never return to being the same, and it is time to do something radically different. We cannot go back to the way things were and this series offers a path forward.

-- Dani Wadlington, Lead Facilitator

## Session 5

# So what now?

# Continuing my journey as an antiracist practitioner

This is a space for educators who work with K-12 mathematics to come together to think about how to sustain antiracist work, including how resistance will show up and how to understand the ways to respond and continue the work.

Lead Facilitator: Dani Wadlington

Tuesday, May 18, 2021

7:00-8:15 p.m. ET

Register at: <https://www.eventbrite.com/e/144556521447>

# Meet Dani

Dani Wadlington is a Black educator organizer currently serving as a high school math teacher in the Bay Area and as Director of Math Education at Quetzal Education Consulting. Growing up on the South Side of Chicago allowed her to experience a world full of cultural wealth which she dutifully incorporates into her pedagogy. Dani had a transformative schooling experience from a very young age. South Shore Preschool was one place she learned to love her Blackness and her community. Ever since she has been on a journey of co-creating spaces for youth to spark self-actualization and social change. As an expert in mathematics education Dani has a MA in Education, MA in Educational Leadership and a teaching & administration credential. Her proudest moments as an educator have been unionizing with her colleagues and supporting young people in critical thinking skills that lead to student-led direct action. Dani holds a level of wisdom that is inherent and spiritual; she is a believer in ancestral intuition and holds a high standard for every detail that goes into her work.



**After completing this series, I believe you'll understand that...**

- 1. You can't address racialized outcomes without addressing race, starting with your own understanding of self.**
- 2. Everyone can contribute to disrupting the system and this series provides tools to do that.**
- 3. Anti-racist math work is comprehensive and should be carried out whole school through curriculum, instruction, classroom and school environment, relationship building, and leadership.**

## **More from Dani:**

- [quetzalec.com](https://www.quetzalec.com)
- **Quetzal Education Consulting (Facebook)**
- **@quetzal\_ec (twitter)**
- **@quetzaleducation (Instagram)**

**We hope you'll join us!**

**Register today:**

[achievethecore.org/dismantling-racism-in-mathematics](https://achievethecore.org/dismantling-racism-in-mathematics)