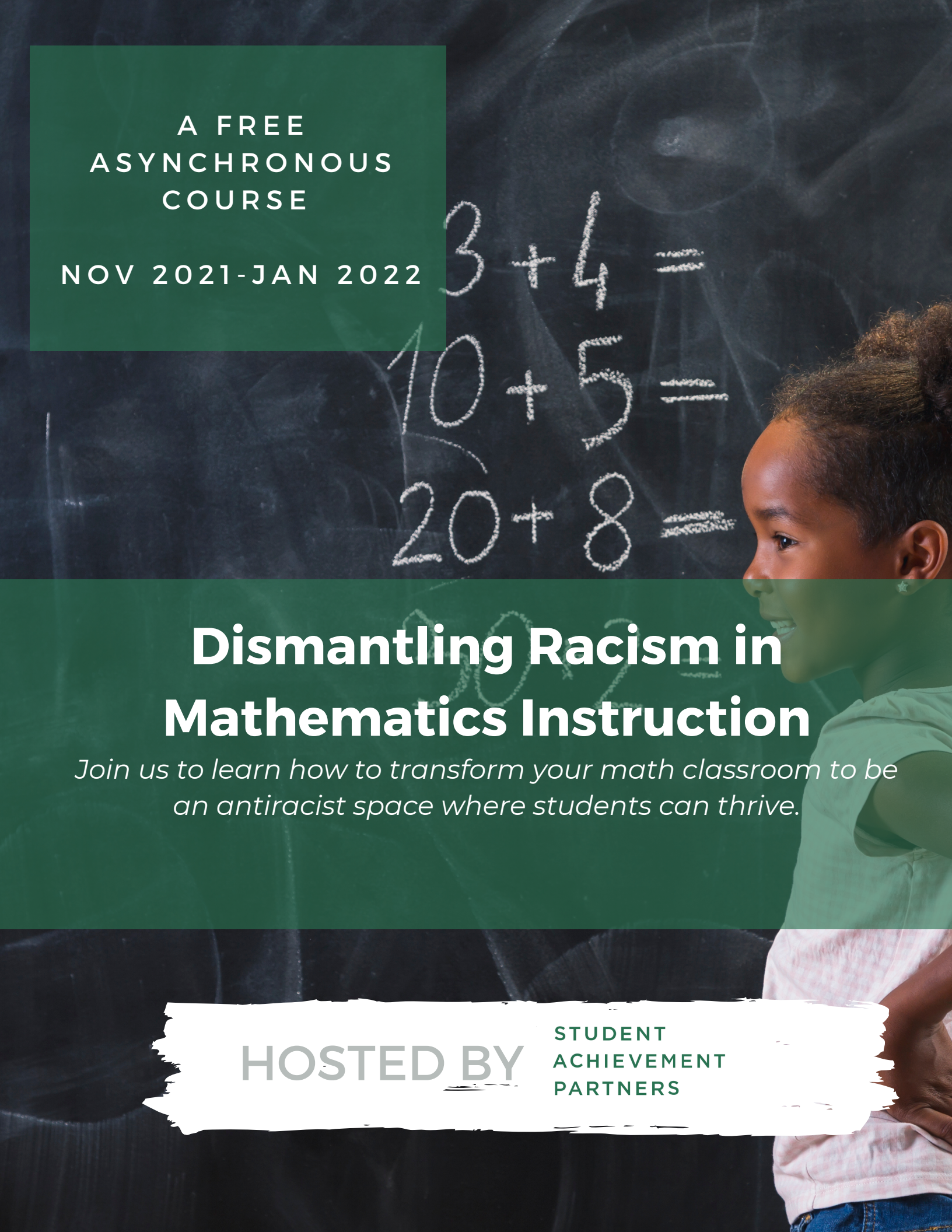

A FREE ASYNCHRONOUS COURSE

NOV 2021-JAN 2022

Dismantling Racism in Mathematics Instruction

Join us to learn how to transform your math classroom to be an antiracist space where students can thrive.

HOSTED BY STUDENT ACHIEVEMENT PARTNERS

an invitation

Are you interested in flexible learning around understanding identity and antiracist practices in the math classrooms that centers Black, Latinx, and Multilingual students? Are you looking for guidance and resources to use right now in this school year, while also offering opportunities for ongoing self-reflection as you seek to develop antiracist math practices? Wherever you are at in your journey toward creating more equitable learning spaces for all students, we welcome you to join us in an asynchronous course starting in November, leveraging Stride 1, Dismantling Racism in Mathematics Instruction, of the Pathways to Equitable Math Instruction Toolkit and hosted by Student Achievement Partners.

" THE TIME IS NOW TO DECIDE WHICH SIDE OF HISTORY YOU WANT TO BE ON. 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

Your facilitators

Jun Li
Designer
Student Achievement Partners

Jennie Beltramini
Designer
Student Achievement Partners

Dani Wadlington
Teacher Leader
Quetzal Education Consulting

Amber Cook
Educator & Teacher Leader
Baltimore City Schools

the asynchronous course

YOU WILL:

In this course, you will learn about and reflect on the ways in which individual identity and elements of white supremacy culture show up in mathematics instruction. You will dive deeply into three sections of the Dismantling Racism in Mathematics Instruction Toolkit by learning about three characteristics of antiracist math educators. In particular, you will:

- Unpack social identities and understand how they impact the learning and engagement with mathematics. Analyze how white supremacy culture shows up as racism in mathematics. Learn about characteristics of antiracist mathematics classrooms and instruction.
- Delve into the deep and critical work of culturally relevant pedagogy and practice as well as culturally sustaining pedagogy and practice and use that learning to design your own culturally sustaining space in the math classroom.
- Make rigor accessible through thoughtful scaffolding by challenging limited notions of rigor, such as rigor meaning difficulty.
- Embrace and encourage multiple and varying ways of sharing, showing, and communicating knowledge in the math classroom through a focus on engaging students in collectivism and community-based learning environments.

WHO SHOULD SIGN UP?

- **K-12 teachers (and those who support teachers) who engage mathematics work**
- **Educators who are committed to a journey toward being antiracist math teachers and leaders**

MODULE 1

WELCOME

In this module you will:

- Introduce yourself to the group.
- Understand learning community norms to guide our reflection, learning, and interactions with one another

MODULE 2

STARTING WITH SELF

In this module you will:

- Identify social identities and understand how intersectionality plays a role in their development
- Apply new learning of social identities to instructional practices with educators and students
- Develop an understanding of white supremacy and characteristics, as well as how it impacts mathematics classrooms and instruction

MODULE 3

DESIGNING A CULTURALLY SUSTAINING CLASSROOM SPACE

In this module you will:

- Understand the tenets of culturally relevant pedagogy and consider how culturally sustaining pedagogy is an evolution of culturally relevant pedagogy
- Examine instructional strategies that support culturally relevant pedagogy and those that support culturally sustaining pedagogy
- Develop a plan for taking steps towards designing a culturally sustaining space in your math classroom

MODULE 4

MAKING RIGOR ACCESSIBLE THROUGH STRONG AND THOUGHTFUL SCAFFOLDING

In this module you will:

- Distinguish between learning tasks that are rigorous and those that are not.
- Consider the importance of rigor and the dangers of not including rigor in the math classroom.
- Learn about scaffolds that help to make rigor more accessible

MODULE 5

EMBRACING AND ENCOURAGING MULTIPLE AND VARYING WAYS OF SHARING, SHOWING, AND COMMUNICATING KNOWLEDGE

In this module you will:

- Reflect on the White Supremacy characteristic of individualism and how it shows up in math classrooms compared to collectivist classroom cultures that focus on relationships and cooperative learning.
- Consider how to build a mathematical community that centers the knowledge students bring and positions students as the experts/mathematical do-ers/thinkers.
- Learn about classroom structures that engage students in collective mathematics and support co-construction of knowledge.
- Apply classroom structures to upcoming units or lessons

MODULE 6

CONTINUING ANTIRACIST WORK IN THE MATH CLASSROOM

In this module you will:

- Learn about other characteristics of antiracist math educators and ways to dive deeply into the Dismantling Racism in Mathematics Instruction toolkit throughout the school year..
- Discover other resources to help you continue learning about and sustaining antiracist work.
- Reflect on the course content and your learning and actions throughout the course

QUESTIONS

What is the time commitment for the course?

This course is self-paced and will likely take participants varying amounts of time to complete depending on reading speed, level of reflection, and capacity. On average, the course should take about 12 hours to complete all 6 modules.

Can I get professional learning credit for completing the course?

You can earn certificates for up to 12 hours of professional learning time, To earn your certificates showing 12 hours of professional learning, you must successfully complete the following:

- Review all course content, including videos and readings.
- Complete all embedded interactive activities, including discussion boards.
- Take the post-survey after each module.
- While we encourage you to complete all six modules in order, you may also choose to select and complete the learning and activities from individual modules. If you complete all activities within any one module and take the post-survey, you will receive a professional learning certificate for the number of hours indicated in that course module.

How long will I have to take the course?

The course will be open from November 16 to January 31. Participants will have that window to complete all the modules.

Can I sign up in a group?

Absolutely! While the course is flexible to allow for individuals to complete it on their own schedules, the learning will be richer for those who sign up and complete it in collaborative teams.

HAVE OTHER QUESTIONS?

PLEASE EMAIL

MINICOURSES@STUDENTSACHIEVE.NET

We hope you'll join us

Register today!