

Equity Reflection Tool

Background Information on the Equity Reflection Tool:

The Equity Reflection Tool is intended to support CPM individuals as they work to improve their practice by intentionally planning for equitable instruction. Educators can reflect individually, in combination with other colleagues (perhaps in a PLC setting), or in conversation with a CPM coach or Implementation Partner. It can also be used as a tool to track progress, identify and celebrate accomplishments, define priorities for goal setting, and suggest opportunities for future growth. Please note that not all of these elements of equitable instruction would be observed in a single lesson. The document is designed around NCTM's Equitable Mathematics Teaching Practices and is divided into eight sections. Each section aligns equitable teacher actions to each of the Equitable Mathematics Teaching Practices.

How you can use this to prepare for your upcoming Building on Equity learning event:

You are being provided with two of the eight sections, please peruse one, or both, at your leisure:

- (1) Promoting Equity by Posing Purposeful Questions; and
- (2) Promoting Equity by Facilitating Meaningful Mathematical Discourse.

These equitable teaching practices will be the focus of our work on day one of three during the Building on Equity learning event. Please make note of what you notice and wonder and bring that information, along with any other insights, to the event.

We look forward to learning alongside you as we explore what it takes to make mathematics classrooms more equitable.

Promoting Equity by Eliciting and Using Evidence of Student Thinking

Eliciting and using students' ideas require that teachers attend to more than just whether an answer is right or wrong. This teaching practice requires focusing on common patterns of reasoning and attending to how students understand a task and how ideas are developed over time (NCTM 2014). Whose ideas are elicited and used in the classroom has strong implications for mathematical identity and agency. Eliciting mathematical ideas from students who are perceived as always giving the right answer positions correctness as more valuable than mathematical thinking. Consequently, students may not share their thinking and may participate only when they believe that they may have a correct answer. By contrast, teachers who make a practice of eliciting and using evidence of students' mathematical thinking position each and every student as mathematically competent. (*Catalyzing Change in High School Mathematics: Initiating Critical Conversations*, NCTM 2018)

The table below outlines teacher intentions that could support a classroom culture that **Promotes Equity by Eliciting and Using Evidence of Student Thinking**:

TEACHER INTENTIONS - WHAT?			
Surface Level Intentionality		→	Deep Level Intentionality
Teacher creates and sustains a classroom environment where every student's thinking is valued.	Teacher promotes a culture in which mistakes are expected, inspected and respected.	Teacher assigns competence to students by highlighting unanticipated and novel responses.	Teacher elicits thinking from students with a variety of cultural backgrounds to draw out unique sources of knowledge.
Teacher solicits thinking from every student.	Teacher pays attention to student status when eliciting a teams' thinking.	Teacher capitalizes on opportunities to help students build positive mathematical identities.	Teacher uses a variety of formative assessment techniques to determine the progress of each and every student.
Teacher monitors for and redirects any deficit language from students or self.	Teacher values students as knowers and doers of math. Teacher fosters positive relationships with students through intentional interactions.	Teacher equalizes status through the use of team roles and other strategies.	Teacher maintains high expectations for every student in their role as a warm demander. Teacher shares math authority in order to promote students' math agency, the capacity and willingness to develop their own ideas and questions.

Promoting Equity by Facilitating Meaningful Mathematical Discourse

Discourse gives students opportunities to share ideas and clarify understandings, construct mathematical arguments, develop a language to express mathematical ideas, and learn the mathematical perspectives of others (NCTM 2014). Through discourse, students realize that their work and thinking serve an important role in the study of mathematics, thus positioning themselves and others as mathematically competent and reducing hierarchical status in mathematics classrooms. (Boston et al. 2017). In implementing this teaching practice, teachers create structures that position students as mathematically competent and capable of sharing their mathematical thinking, connecting with peers to understand other's mathematical ideas, and participating in mathematical arguments. (*Catalyzing Change in High School Mathematics: Initiating Critical Conversations*, NCTM 2018)

The table below outlines teacher intentions that could support a classroom culture that **Promotes Equity by Facilitating Meaningful Mathematical Discourse**:

TEACHER INTENTIONS - WHAT?			
Surface Level Intentionality		→	Deep Level Intentionality
Teacher creates and sustains a classroom environment where every student is supported in maintaining mathematical discourse.	Teacher elicits students' ideas and strategies and creates space for them to present their ideas and strategies.	Teacher provides opportunities for every student to share their thinking, to receive criticism and feedback, and to critique the reasoning of others.	Teacher disrupts talk that leads to unproductive conceptions about what it means to do mathematics.
Teacher uses individual think time to support every student in meaningful mathematical discourse.	Teacher pays attention to student status imbalances when listening to discourse within a team.	Teacher listens for and hears the math content within language or speech patterns that are culturally influenced.	Teacher positions students as capable by inviting them to unpack or revoice each other's thinking.
Teacher monitors for and redirects any deficit language from students or self.	Teacher understands that every student benefits from meaningful mathematical discourse.	Teacher capitalizes on opportunities to help students build positive mathematical identities.	Teacher maintains high expectations for every student in their role as a warm demander.
	Teacher fosters positive relationships with students through intentional interactions.	Teacher equalizes status through the use of team roles and other strategies.	Teacher shares math authority in order to promote students' math agency, the capacity and willingness to develop their own ideas and questions.