9.2 Culturally Responsive Mathematics Instruction (CRMI)

Instructions: Use the reflection questions to analyze a task and prepare a lesson that meets the needs of every student, including your emergent multilingual students.

CRMI	Reflection Questions to Guide Teaching and Assessing
The content is about important mathematics, and the tasks performed by students communicate high expectations.	• Does teaching focus on understanding big ideas in mathematics? • Are students expected to engage in problem-solving and generate their own approaches to problems? • Are connections made among mathematical representations? • Are students justifying their strategies and answers, and are they presenting their work?
The content is relevant.	• In what ways is the content related to familiar aspects of students' lives? • In what ways is prior knowledge elicited/reviewed so that all students can participate in the lesson? • To what extent are students asked to make connections between school mathematics and mathematics in their own lives? • How are student interests (events, issues, literature, or pop culture) used to build interest and mathematical meaning?
The instructional strategies develop positive mathematical identities.	• In what ways are students invited to include their own experiences within a lesson? • Are individual student approaches presented and showcased so that all students see their ideas as important to the teacher and their peers? • Are alternative algorithms shared as a point of excitement and pride (as appropriate)?
Each student's contributions are respected and valued.	• Are students invited and expected to engage in whole-class discussions in which they share ideas and respond to each other's ideas? • In what ways are roles assigned so that every student feels that he or she contributes to and learns from other members of the class? • How do I ensure that all students' contributions are valued by their peers?
Changes I will make to the task/handout/problem set to make the task more culturally responsive:	
Changes I will make to my instructional strategies to make the task more culturally responsive:	

Based on Van de Walle, J. A., Bay-Williams, J. M., Lovin, L. H., and Karp, K. S. (2018). Teaching Student-Centered Mathematics: Grades 6–8 *(3rd ed.). New York, NY: Pearson.*