Key elements of equity-driven mathematics teaching frameworks.

Equity-Driven Mathematics Teaching Frameworks	Key Elements Contributing to TMSJ
Standards-Based Mathematics Instruction	• Learning for understanding is emphasized over fluency with algorithms and facts. • Understanding develops in a discourse-rich learning environment marked by conjecture, reasoning, and justification. • Teachers are responsible for ensuring each and every student learns meaningful mathematics. • Additional resources: NCTM (2014).
Complex Instruction	• Inequities of the larger society are replicated in small-group work, creating status differences. • Status differences ensure that some students have less access to interaction, thus fewer opportunities to learn (Expectations States Theory). • The teacher can impact this by creating a multidimensional classroom, raising classmates' expectations for contributions from each and every student. • Additional resources: Featherstone et al. (2011), Horn (2012).
Culturally Relevant Pedagogy	• Curriculum and instruction must draw upon students' own cultural practices, experiences, and assets. • The pedagogy has three aims: academic achievement, cultural competence, and critical consciousness. • Additional resources: Emdin (2016), Ladson-Billings (1995).
Critical Mathematics Education	• The common teacher–student relationship reflects and reinforces inequitable power dynamics of the broader culture. • The banking model of education states that students are containers to receive knowledge deposits from the teacher. • Students understand the nature and creation of social oppression and feel empowered to intervene and seek equity. • Learning can emerge from a *problem-posing pedagogy,* designed around the ideas, hopes, doubts, fears, and questions that emerge in a person's relationship with the world—what Freire refers to as "generative themes" (Garcia, 1974). • Additional resources: Frankenstein (1983), Freire (1970/2000), Powell (1995), Skovsmose (1995).