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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.

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| ***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.*

Retrieved from the companion website for *Everything You Need for Mathematics Coaching: Tools, Plans, and A Process That Works: Grades K–12* by Maggie B. McGatha and Jennifer M. Bay-Williams with Beth McCord Kobett and Jonathan A. Wray. Thousand Oaks, CA: Corwi[n, www.corwin.com.](http://www.corwin.com/) Copyright © 2018 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.