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 over fluency with algorithms and facts • Discourse-rich learning environment marked by conjecture, reasoning, and justification • Responsibility for *all* students to learn 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 some students have less access to interaction, and 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) and Horn (2012)
Culturally Relevant Pedagogy	• Curriculum and instruction must draw upon students' own cultural practices, experiences, and assets. • Three aims: academic achievement, cultural competence, and critical consciousness • Additional resources: Emdin (2016) and Ladson-Billings (1995)
Critical Mathematics Education	• The common teacher–student relationship reflects and reinforces inequitable power dynamics of the broader culture. • Banking model of education: students are containers to receive knowledge deposits from the teacher. • When positioned as passive recipients, students are positioned as adapters to the world as is rather than as shapers of the world to be made. • 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), and Skovsmose (1994)