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GCTM Georgia Mathematics Conference at Rock Eagle

Presenter: Dr. Pamela Seda

### 023 Making It Happen: Engaging All Students, Especially Those Who “Hate” Math

For too many students, mathematics means confusion, failure, heartache, and feeling like a "dummy." Rather than risk failure or looking dumb, they simply choose not to "play" the game of school. In this presentation, participants will learn to use strategies of an equity pedagogy framework for engaging all students, especially those who “hate” math.

ICUCARE Framework

Principle	Description/Questions to Consider
<b>I</b> nclude others as experts	Create classroom environments that extend beyond the teacher as the sole authority to develop competence and confidence in others as experts, including the students themselves. <ul style="list-style-type: none"> <li>• How might you encourage students to view other classmates as experts?</li> <li>• How might you broaden student views of who is an expert in the class beyond beliefs about race, class, or gender?</li> </ul>
Be <b>C</b> ritically conscious	Take the time to understand how negative stereotypes impact your students and actively work to erase the effects of those negative stereotypes on the educational outcomes of diverse learners. <ul style="list-style-type: none"> <li>• How might negative stereotypes influence my interactions with low status students?</li> <li>• How do I make sure that all my students (both high and low status) participate equally in class and group discussions?</li> </ul>
<b>U</b> nderstand your students	Learn about your students, their families and their communities for the purpose of improving instruction. ( <i>Not making assumptions</i> ) <ul style="list-style-type: none"> <li>• What attitudes and beliefs do I have that inhibit my ability to get to know my students more broadly?</li> <li>• How can I create learning contexts for my students that will help them engage more meaningfully with the mathematics they need to learn?</li> </ul>
Use <b>C</b> ulturally relevant curricula	Use instructional materials in ways that help students see themselves as doers of mathematics and help them overcome the negative stereotypes and messages regarding who is mathematically smart. <ul style="list-style-type: none"> <li>• In what ways can I help my students see themselves in the mathematics curriculum (textbooks, assessments, software, supplemental print and digital materials, etc.)</li> <li>• How can I engage all my students with the mathematics curriculum in ways that help them overcome the negative stereotypes and messages regarding who is mathematically smart?</li> </ul>
<b>A</b> ssess, activate, and build on prior knowledge	Value the prior knowledge that students bring to the classroom, both personal and cultural, and use that knowledge as a resource for creating new knowledge. <ul style="list-style-type: none"> <li>• How can NOT taking the time to assess or activate the prior knowledge of my students perpetuate inequities in my classroom?</li> <li>• How can I use the productive struggle of problem solving to assess, activate, and/or build my student’s prior knowledge?</li> </ul>
<b>R</b> elease control	Empower your students to take ownership of their own learning by focusing on sensemaking and allow them to make choices about things that are important to them in the classroom. <ul style="list-style-type: none"> <li>• What keeps me from giving more control to my students for their learning? How can I overcome these obstacles?</li> <li>• How do I remove the fear of making mistakes from my classroom?</li> </ul>
<b>E</b> xpect more	Hold high expectations for all students and avoid deficit views of diverse learners. <ul style="list-style-type: none"> <li>• What behaviors of mine communicate low expectations to my students?</li> <li>• How can I make sure I do not lower the cognitive demand made on my students when they struggle?</li> </ul>

Based on *Seven Principles of Equity Pedagogy* (Seda Dissertation, 2007)

Resources can be found at <http://www.sedaeducationalconsulting.com/resources/>

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