

ENGAGING ALL LEARNERS *through* PROJECT BASED SOCIAL JUSTICE MATHEMATICS

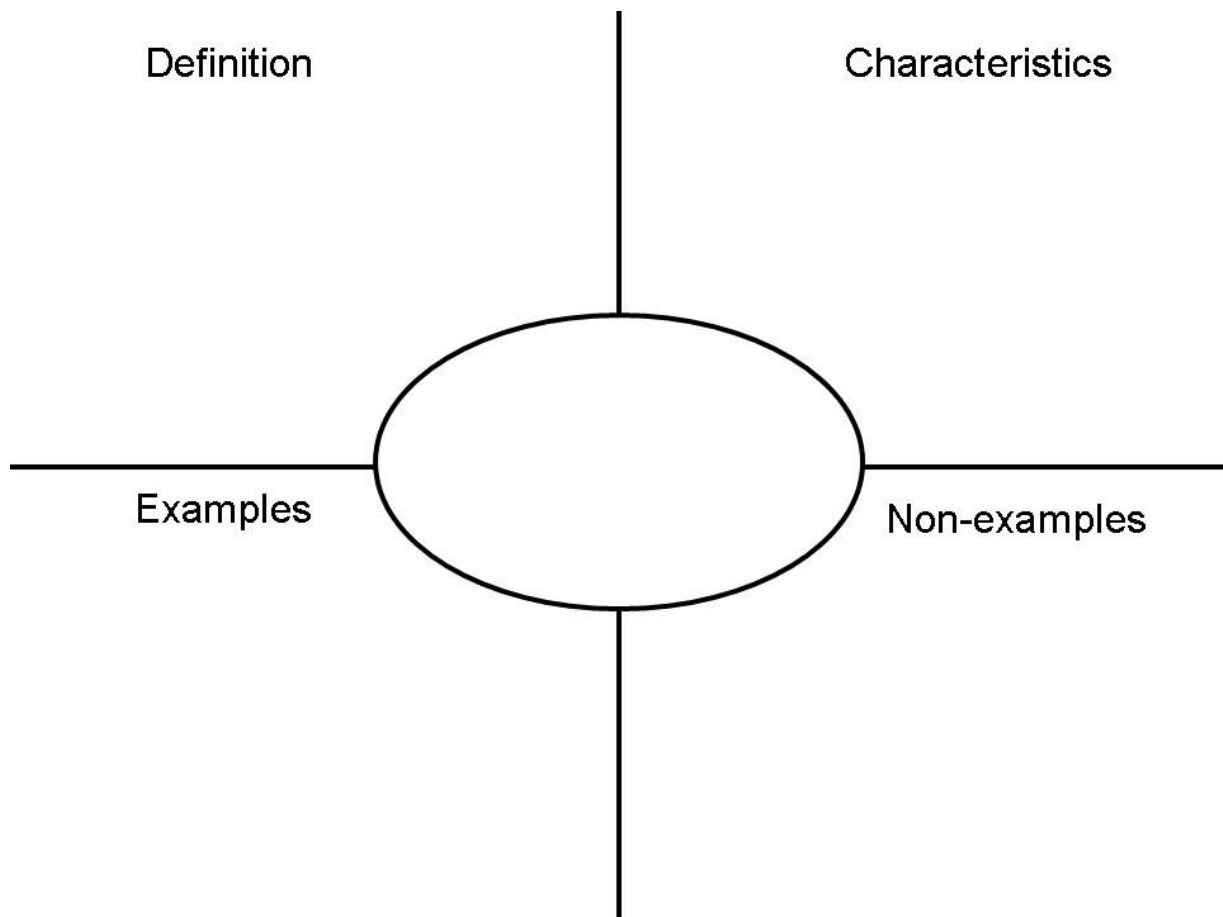
Maggie Lee McHugh

La Crosse Design Institute
mmchugh@lacrossesd.org

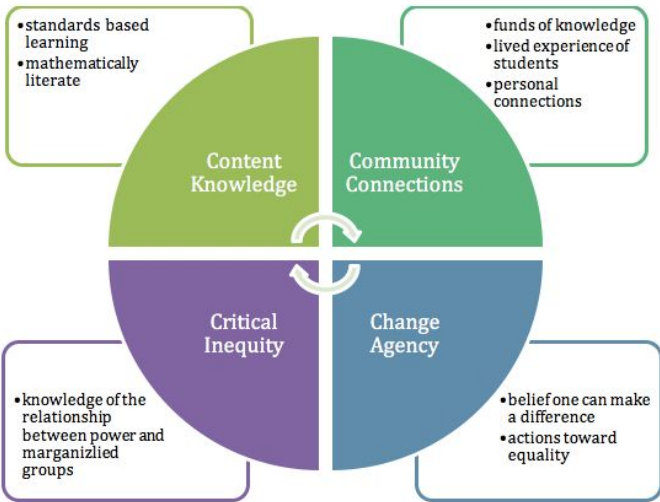
Lida J. Uribe-Flórez, Ph.D.

Boise State University
lidauribeflorez@boisestate.edu

SOCIAL JUSTICE MATHEMATICS



WEAVING TOGETHER EQUITY PRACTICES

4 C's of PB-SJM  (adapted from Gutstein, 2007)	NCTM's Access and Equity Position Creating, supporting, and sustaining a culture of access and equity require being responsive to students' backgrounds, experiences, cultural perspectives, traditions, and knowledge when designing and implementing a mathematics program and assessing its effectiveness. Acknowledging and addressing factors that contribute to differential outcomes among groups of students are critical to ensuring that all students routinely have opportunities to experience high-quality mathematics instruction, learn challenging mathematics content, and receive the support necessary to be successful. Addressing equity and access includes both ensuring that all students attain mathematics proficiency and increasing the numbers of students from all racial, ethnic, linguistic, gender, and socioeconomic groups who attain the highest levels of mathematics achievement.
TODOS & NCSM Social Justice Statement A social justice stance requires a systemic approach that includes fair and equitable teaching practices, high expectations for all students, access to rich, rigorous, and relevant mathematics, and strong family/community relationships to promote positive mathematics learning and achievement. Equally important, a social justice stance interrogates and challenges the roles power, privilege, and oppression play in the current unjust system of mathematics education—and in society as a whole. Three components are needed for a just, equitable, and sustainable system of mathematics education for all children. There must be acknowledgment of the unjust system of mathematics education, its legacy in segregation and other forms of institutional systems of oppression, and the hard work needed to change it. The actions taken must be driven by commitments to re-frame, re-conceptualize, intervene, and transform mathematics education policies and practices that do not serve to promote fair and equitable mathematics teaching and learning. And there must be professional accountability to ensure these changes are made and sustained.	WHAT COMMON THREADS DO YOU FIND?

CASE STUDY: KALA

Content Knowledge	Community Connections
Critical Inequity	Change Agency



APPLICATION

How can I incorporate Project-Based Social Justice Mathematics into my classroom?



NOTES & QUESTIONS