

Cultural Competence: Equity Success using Differentiation Embedded with **Culturally Relevant Pedagogy**

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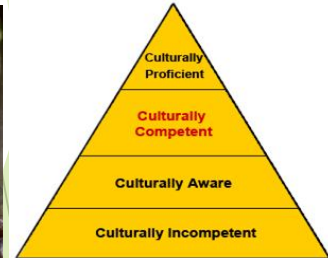
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5 Ways to Create Culturally Responsive Classrooms



Connection to Principles to Actions

Ensuring Mathematics Success Each and EVERY Student

Principles to Actions -Access and Equity Guiding Principle promote all students have:

- ▶ access to a high-quality mathematics curriculum,
- ▶ effective teaching and learning,
- ▶ high expectations,
- ▶ and the support and resources needed to maximize their learning potential”



(Principals to Action, p.5)

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Connection to NCTM

Ensuring Mathematics Success For Each and EVERY Student



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

The National Council of Teachers of Mathematics support teachers as they work diligently to ensure Equitable Mathematics Learning of the Highest Quality for:

Each and Every Student

through Vision, Leadership, Professional Development, and Research.

(NCTM , Mission Statement, 2016)

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Connection to National Council of Supervisors of Mathematics

Network, Communicate, Sustain, Motivate

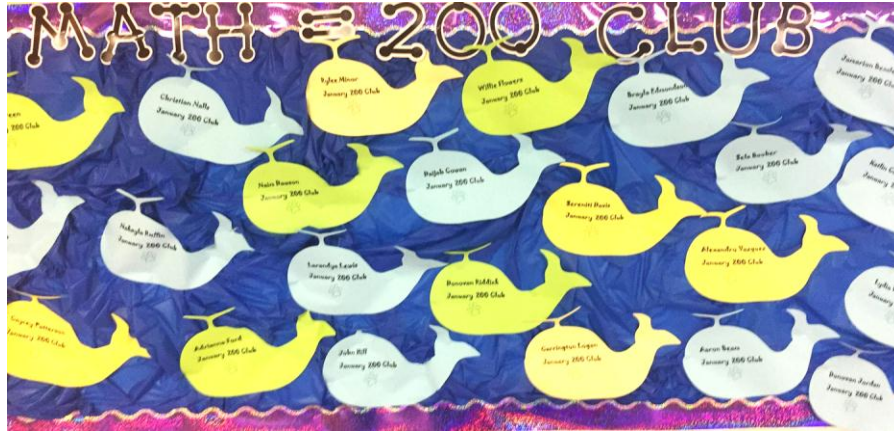
NCSM envisions a professional and diverse learning community of educational leaders that ensures **every student in every classroom** has access to:

- ▶ effective mathematics teachers,
- ▶ relevant curricula,
- ▶ culturally responsive pedagogy, and
- ▶ current technology.



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Goal for the Day



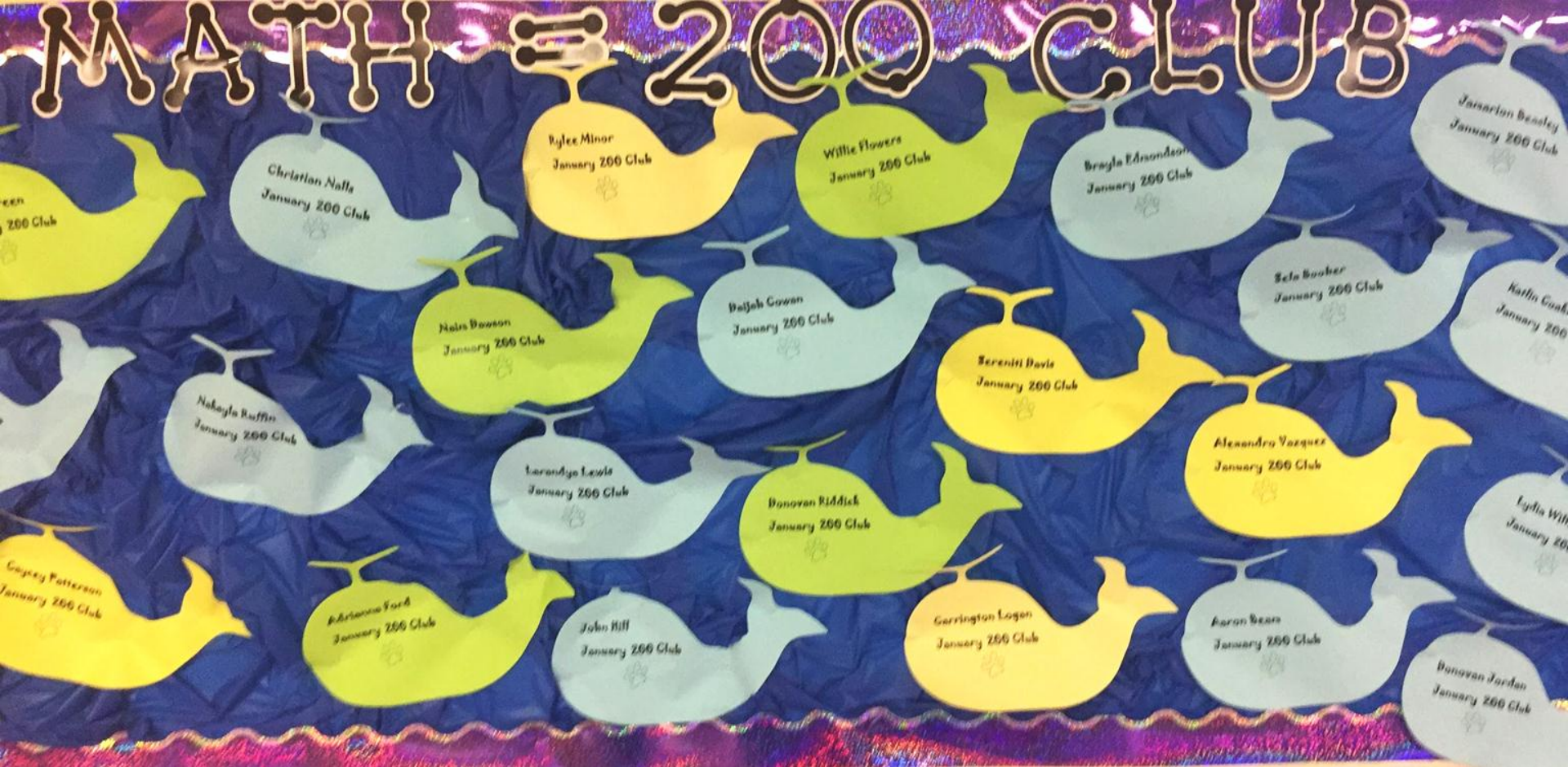
Deepen or Revisit Culturally Relevant Pedagogy with an emphasis on using Differentiation to achieve Mathematical Success for **Each and Every Student**.

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Connection to the Benjamin Banneker Association (BBA)

Ensuring Mathematics Success For Each and EVERY Student

BBA is dedicated to to support teachers in leveling the playing field for mathematics learning of the highest quality through:

- mathematics education advocacy,
- establishing a presence for leadership,
- and professional development



In order to benefit **each and every student**, especially African-American students.

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Connection to the TODOS: Mathematics for ALL

Advocate for equity and high quality mathematics education for all students ---
-in particular, Latina/o students.

Goals of TODOS: Mathematics for ALL:

- Advance Educators' Knowledge and Ability
- Develop and Support Educational Leaders
- Generate and Disseminate Knowledge of Equity and High Quality Mathematics
- Influence Educational Policy
- Engage Families

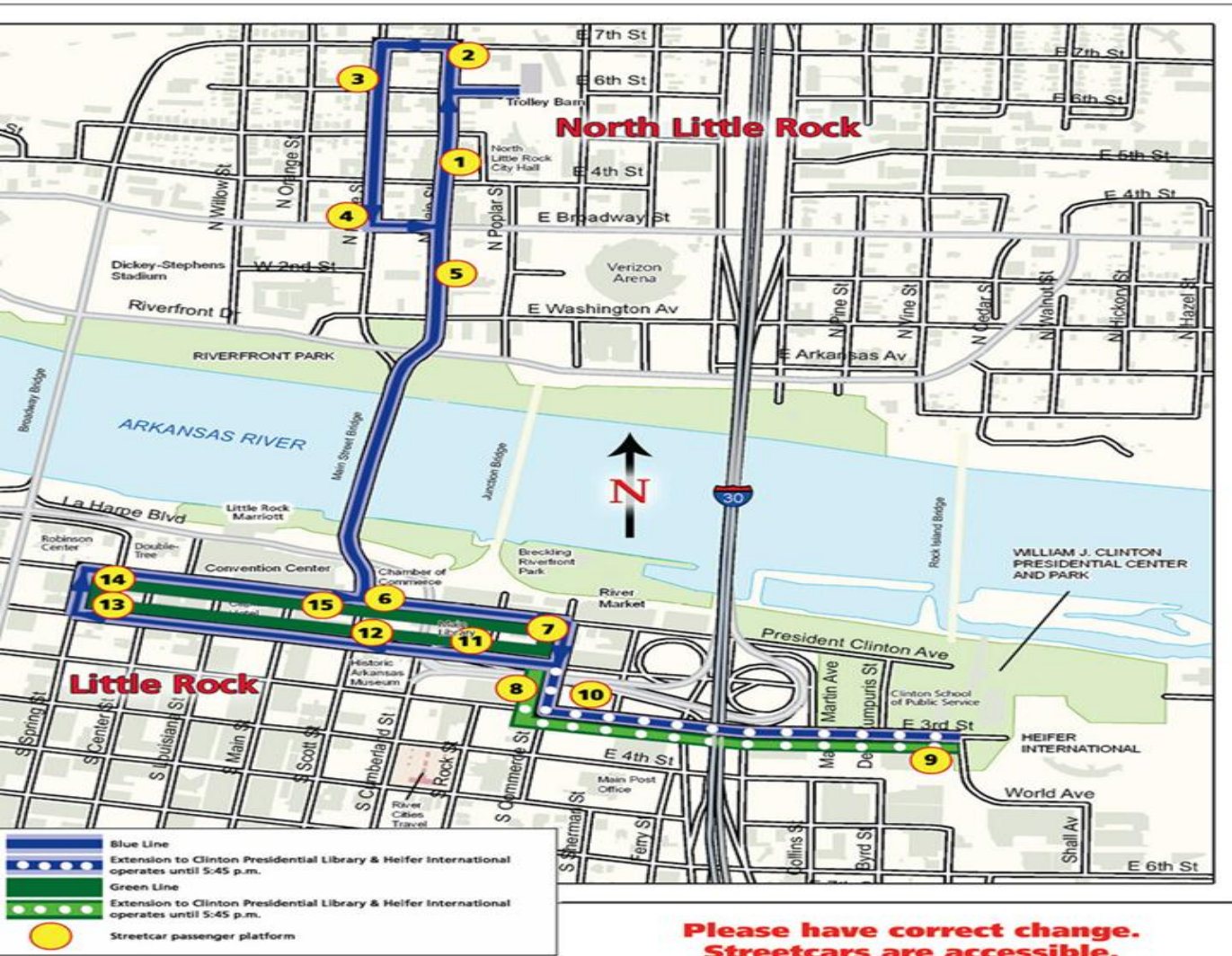


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Focus Questions for the Year

- ***How might we***, the mathematics education community, make a difference in the teaching and learning of mathematics “that promote rich, rigorous, and relevant mathematical experiences” for all students? What key actions should we consider?

Collective Action : [#EQSJMATH](#) and [#mathequity](#)



Streetcars stop

**only
at these
designated points:**

- 1** Main at 5th
- 2** Main at 7th
- 3** Maple at 6th
- 4** Maple at Broadway
- 5** Verizon Plaza Stop
120 Main
- 6** Main Street Bridge
Stop
- 7** President Clinton Ave.
at River Mkt. Ave.
- 8** River Mkt. Ave. at 3rd
- 9** Presidential
Library/Heifer Intl.
World Ave. at 3rd
- 10** 3rd at River Mkt. Ave.
- 11** Main Library Stop
2nd at Rock
- 12** Historic Arkansas
Museum Stop
2nd at Scott
- 13** 2nd at Center
- 14** W. Markham at
Spring
- 15** The Little Rock
Marriott Stop
Markham at Scott

**Habits of Mind
Of a
Productive
Mathematical
Thinker**

MP.1 Make sense of problems and persevere in solving them.

MP.6 Attend to Precision

Reasoning and Explaining

MP.2 Reason abstractly and quantitatively

MP.3 Construct viable arguments and critique the reasoning of others.

Modeling Using Tools

MP.4 Model with mathematics

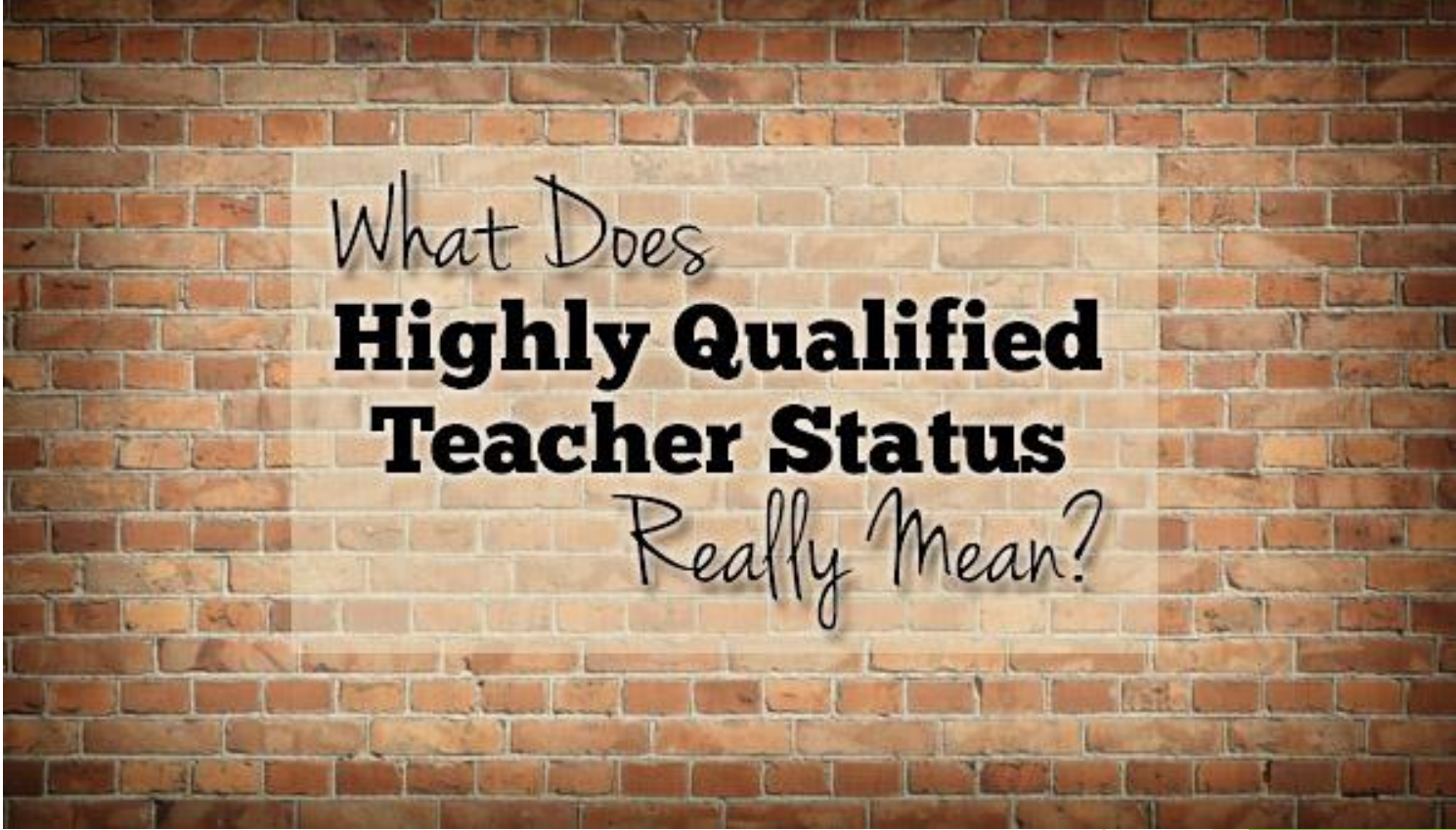
MP.5 Use appropriate tools strategically

Seeing Structure and Generalizing

MP.7 Look for and make sense of structure.

MP.8 Look for and express regularity in repeated reasoning.





What Does
**Highly Qualified
Teacher Status**
Really Mean?



Brain Based & Effective Teaching Strategies

Brainstorming/Discussion

Writing/ Journaling

Music-Songs/Art

Storytelling

Role Play

Novelty

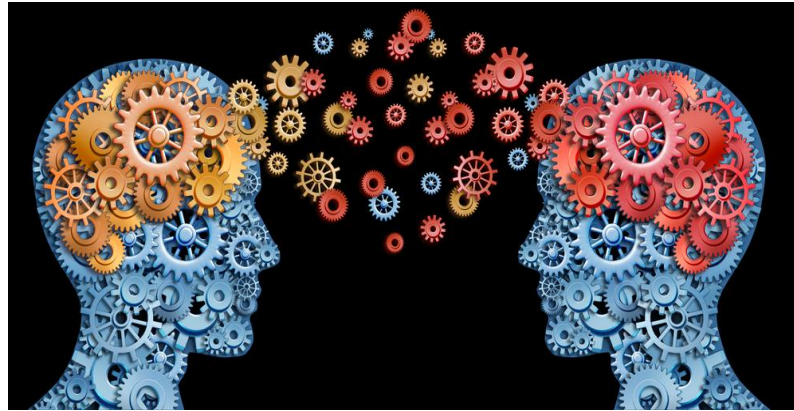
Technology

Movement/Oxygen

Project/Problem Based

Graphic Organizers/Visuals

Increased Transitions/Chunking



Meta-Cognitive Strategies

Connections/Emotions

Cooperative Learning

Collaborative Work

Competition

Non-Routine

(Shake It Up

Mnemonic Devices)

Reciprocal Teaching

Practice w/ Quick Feedback

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TI Nspire Activity

The image displays the TI Nspire software interface for a mixed number activity. The main workspace shows a model of $1\frac{2}{3}$ using a yellow hexagon (representing 1) and two blue triangles (representing $\frac{2}{3}$). Below this model is the expression $1\frac{2}{3} \checkmark$. To the right, a smaller model shows $1\frac{2}{3} + 2\frac{1}{6}$ using a yellow hexagon, two blue triangles, and two brown triangles (representing $\frac{1}{6}$ each). Below this is the expression $1\frac{2}{3} \checkmark$ and the number 1. A large red play button is overlaid on the workspace. The top of the interface shows a menu bar with options like 1.1, 1.2, 1.3, and a dropdown menu for *Add_Sub_Ra...rt1. A (N)ew button is also visible. The text "First, model each mixed number." is displayed at the bottom of the workspace.

In this activity, students will use interactive models and pattern blocks to model positive mixed numbers and the sums and differences of positive mixed numbers.



If we teach today as we taught yesterday,
we rob our children of tomorrow.

-John Dewey



Dr. Vanessa Cleaver suggested, "As the world changes, and industries evolve, teaching methods must be modified to be effective in current environments."

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Go to Social Media, Post your Proclamation, and take the Pledge!

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