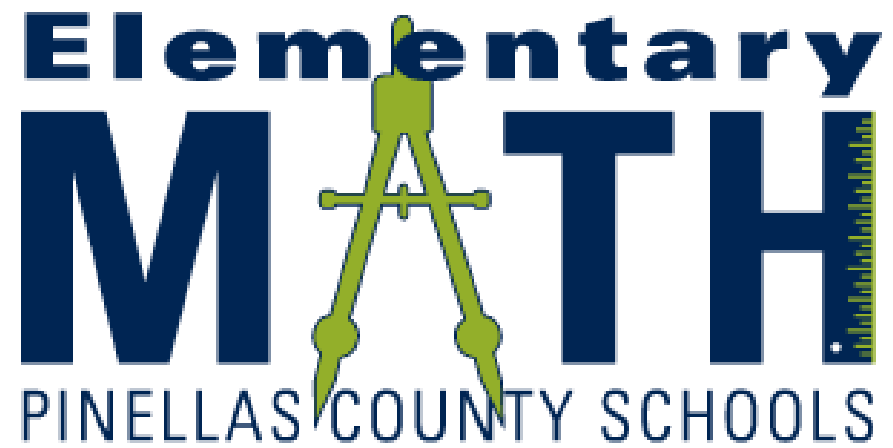


# Culturally Responsive Instruction in the Mathematics Classroom

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What is your strategy?

## Count to 20

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

1. Take turns with a partner.
2. You can say up to 3 consecutive numbers in a row starting with the number 1.
3. The person who says 20 wins.

# Objectives

- **Learn** key indicators of culturally responsive instruction.
- **Discuss** implications for culturally responsive instruction in mathematics classrooms.
- **Reflect** on specific ways that mathematics instructional programs and practices may be enhanced through culturally responsive instruction.





# Culturally Responsive Instruction

- A **conscientious and active** approach to meeting the needs of diverse learners
- **Effectively and consistently incorporating** aspects of students' unique cultures into instruction
- **Supporting** all students in making **relevant connections** between their everyday life experiences and the formal content to which they are exposed at school

# Culturally Responsive Instruction looks like...

- Classroom relationships characterized by mutual respect and care
- High expectations for learning with scaffolded support
- A balance of explicit instruction and authentic application

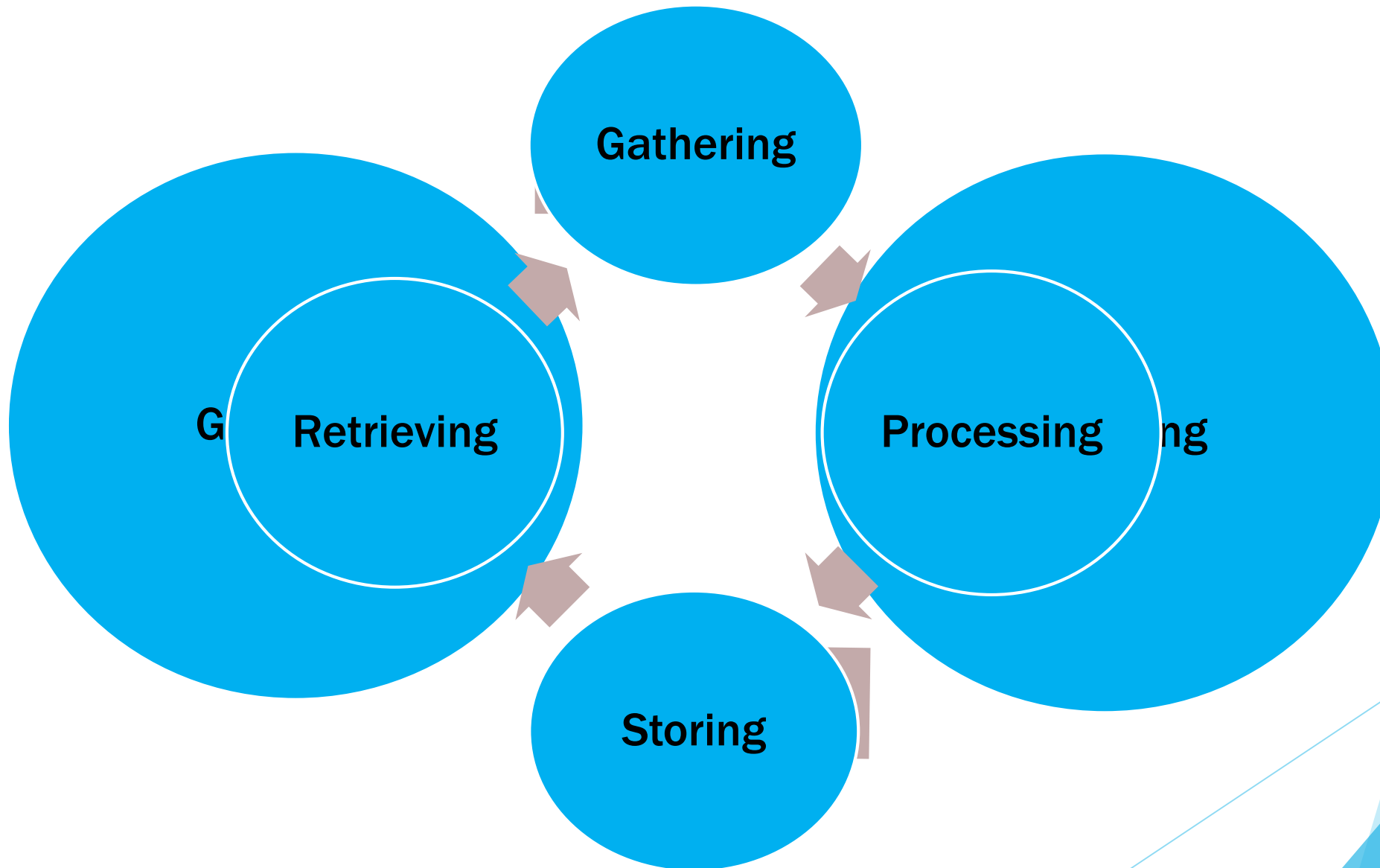
# Culturally Responsive Instruction looks like...

- Learning experiences that draw out and draw upon the assets, funds of knowledge, interests, and strengths of students
- Rich instructional conversation and discourse
- A variety of formative assessment practices

# Think-Pair-Share

- Which indicator(s) of culturally responsive instruction are *most* evident in your mathematics classroom(s)?
- Which indicator(s) of culturally responsive instruction are *less* evident in your mathematics classroom(s)?

# Components of Learning



# Think-Pair-Share

- What do gathering, processing, storing, and retrieving look like in your mathematics classrooms?
- How do the *Shifts in Classroom Practice* connect to this work?

# Block Party



# Making the Learning Stick

SEMANTIC MEMORY

EPISODIC MEMORY

PROCEDURAL MEMORY

REFLEXIVE MEMORY

# Think-Pair-Share

- How does your mathematics curriculum and instruction currently support the different ways in which diverse learners store and retrieve information?
- In what ways might you enhance current supports for diverse learners?

# 6 Ms of Culturally Responsive Instruction

Meaning

Models

Monitoring with  
Feedback

LEVERAGING ACCESS TO STUDENTS

Mouth

Movement

Music

LEVERAGING ASSETS OF STUDENTS

# Quadrilaterals; Perimeter

Name hope

Name the quadrilateral.

rectangle rhombus parallelogram square

1.



Bob

2.



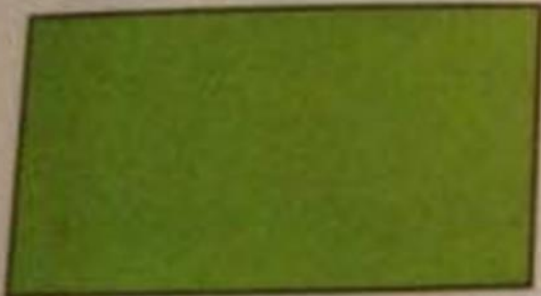
Sam

3.



hary

4.



Tedison

5.



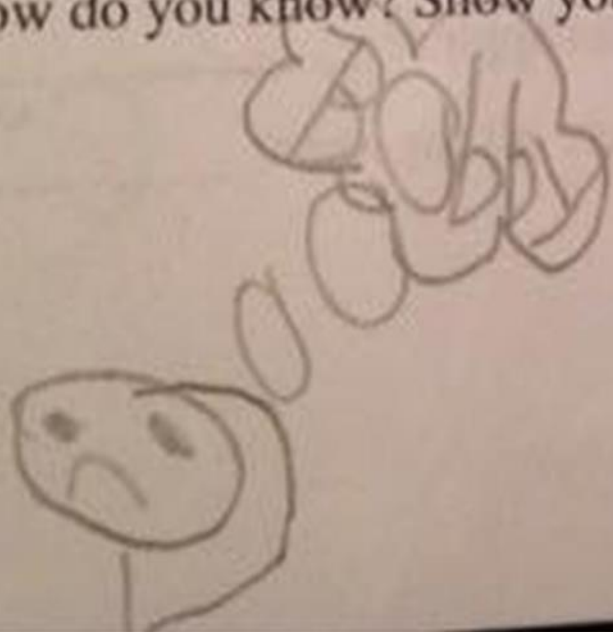
Cate

**MGSE1.NBT.7**

11. Bobby has four dimes. Amy has 30 pennies. Which child has more money?

Bobby ✓

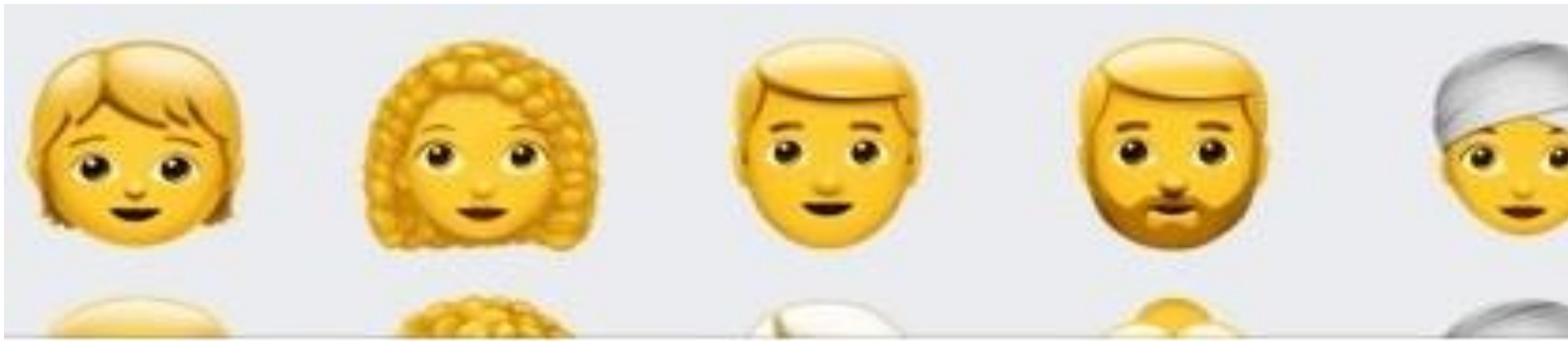
How do you know? Show your thinking.



To change centimeters to meters  
you   ?  .

take out centi





# **Elementary Number Routines**

## **Count to 20**

# PCS District Supports

- Development of common language and look-fors
- 6Ms embedded into Curriculum Guides, planning resources, and workshops
- Mathematical Mindsets units of study
- Number Routines (not just Number Talks)



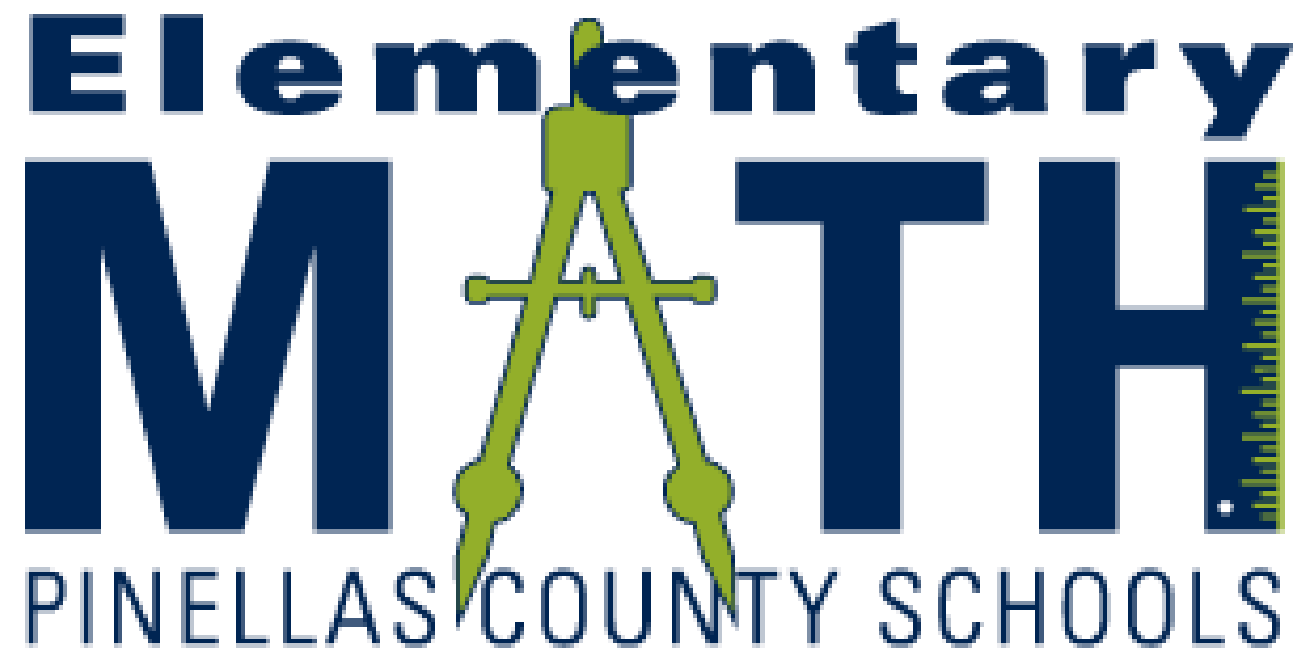
# Objectives

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# Think-Write-Pair-Share

Reflecting on your learning during this session, write:

- Something that affirmed your thinking or practice
- Something that challenged your thinking or practice
- Something you commit to apply in your practice



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