

A Pathway to Equitable Math Instruction

Glossary of Terms

Adapted from RacialEquityTools.org

As the group worked in community to create “A Pathway to Equitable Math Instruction,” we engaged in conversation that included the terminology listed below because work that involves explicit attention to Black, Latinx, and multilingual* students necessitates an interrogation of systemic racism in education. The group reviewed the terminology, engaged in conversation about ways that education sustains whiteness, and explored solutions to ensure the Toolkit does not replicate systemic inequities, specifically in mathematics education.

*The Pathway toolkit promotes the use of asset-based language in describing students and identifying ways in which our education systems can best support them. To that end, we frequently use the terms “multilingual” and “emergent bilingual” students to recognize the linguistic assets they bring with them into the context of schooling. However, we recognize that the term “English learner” is still frequently used in the field and is referenced in foundational documents such as California’s English Learner Roadmap. Therefore, toolkit users will see a range of terms used to describe this student population, depending on the context and references.

Terminology

WORD	DEFINITION	SOURCE
Anti-Racism	Anti-Racism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach and set up in opposition to individual racist behaviors and impacts.	Race Forward
Anti-Racist	An anti-racist is someone who is supporting an antiracist policy through their actions or expressing antiracist ideas. This includes the expression or ideas that racial groups are equals and none needs developing, and is supporting policy that reduces racial inequity.	Ibram X. Kendi, <i>How to be an Antiracist</i> , Random House, 2019

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Assimilation	Assimilation positions White people as the superior standard. Its ideas are rooted in the notion that certain racial groups are culturally and behaviorally inferior; thus, assimilation is seen as the solution to liberate people of color from racism.	Ibram X. Kendi, <i>How to be an Antiracist</i> , Random House, 2019
Assimilationist	One who is expressing the racist idea that a racial group is culturally or behaviorally inferior and is supporting cultural or behavioral enrichment programs to develop that racial group.	Ibram X. Kendi, <i>How to be an Antiracist</i> , Random House, 2019
Onramp	In this context, an “onramp” refers to a structured invitation to enter collective antiracist efforts. If the collective effort is a highway full of travelers going in a shared direction, an “onramp” proactively offers language, concepts, or action steps that prompt people to enter work where they are.	Mica Pollock. Schooltalking – Onramp discussion
Racism	<ul style="list-style-type: none"> - Racism = race prejudice + social and institutional power - Racism = a system of advantage based on race - Racism = a system of oppression based on race - Racism = a white supremacy system <p>Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.</p>	Dismantling Racism Works Web Workbook
White Supremacy	White supremacy is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by white peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.	Challenging White Supremacy Workshop , Sharon Martinas Fourth Revision. 1995.
Whiteness	Whiteness itself refers to the specific dimensions of racism that serve to elevate white people over people of color. This definition counters the dominant representation of racism in mainstream education as isolated in discrete behaviors that some individuals may or may not demonstrate, and goes beyond naming specific privileges (McIntosh, 1988). Whites are theorized as actively shaped, affected, defined, and elevated through their racialization and the individual and collective consciousness’ formed with it (Whiteness is thus conceptualized as a constellation of processes and practices rather than as a	“ White Fragility ,” Robin DiAngelo

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	<p>discrete entity (i.e. skin color alone). Whiteness is dynamic, relational, and operating at all times and by myriad levels. These processes and practices include basic rights, values, beliefs, perspectives and experiences purported to be commonly shared by all, but which are actually only consistently afforded to white people.</p>	
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Framing/Principles

TERM	FRAMING/PRINCIPLES	SOURCE
<p>Culturally Relevant Pedagogy</p>	<p>Culturally relevant teaching must meet three criteria:</p> <ul style="list-style-type: none"> - An ability to develop student academically; student leaning - A willingness to nurture and support cultural competence - The development of sociopolitical or critical consciousness <p>Centered on theoretical underpinnings:</p> <ul style="list-style-type: none"> - Conceptions of self and others <ul style="list-style-type: none"> ▪ Belief that all students are capable of academic success ▪ Sees pedagogy as art (unpredictable), always in the process of becoming ▪ See themselves as members of the community - Social Relations <ul style="list-style-type: none"> ▪ Maintain fluid student-teacher relationships ▪ Demonstrate a connectedness with all of the students ▪ Develop a community of learners ▪ Encourage students to learn collaboratively - Conceptions of Knowledge <ul style="list-style-type: none"> ▪ Knowledge is not static; it is shared, recycled, and constructed ▪ Knowledge must be viewed critically ▪ Teachers must be passionate about knowledge and learning 	<p>“Toward a Theory of Culturally Relevant Pedagogy,” Gloria Ladson-Billings, 1995</p> <p>Building Culturally Relevant Schools Post-Pandemic with Dr. Gloria Ladson Billings, July 2020</p>

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	<ul style="list-style-type: none"> ▪ Assessments must be multifaceted, incorporating multiple forms of excellence 	
Culturally Sustaining Pedagogy (CSP)	<p>CSP seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of schooling for positive social transformation and revitalization. CSP positions dynamic cultural dexterity as a necessary good, and sees the outcome of learning as additive, rather than subtractive, as remaining whole rather than framed as broken, as critically enriching strengths rather than replacing deficits. Culturally sustaining pedagogy exists wherever education sustains the lifeways of communities who have been and continue to be damaged and erased through schooling. As such, CSP explicitly calls for schooling to be a site for sustaining—rather than eradicating—the cultural ways of being of communities of color.</p> <p>Key Features:</p> <ul style="list-style-type: none"> - A critical centering on dynamic community languages, valued practices, and knowledges - Student and community agency and input (community accountability) - Historicized content and instruction - A capacity to contend with internalized oppression - An ability to curricularize (to make into curriculum) the four features above in learning settings 	<p><i>Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World</i>, Django Paris and H. Samy Alim, 2017</p>
Educational Equity	<p>Educational equity means that each child receives what they need to develop their full academic and social potential.</p> <p>Working towards equity in schools involves:</p> <ul style="list-style-type: none"> - Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor; - Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children; and - Discovering and cultivating the unique gifts, talents, and interests that every human possesses. 	<p>National Equity Project</p>

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