Equitable Environments

RAMP-A

June 24, 2014

"Math Leader" Profiles

- Identify a person or people who have been leaders and/or mentors in your past experience

- Identify the characteristics of your math leaders/mentors:

Gender	Extrovert/introvert
Social class background (middle class, working class,…)	Social skills
	Confidence
Race/ethnicity	Participation in extracurricular activities in school

Student Math Leaders

- Identify the characteristics of students you <u>know</u> will be successful in math class and capable of pursuing math or math-related majors and careers
  - Gender
  - Social class background (middle class, working class,…)
  - Race/ethnicity
  - Extrovert/introvert
  - Social skills
  - Confidence
  - Participation in extracurricular activities

Other Students

- Students who get good grades but won't pursue math when it is no longer required?
- Students who will struggle and probably fail?
  - Gender
  - Social class background (middle class, working class,…)
  - Race/ethnicity
  - Extrovert/introvert
  - Social skills
  - Confidence
  - Participation in extracurricular activities

Group Discussion

- Compare your characteristics lists to those of your group
  - Common themes?
  - Differences?

The Issues

- Stereotypes
  - Teacher-student interactions
    - Pygmalion in the Classroom study
      - Cultural Capital
      - "Fast kids, Slow kids, Lazy kids"
      - Gender studies
      - Student responses: Stereotype threat
    - Well-meaning efforts
      - Efficiency issues
      - Caring that restricts growth: rescuing, scaffolding, differentiation
  - Student-student interactions
    - Social status in the classroom
- Equity vs Equality

Equity vs Equality: Goals & Strategies

- Value of passive observation vs speaking/discussing
- Preparing *all* students for participation
  - "Random" and changing group formation
    - Power in pairs, not singletons
    - Train students for responsibilities, consider assigned and rotating roles
  - Assign competence
  - Think-pair-share
  - "Random" selection of reporter – keep a record
  - Report on partner discussion
  - Value multiple perspectives
- Strengths and strategies? Future steps?