

# Contents

<b>Series Foreword</b> by James A. Banks	vii
--	-----

<b>Acknowledgments</b>	xi
------------------------	----

<b>1. Introduction</b>	1
------------------------	---

Na'ilah Suad Nasir, Carlos Cabana, Barbara Shreve,  
Estelle Woodbury, and Nicole Louie

## **PART I: THE RAILSIDE APPROACH**

<b>2. Creating Mathematical Futures Through an Equitable Teaching Approach: The Case of Railside School</b>	11
---	----

Jo Boaler and Megan E. Staples

<b>3. Working Toward an Equity Pedagogy</b>	35
---	----

Carlos Cabana, Barbara Shreve, and Estelle Woodbury

<b>4. Promoting Student Collaboration in a Detracked, Heterogeneous Secondary Mathematics Classroom</b>	53
---	----

Megan E. Staples

## **PART II: STUDENT EXPERIENCES AT RAILSIDE**

<b>5. What You Can't Learn from a Book: Alumni Perspectives on Railside Mathematics</b>	77
---	----

Maria D. Velazquez and Nicole Louie

<b>6. "Taking Up Our Space": Becoming Competent Learners in Mathematics Classrooms</b>	91
--	----

Victoria Hand

<b>7. "Everybody Can Be Somebody": Expanding and Valorizing Secondary School Mathematics Practices to Support Engagement and Success</b>	107
--	-----

Lisa M. Jilk

### **PART III: TEACHER LEARNING AND PROFESSIONAL COMMUNITY**

- |  |            |
|--|------------|
| <b>8. Building a Vision for Equitable Learning</b>                             | <b>129</b> |
| Ruth Tsu, Rachel Lotan, and Ruth Cossey  |            |
| <b>9. Teachers' Learning on the Job</b>  | <b>145</b> |
| Ilana Seidel Horn  |            |
| <b>10. Learning from Teaching, Together</b>                                    | <b>163</b> |
| Ilana Seidel Horn and Judith Warren Little                                     |            |
| <b>11. Building and Sustaining Professional Community for Teacher Learning</b> | <b>175</b> |
| Carlos Cabana, Barbara Shreve, and Estelle Woodbury                            |            |

### **PART IV: MOVING ON AND LOOKING FORWARD**

- |  |            |
|--|------------|
| <b>12. Derailed at Railside</b>  | <b>187</b> |
| Nicole Louie and Na'ilah Suad Nasir  |            |
| <b>13. Reculturing High School Mathematics Departments for Educational Excellence and Equity</b>                   | <b>207</b> |
| Lisa M. Jilk and Karen O'Connell   |            |
| <b>14. Conclusion: Reflections on the Practices and Principles That Supported Equity Math Teaching at Railside</b> | <b>233</b> |
| Na'ilah Suad Nasir, Carlos Cabana, Barbara Shreve, Estelle Woodbury, and Nicole Louie                              |            |
| <b>Notes</b>   | <b>237</b> |
| <b>References</b>  | <b>243</b> |
| <b>About the Contributors</b>  | <b>255</b> |
| <b>Index</b>   | <b>259</b> |