

Contents

Series Foreword by James A. Banks vii

Acknowledgments xi

1. Introduction 1

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

PART I: THE RAILSIDE APPROACH

2. Creating Mathematical Futures Through an Equitable Teaching Approach: The Case of Railside School 11

Jo Boaler and Megan E. Staples

3. Working Toward an Equity Pedagogy 35

Carlos Cabana, Barbara Shreve, and Estelle Woodbury

4. Promoting Student Collaboration in a Detracked, Heterogeneous Secondary Mathematics Classroom 53

Megan E. Staples

PART II: STUDENT EXPERIENCES AT RAILSIDE

5. What You Can't Learn from a Book: Alumni Perspectives on Railside Mathematics 77

Maria D. Velazquez and Nicole Louie

6. "Taking Up Our Space": Becoming Competent Learners in Mathematics Classrooms 91

Victoria Hand

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

Lisa M. Jilk

PART III: TEACHER LEARNING AND PROFESSIONAL COMMUNITY

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

PART IV: MOVING ON AND LOOKING FORWARD

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