

# Contents

<b>Preface</b> .....	v
----------------------	---

## **Part 1**

Rethinking Mathematics Learning, Identity, and Equity.....	1
--	---

### **Chapter 1**

What Mathematics? For Whom? For What Purposes?.....	5
---	---

### **Chapter 2**

Identities, Agency, and Mathematical Proficiency: What Teachers Need to Know to Support Student Learning and Empowerment .....	13
--	----

### **Chapter 3**

Know Thyself: What Shapes Mathematics Teacher Identities? .....	27
---	----

### **Chapter 4**

Are the Standards Worthy of My Students? .....	41
--	----

### **Chapter 5**

Math Strong: Reframing Beliefs and Structures to Disrupt Deficit-Based Thinking .....	53
--	----

## **Part 2**

Rethinking Equity-Based Practices.....	69
--	----

### **Chapter 6**

Cultivating Mathematical Agency: “He Was Suspended for Being Mexican” .....	77
--	----

### **Chapter 7**

Building on Students’ Strengths: The Case of Curry Green.....	85
---	----

### **Chapter 8**

Nothing to Prove: Seeing Brilliance and Creating Access for Black Girls in High School Mathematics.....	95
--	----

### **Chapter 9**

Mathematics Assessment within Equity-Based Practices .....	105
--	-----

**Part 3**

Rethinking Engagement with Families and Communities.....	127
--	-----

**Chapter 10**

Routine Practices to Engage Parents and Caregivers in Promoting Positive Math Learning and Identity.....	131
---	-----

**Chapter 11**

Partnering with Families and Communities to Support Children's Equitable Mathematics Learning .....	147
--	-----

**Chapter 12**

(Re)Connecting with Families about Math Learning in Middle School and High School.....	159
---	-----

**Epilogue**

Enacting Equity and Liberation in Mathematics Education.....	175
--	-----

**Appendix**

5 Equity-Based Practices in Mathematics Classrooms (EquityMath5) Instruction Analysis Tool .....	179
---	-----

<b>References</b> .....	189
-------------------------	-----