Empowerment through Access and Equity

Matt Larson
NCTM President

The Need for Grace and Space

We have a duty, all of us, to understand race issues, especially with all that’s going on in our nation today. We have a duty to approach it with a culture of inquiry ... in the mathematical community, let’s provide each other the grace and space to talk about these difficult things ....

Francis Su, MAA Past President.

Disclaimers

• I am on my own journey to better understand issues of access and equity.
• I am working to unpack my own whiteness & privilege.
• I am working to understand NCTM’s current and historical role in these issues.

Disclaimers

• I recognize that I represent NCTM, an organization that at times is seen by some as conservative and slow to change.
• As such, I am seen by some as representing, at best, incremental change within the current system (I will return to this at the end).

Disclaimers

• I will likely make unintentional errors in interpretation and misuse language. I welcome feedback from critical friends.

Disclaimers

• And if we provide each other with the grace and space to talk about race without shame, we won’t have to fear saying ridiculous things. We’ll be able to forgive each other for ways in which we might inadvertently offend.

Francis Su, MAA Past President.
Goals

• Look at how I think NCTM found itself in its current position with respect to Access and Equity.

• Discuss NCTM’s re-framing of Access and Equity.

• Respond to some issues raised by critics of NCTM’s (in)actions, i.e. continue the dialogue.

Goals

• Look at some NCTM action steps with respect to access, equity and empowerment.

• Look at why we teach mathematics.

• Comments/Questions

NCTM’s Current Focus on Access and Equity

The Conversation Continues

The NCTM Board Discussed these Articles and Implications at its February Meeting

Concerns Raised About NCTM’s Response to the Martin Critique

I am thankful for Professor Martin’s courageous voice in continuing to raise these important issues, for NCTM’s opening themselves to critical analysis, and for JUME’s hosting of this important dialogue. I hope that NCTM will embrace these and other issues with genuine interest and action and that all of us as educators will critically interrogate our own complicity.


How did NCTM find itself in its current position?
### Math Education Reform Has Been Driven by Economic Concerns

The current reform movement in mathematics education has been framed within a discussion of national economic interests.


### Economic Concerns Have Long Driven Mathematics Education

Mercantile schools in 14th century Europe began teaching commercial arithmetic out of a growing economic need for efficient calculation.


### Economic Concerns Have Long Driven Mathematics Education

As business grew in the [American] colonies, the need for more citizens to be able to perform simple arithmetic increased, and eventually, schools added arithmetic to the required subjects.


### Economic/National Defense Origins of 20th Century Math Education Reforms

- WWII: American recruits did not have sufficient basic computational and problem solving skills.
- Soviet launching of Sputnik in 1957.


### An Agenda for Action Pointed to Mathematics Learning for More Than Economic/National Defense Reasons

All reasonable means should be employed to assure that everyone will have the foundation of mathematical learning essential to fulfilling his or her potential as a productive citizen.


### Standards-Based Reform Has Its Origin in National Defense/Economic Concerns

**A Nation at Risk** (1983):

If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war.

The social injustices of past schooling practices can no longer be tolerated ... Mathematics has become a critical filter for employment and full participation in our society.

We cannot afford to have the majority of our population mathematically illiterate: Equity has become an economic necessity. (p. 4)


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We cannot afford to have the majority of our population mathematically illiterate: Equity has become an economic necessity. (p. 4)


The need for mathematics in a changing world:

- Mathematics for Life – knowing mathematics can be personally satisfying and empowering.
- Mathematics as a part of cultural heritage.
- Mathematics for the workplace.
- Mathematics for the scientific and technical community.


The standards are designed to be robust and relevant ... reflecting the knowledge and skills that our young people need ... With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

What is Usually Missing From Current Mathematics Education Debates?

There are intense debates focusing on curriculum, teaching, learning, and assessment, but few debates on understanding the realities of children’s lives.


We Must Recognize Students’ Realities in Our Work

The work to become truly effective educators [of marginalized students] requires a new approach to teaching that embraces the complexity of place, space, and their collective impact on the psyche of urban youth ... Teaching to who students are requires a recognition of their realities.


Concerns Raised About NCTM’s Response to the Martin Critique

‘Equity’ is framed [in PtA] almost exclusively in the dominant terms of access and achievement ... Why don’t these issues [identity, agency, power] feature more prominently in the framing of equity and in the recommendations for practice?


NCTM Action Steps

• NCTM has re-framed Access and Equity to include Empowerment, to capture the critical constructs of identity, agency, and social justice.

• The Board modified its strategic priorities to reflect this reframing of NCTM’s scope to include more than just access and equity.
**Principles to Actions Professional Resources Toolkit**

Leverages Identity and Agency to Frame Access and Equity

- Vignettes and the voices of students, teachers, and other school personnel are used to develop identity (beliefs about oneself, mathematics, etc.) and agency (the presentation of one’s identity) as a framework for defining and addressing obstacles.
- Effective Teaching Practices support the cultivation of a positive identity and agency.

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**Concerns Raised About NCTM’s Response to the Martin Critique**

Educationally, mathematics has played a role as a gatekeeper, resulted in intellectual trauma, and been used as a tool for the preservation of White privilege, e.g. through the justification of tracking ... Why is NCTM virtually silent about the role of mathematics as an instrument of oppression?


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**Mathematics Education is a Powerful Force (Positive and Negative)**

Mathematics education often reinforces, rather than moderates, inequalities in education.


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**Access Remains a Critical Issue**

Students from marginalized groups not only attend schools with fewer qualified teachers but also have less access to college preparatory pathways, and are more likely to be enrolled in a district that employs instructional practices that center on preparation for standardized tests.

Beliefs about access and equity in mathematics, continued

<table>
<thead>
<tr>
<th>Unproductive beliefs</th>
<th>Productive beliefs</th>
</tr>
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<tbody>
<tr>
<td>Mathematics learning is independent of students’ culture, conditions, and language, and teachers do not need to consider any of these factors to be effective.</td>
<td>Effective mathematics instruction leverages students’ culture, conditions, and language to support and enhance mathematics learning.</td>
</tr>
<tr>
<td>Tracking promotes students’ achievement by allowing students to be placed in “homogeneous” classes and groups where they can make the greatest learning gains.</td>
<td>The practice of isolating low-achieving students in low-level or slower-paced mathematics groups should be eliminated.</td>
</tr>
<tr>
<td>Only high-achieving or gifted students can reason about, make sense of, and persevere in solving challenging mathematics problems.</td>
<td>All students are capable of making sense of and persevering in solving challenging mathematics problems and should be expected to do so. Many more students, regardless of gender, ethnicity, and socioeconomic status, need to be given the support, confidence, and opportunities to reach much higher levels of mathematical success and interest.</td>
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</tbody>
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Who Teaches Whom What?
The power and status of school mathematics often manifest themselves in decisions about what content gets taught, to which students, and by which teachers ... what gets taught in the mathematics classroom shapes the mathematics identities of both students and teachers.

Access Remains a Critical Issue
Across OECD countries, more than 70% of students attend schools whose principal reported that students are grouped by ability (“ability”) for math ... reducing ability-grouping can reduce the influence of socio-economic status on students’ opportunities to learn.

High-Rigor Course Access is Not a Reality in the United States
• Nationwide 48% of high schools offer calculus.
• Nationwide 78% of high schools offer Algebra II.

High-Rigor Course Access is Not a Reality in the United States
• 33% of high schools with high black and Latina/o student enrollment (greater than 75%) offer calculus, compared to 56% of high schools with low black and Latina/o student enrollment (less than 25%).
High-Rigor Course Access is Not a Reality in the United States

- 71% of high schools with high black and Latino student enrollment offer Algebra II, compared to 84% of high schools with low black and Latina/o enrollment.


Type and Quality of Instruction Matters

While education systems have generally done well in providing equitable access to the quantity of mathematics education – in the sense that marginalized students spend about the same time in mathematics classes as their non-marginalized peers – the data show large differences in the quality of learning experiences.


Type and Quality of Instruction Matters

While marginalized students tend to learn simple facts and figures and are exposed to simple applied problems, their privileged counterparts experience mathematics instruction that help them think like a mathematician, develop deep conceptual understanding and advanced mathematical reasoning skills.


Tracking Persists in New Forms

Although many schools have done away with traditional three-track sorting, hidden forms of tracking persist ... For example, an algebra course might sort students into fast and slow speeds of learning, so that by the end of the year students in the same class have not had the same opportunity to learn.


All Too Often the Teachers are Tracked

Teachers themselves are tracked, with those judged to be the most competent, experienced, or high status assigned to the top tracks and those with the least experience and training assigned to the lower tracks.


Who is Teaching Whom?

In a study of 29 districts in 16 states, marginalized students in grades 4 though 8 had access to less effective instruction than non-marginalized students, and that lack of access persisted over time.

We expect that the very best doctors will treat the most grievously ill patients. It should be no different in education. Great teachers have the skills to help the students who struggle the most.

NCTM Action Steps

NCTM joined a number of other mathematics education organizations, including AMTE, NCSM, TODOS, and Benjamin Banneker this year in participating in *A Call for A Collective Action to Develop Awareness: Equity and Social Justice in Education*

Additional NCTM Action Steps

NCTM made a commitment to stop using deficit language.

RC Equity Action Steps

Stop deficit-oriented language in mathematics education work and help educate others about how these perpetuate negative framings of children and communities.

A Work in Progress

The NCTM Board and staff are engaging in their own professional learning on issues surrounding access, equity, and empowerment. This includes a common book study devoted to *The Impact of Identity in K-8 Mathematics*.

The Board and staff also engaged in professional development with the National Alliance for Partnerships in Equity.

**NCTM Action Steps**

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**Concerns Raised About NCTM’s Response to the Martin Critique**

... Broader, or different, educational aims – perhaps including autonomy, strengthening community, anti-bias education – would likely lead to a different set of measures. What does NCTM take to be the goals of education?


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**NCTM Action Steps**

- *Equitable Access: A Common Goal of High Quality Learning (high expectations and differentiation)* [PK-2, 3-5, 6-8*, 9-12]. Edited by Marta Civil

- The Elaboration book addressing the Access and Equity Principle will embrace the additional concept of empowerment by including the topics of student identity, agency, and teaching mathematics for social justice.

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**NCTM Action Steps**

The 2018 *Annual Perspectives in Mathematics Education* will address issues surrounding access, equity, and empowerment. The volume’s working title is *Re-humanizing Mathematics Teaching and Learning for Students Who Are Latin@/X and Black*.

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**Concerns Raised About NCTM’s Response to the Martin Critique**

In the opening of PtA, there is a section titled ‘Progress and Challenge.’ In it progress and challenges are referenced in terms of dominant measures – NAEP scores, PISA scores, ACT/SAT scores, AP course taking patterns, ‘college and career readiness,’ and ‘readiness for college mathematics’ …


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Why do we teach mathematics?

Why should students learn mathematics?
The NCTM Vision Statement

We envision a world where everyone is enthused about mathematics, sees the value and beauty of mathematics, and is empowered by the opportunities mathematics affords.

What Does it Mean to be Empowered by Mathematics?

- It is more than college and career preparedness (important)
- It is more than enhancing our country’s economic competitiveness & national defense (important)
- It means students are prepared through their mathematics education to investigate and critique injustice, and to challenge, in words and actions, oppressive structures and acts (Gutstein, 2016).

NCTM Action Steps

At its July 2016 meeting, the NCTM Board of Directors unanimously voted to endorse the NCSM/TODOS joint position statement, Mathematics Education Through the Lens of Social Justice

We Also Need to Focus on Mathematics For Active Participation in Our Democratic Society

Traditionally, mathematics education has been connected to issues of national economic survival, rather than to the development of democratic citizenship through critical thinking in mathematics.


Traditional Goals Remain Important

It is equally important to recognize that improving opportunities for employment is a real expectation that students and parents have of school. But preparation for the job market is indeed preparation for the capability of dealing with new challenges.

We Should Learn Math for Multiple Reasons

Students need full opportunities to learn mathematics for many reasons – economic survival for themselves, their families, and their communities; future education and meaningful vocational or career plans; reading and writing the world (use mathematics to comprehend and change the world); and full actualization of their human potential.

Never Has Broadening the Goals of Mathematics Learning Been More Important

Today, more than ever, it is insufficient to just teach and learn mathematics in mathematics class ... we live in a time of deep, sustained, global crises – sociopolitical, economic, and ecological ... If young people are to be prepared for the challenges of the future, involving them in reading and writing the world today is essential for tomorrow.


Never Has Broadening the Goals of Mathematics Learning Been More Important

Mathematics literacy is essential to informed and active engagement as a member of our society. We live in a world where mathematics is increasingly used to characterize societal problems and formulate solutions.

The 2016 Word of the Year

Post-truth: relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion or personal belief.

"Alternate Facts" "Fake News"


NCTM Action Steps: Why?

High School Mathematics Task Force:
Pathways through High School Mathematics: Building Focus and Coherence (working title).

• Address the purpose of high school mathematics and include guiding principles (non-negotiables) such as access, equity, and empowerment;

• Define math curricular pathways leading to college pathways and career readiness, as well as active participation in our democratic society;

The goal of high school mathematics education must always be to expand options for students in ways that appropriately accommodate the post-secondary goals of different students.

Why I Believe We Teach Mathematics: Critique and Sense Making

So students are empowered by mathematics to improve their own lives and critically understand the uses (and abuses) of mathematics in society, thereby leading to societal improvement.


Why I Believe We Teach Mathematics: Critique and Sense Making

Students must be able to identify, interpret, evaluate and critique the mathematics embedded in social, commercial and political systems, as well as claims made in the private and public sector and in interest-group pronouncements.

### Why I Believe We Teach Mathematics: Critique and Sense Making

Every member of our society needs to understand both the power and the limits of mathematics in order to reject spurious or misleading claims and stand up to those in power as necessary.


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### Do Our Teacher Preparation Programs Develop Teachers That Can Address the Multiple Reasons We Teach Mathematics?

Throughout this document, attention to equity, diversity, and social justice issues has taken a central focus ... No teacher education program can hope to make substantial improvement towards the vision of this document without placing issues of equity, diversity, and social justice front and center ...


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### Do Our Teacher Preparation Programs Develop Teachers That Can Address the Multiple Reasons We Teach Mathematics?

Equity needs to become a lens through which all aspects of programs preparing teachers of mathematics are viewed. The question, “How effective was this experience in cultivating the teacher candidate’s ability to support each and every learner?” needs to become central as decisions about programs are made. (Equity is Assumption #1.)


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### The Challenge

We have a long standing, thoroughly documented, and seemingly intractable problem in mathematics education: inequity. Children of certain racial, ethnic, language, gender, ability, and socio-economic backgrounds experience mathematics education in school differently and many are disaffected by their mathematics education experience.


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### Can NCTM Address the Challenge?

Is NCTM the kind of organization that is capable of facilitating the kind of violent reform necessary to change the conditions of African American, Latin@, Indigenous, and poor students in mathematics education?


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### Can NCTM Address the Challenge?

A new organization must emerge to speak back to NCTM, wholly convinced that the nature of NCTM as an organization could never direct nor condone the work that would radically change the conditions of African American, Latin@, Indigenous, poor, queer, and otherwise underserved students.

We must, together, find ways to solve this problem with all its facets and employ a more anti-oppressive and human course for mathematics education.


Call to Action

- Work together (or work in parallel). We need to work in an atmosphere of “space and grace.”
- Continue to “talk back” to NCTM.
- Support implementation of the AMTE Standards.
- Emphasize the multiple reasons for teaching and learning mathematics.

Call to Action

- Support implementation of the Research Committee Equity Action Recommendations, including:
  - Acknowledge and learn about systems from which you benefit from unearned privilege
  - Engage colleagues and friends in explicitly talking about race, class, gender and other systems of privilege and oppression