

FOSTERING CULTURALLY SUSTAINING MATH TEACHER DEVELOPMENT

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AGENDA

PEDAGOGY

TEACHER DEVELOPMENT

CSMTD

EXPERTISE

CONCLUSIONS

PEDAGOGY

the study and practice of how best to teach



CULTURALLY RELEVANT PEDAGOGY

(Ladson-Billings, 1994)

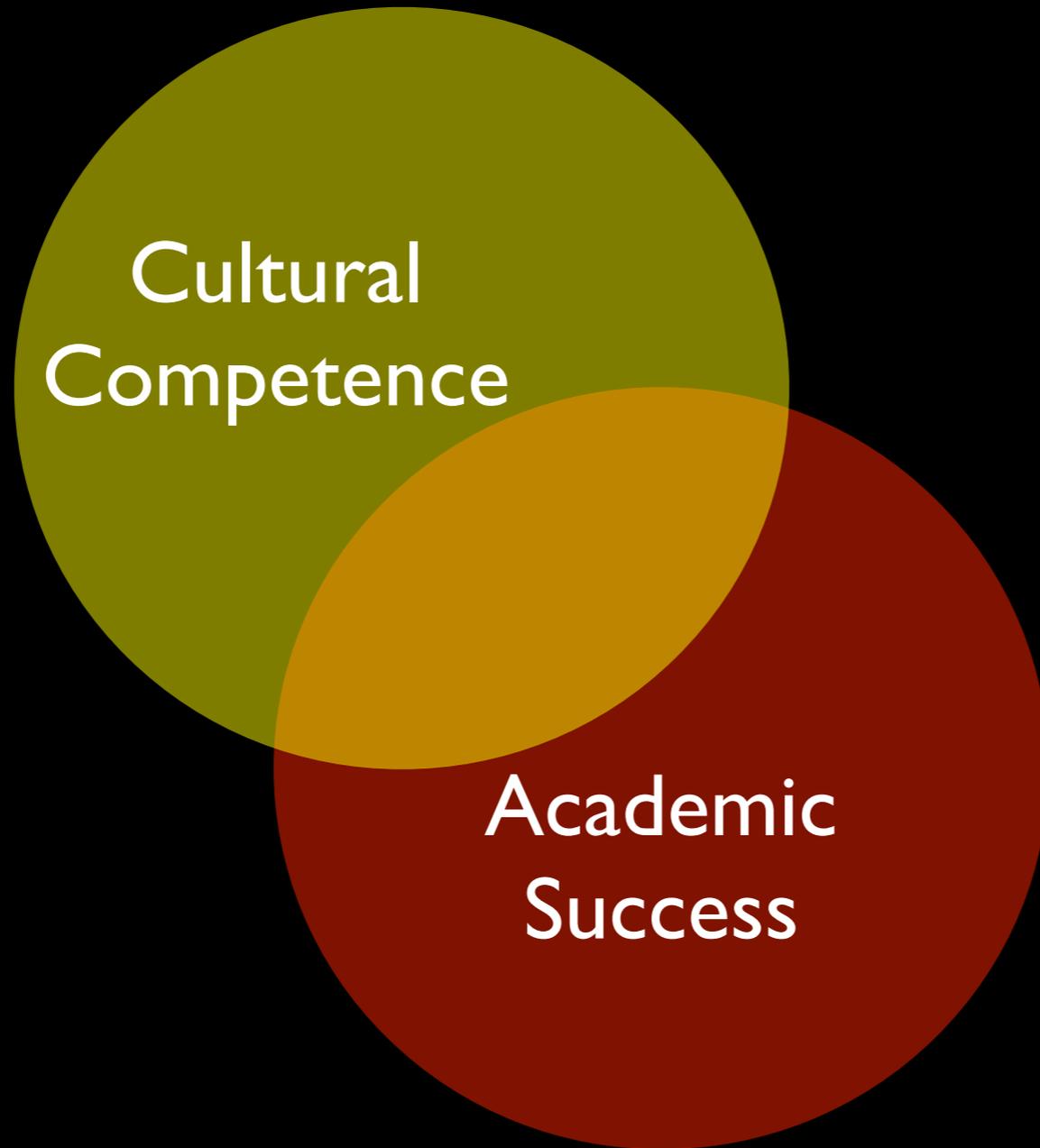
CULTURALLY RELEVANT PEDAGOGY

CULTURALLY RELEVANT PEDAGOGY

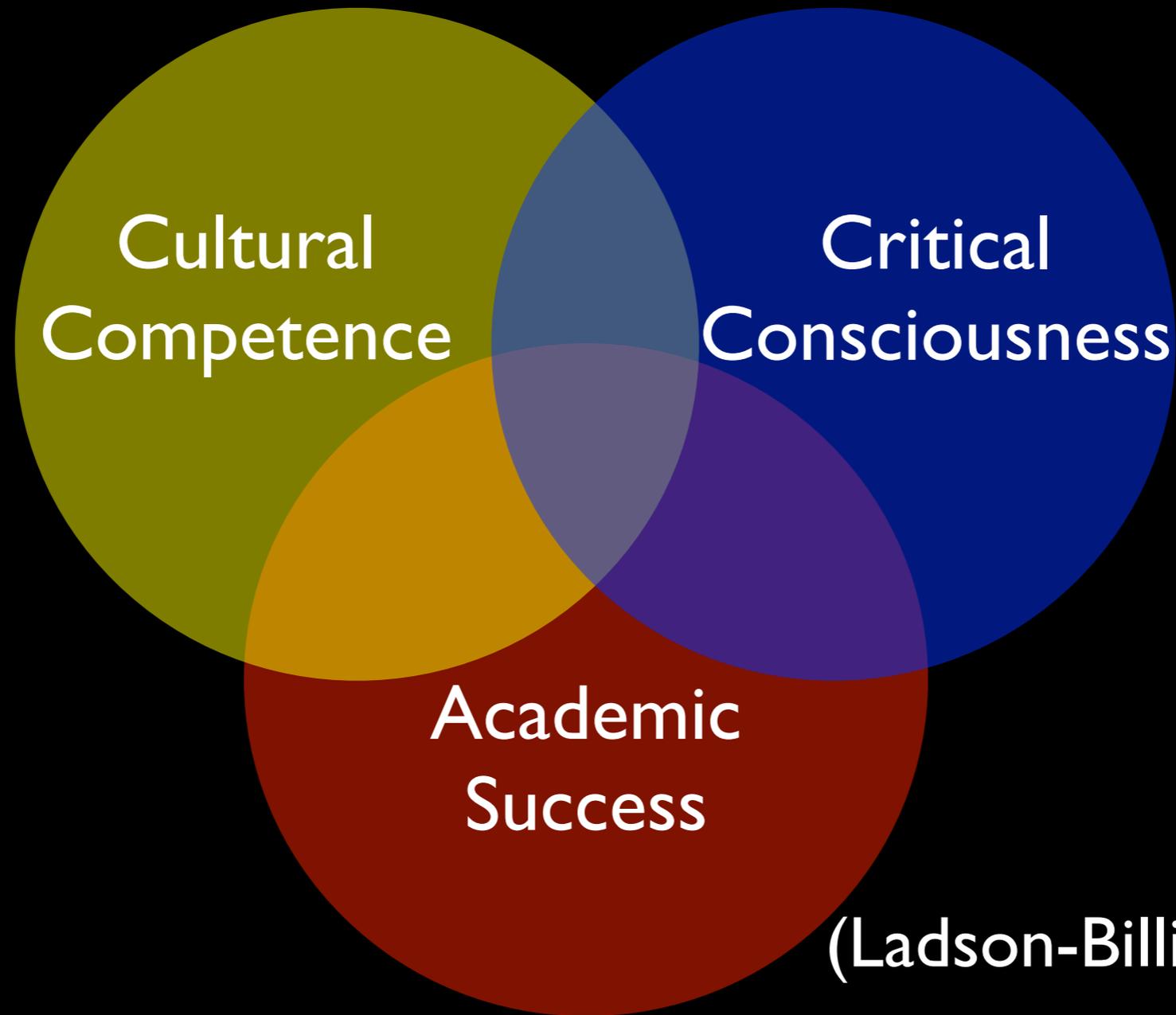


Academic
Success

CULTURALLY RELEVANT PEDAGOGY



CULTURALLY RELEVANT PEDAGOGY



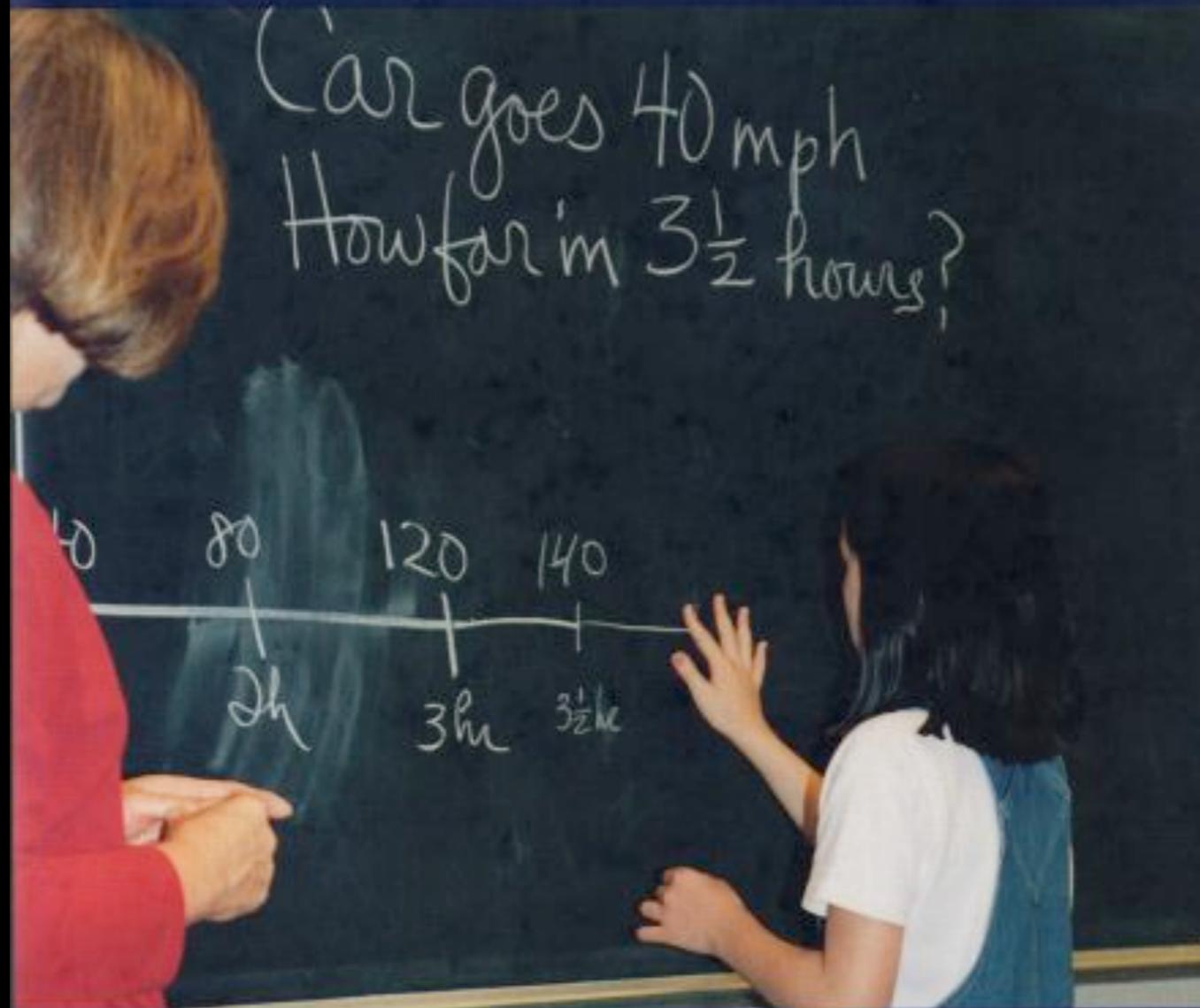
(Ladson-Billings, 1995)



CULTURALLY RELEVANT PEDAGOGY

(Ladson-Billings, 1994)

TEACHING PROBLEMS AND THE



PROBLEMS OF TEACHING

MAGDALENE LAMPERT



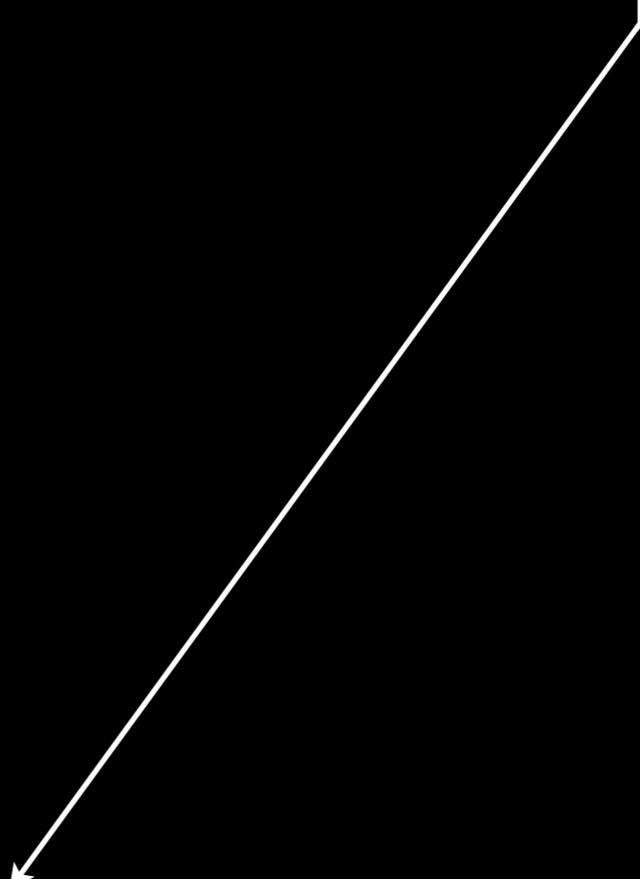
Teacher

Content



Students

Teacher



Content



Students

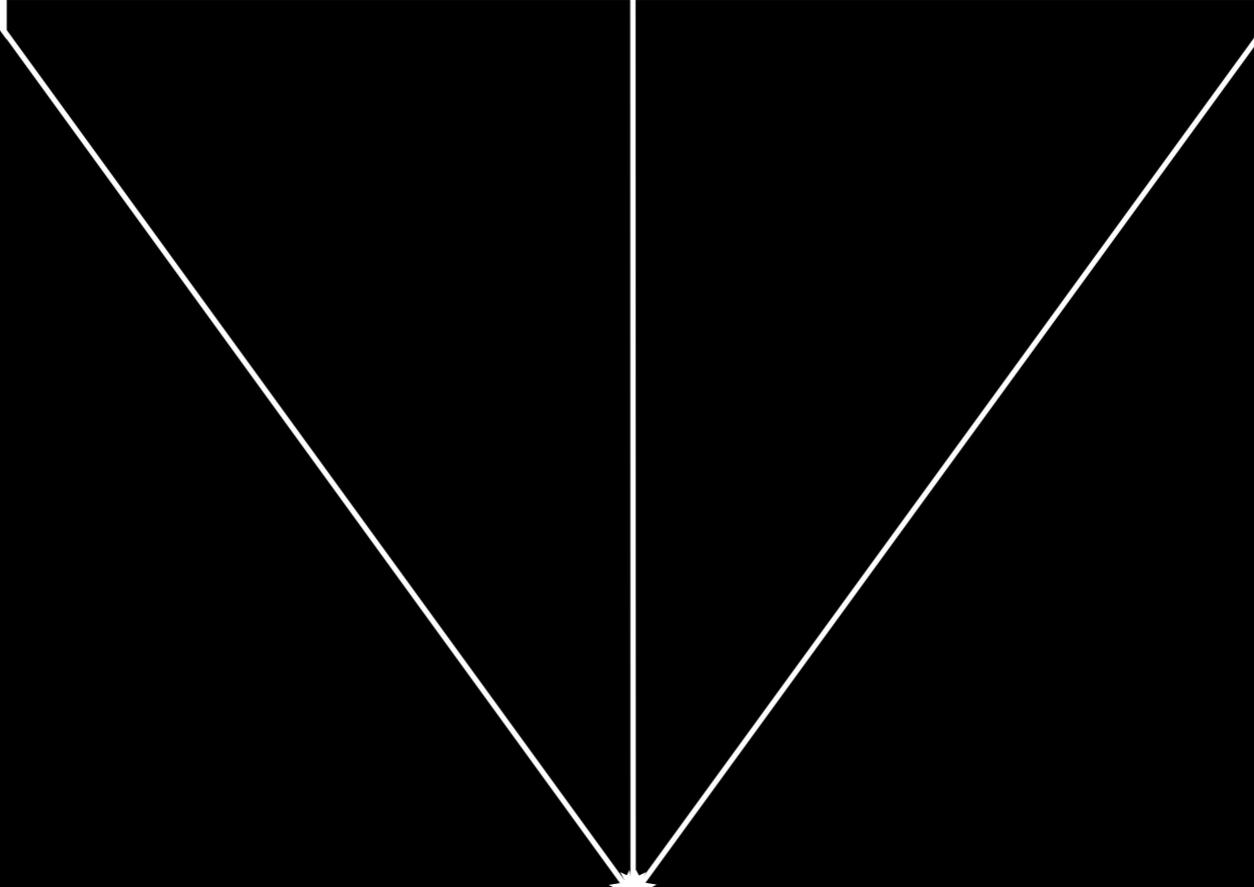


Teacher

Content



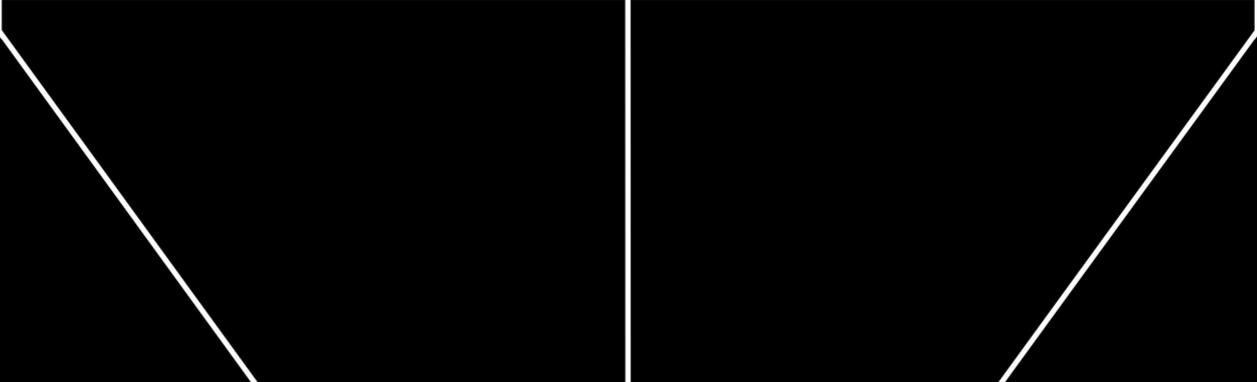
Students



Teacher

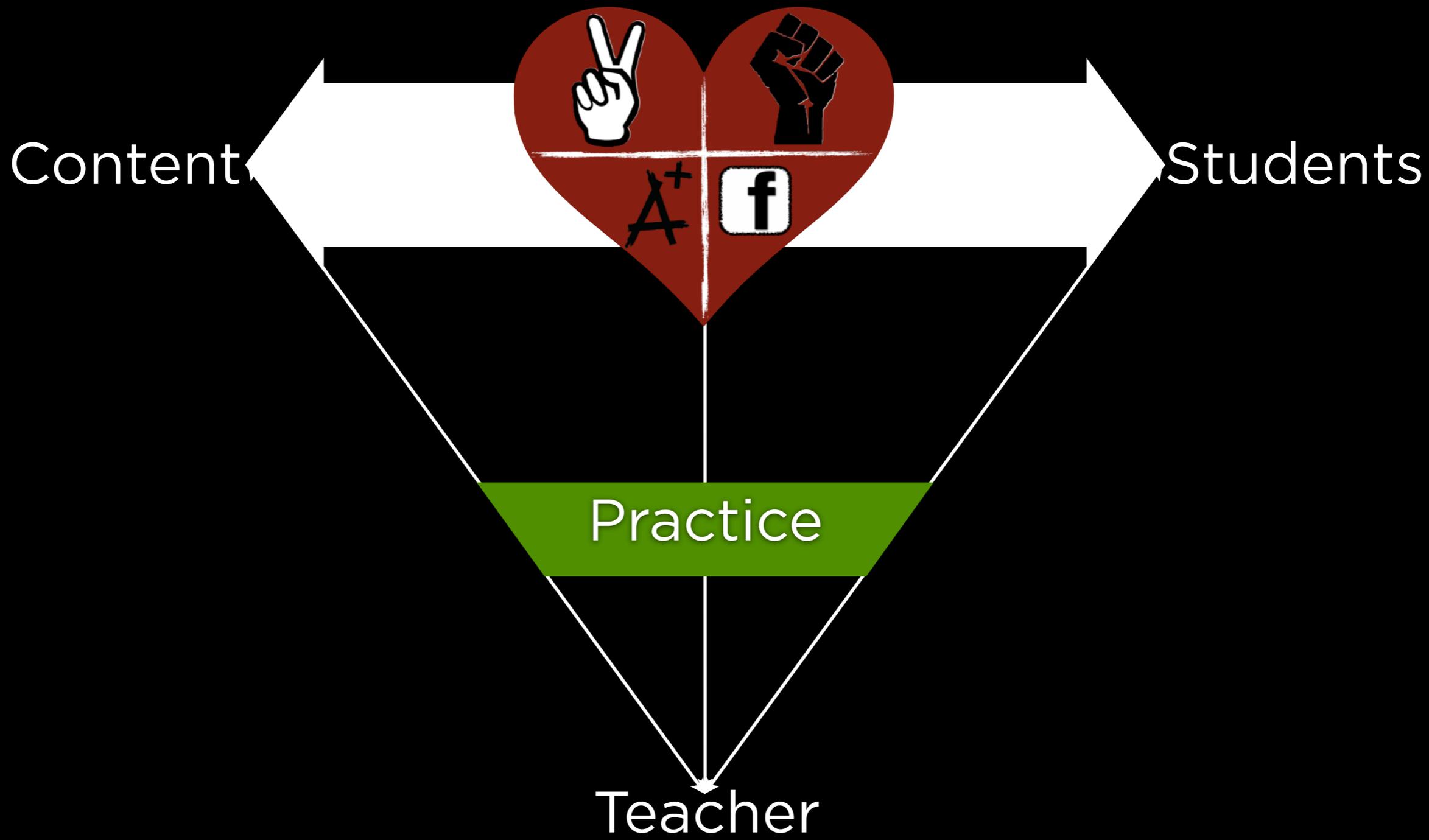
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Students



Practice

Teacher



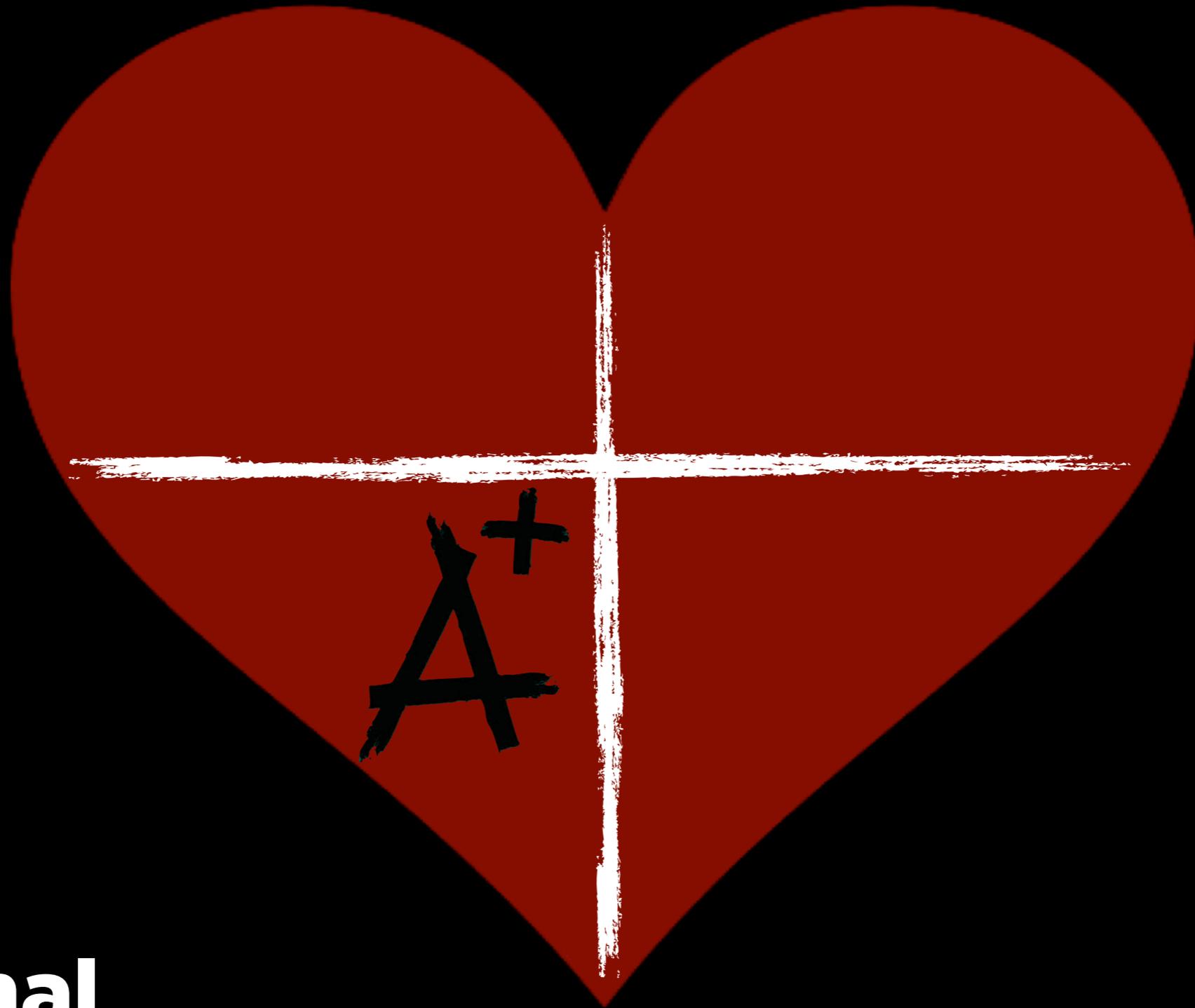
Content

Students

Practice

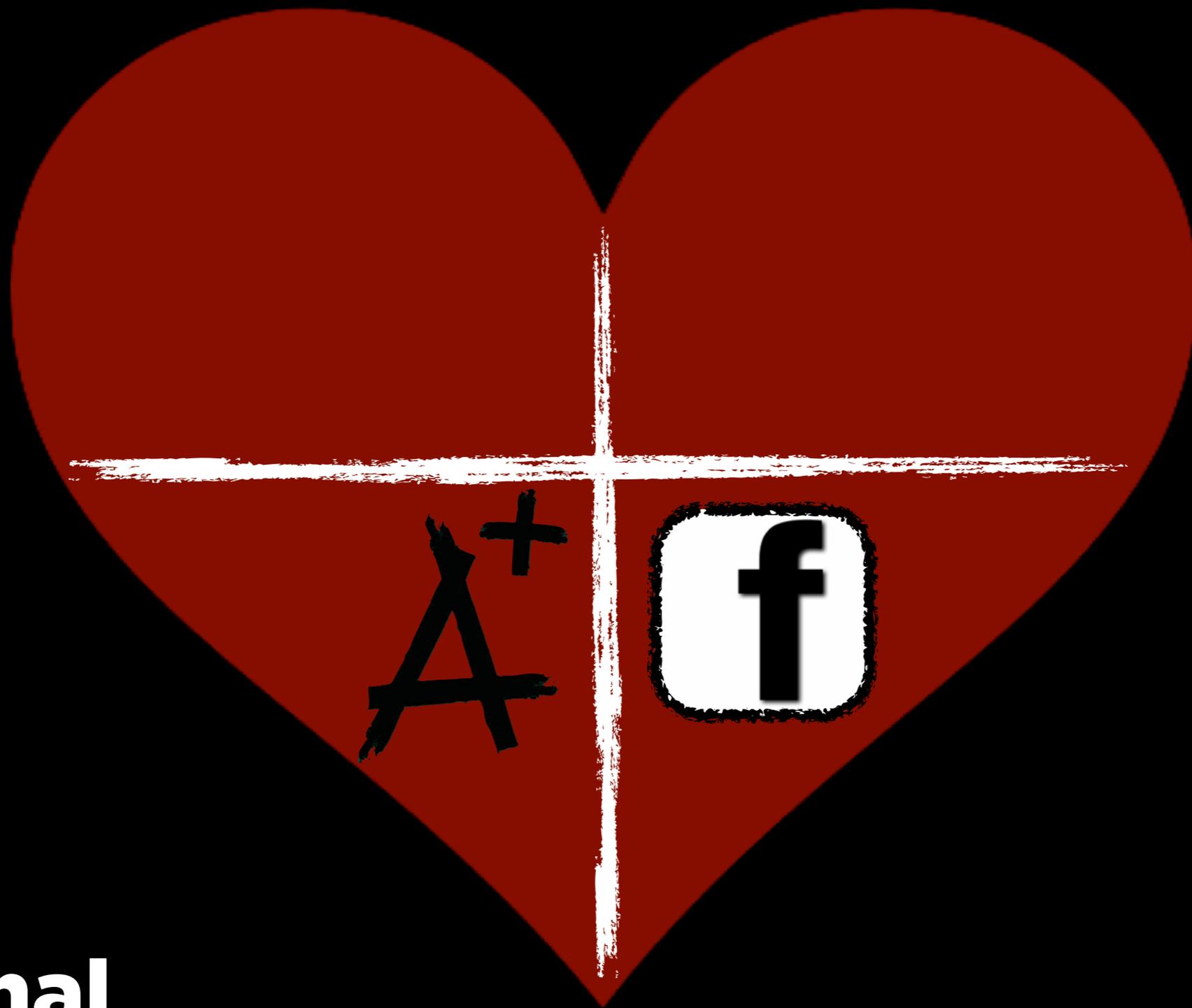
Teacher





Functional

students can work with mathematics to achieve success as defined by society



Communal

students can work with mathematics in and with the contexts and practices of the students' and the students' community



Critical

students can work with mathematics to analyze and question the world

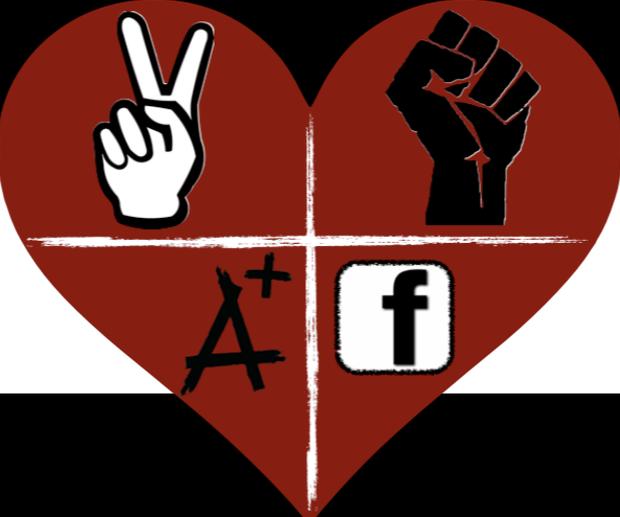


Inspirational

students can work with mathematics to vision and progress toward a better world

Content

Students



Practice

Teacher



CULTURALLY SUSTAINING PEDAGOGY

(Paris, 2012)

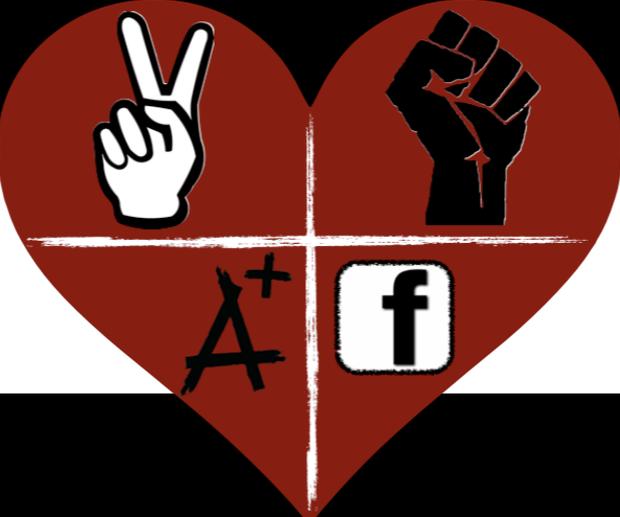
...culturally sustaining requires that our pedagogies be more than responsive of or relevant to the cultural experiences and practices of young people—it requires that they support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence.

Culturally sustaining pedagogy exists wherever education sustains the lifeways of communities who have been and continue to be damaged and erased through schooling. As such, CSP explicitly calls for schooling to be a site for sustaining—rather than eradicating—the cultural ways of being of communities of color.

(Paris & Alim)

Content

Students



Practice

Teacher

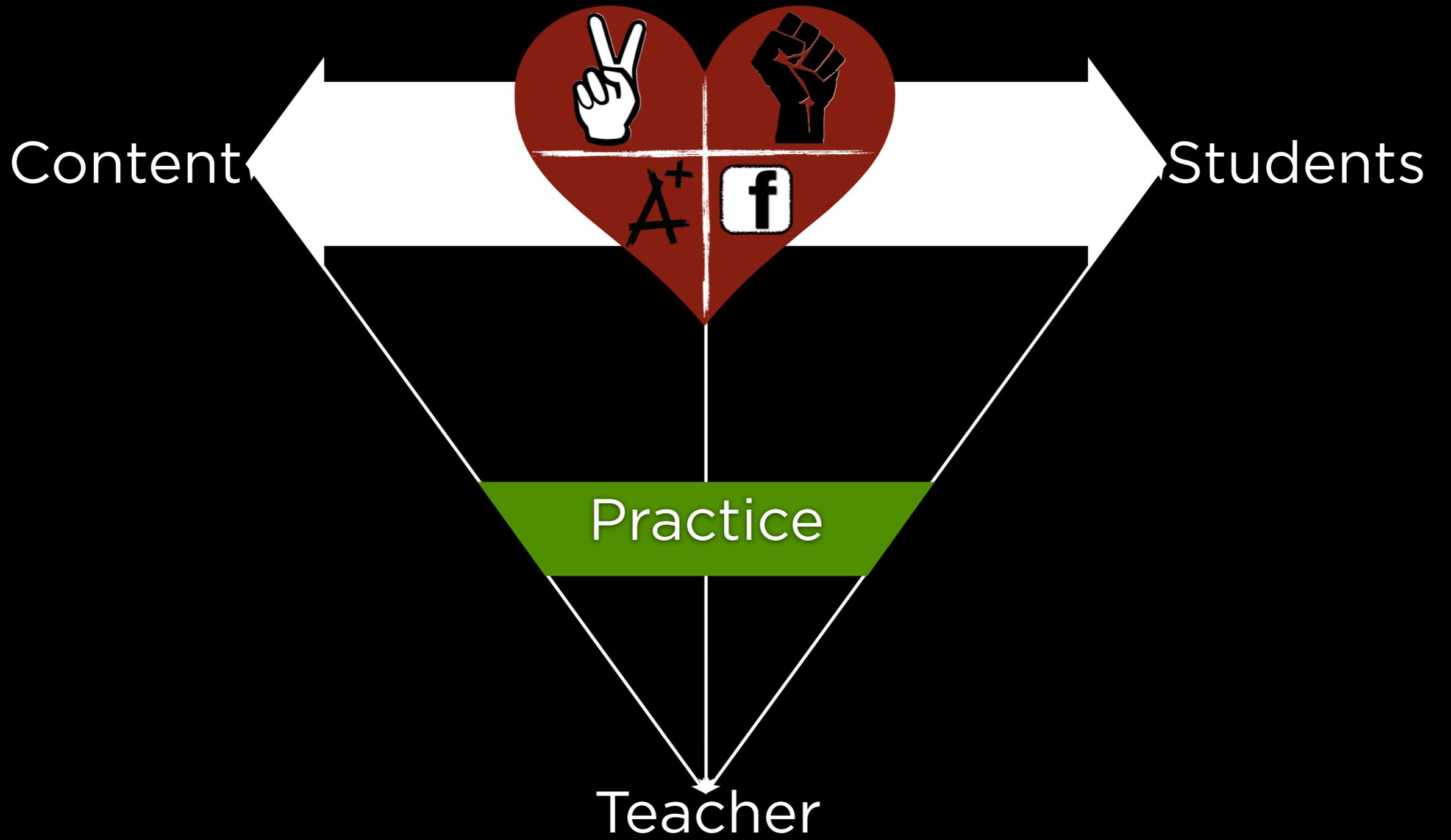
But what does

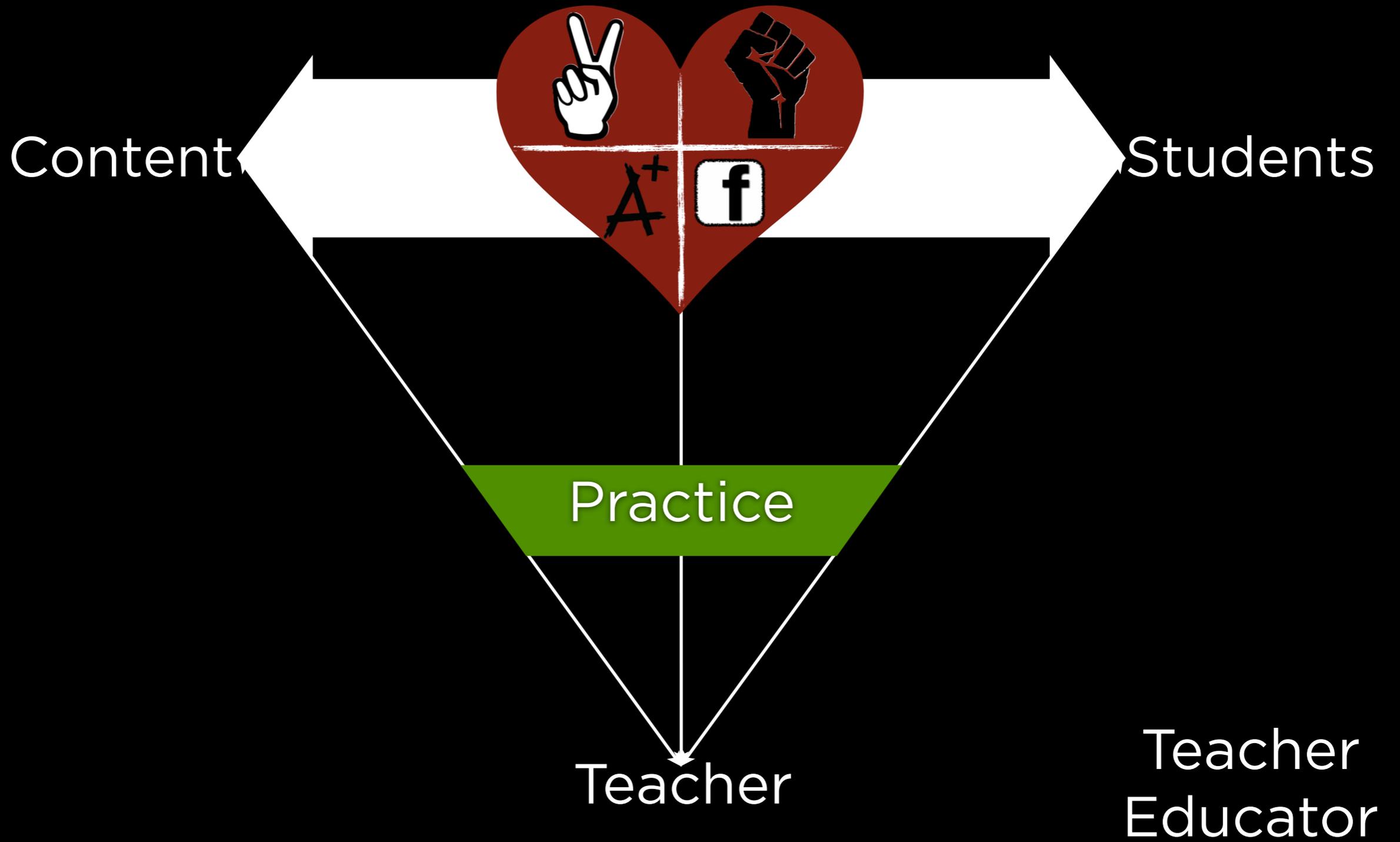
Culturally Sustaining Mathematics Teacher Development

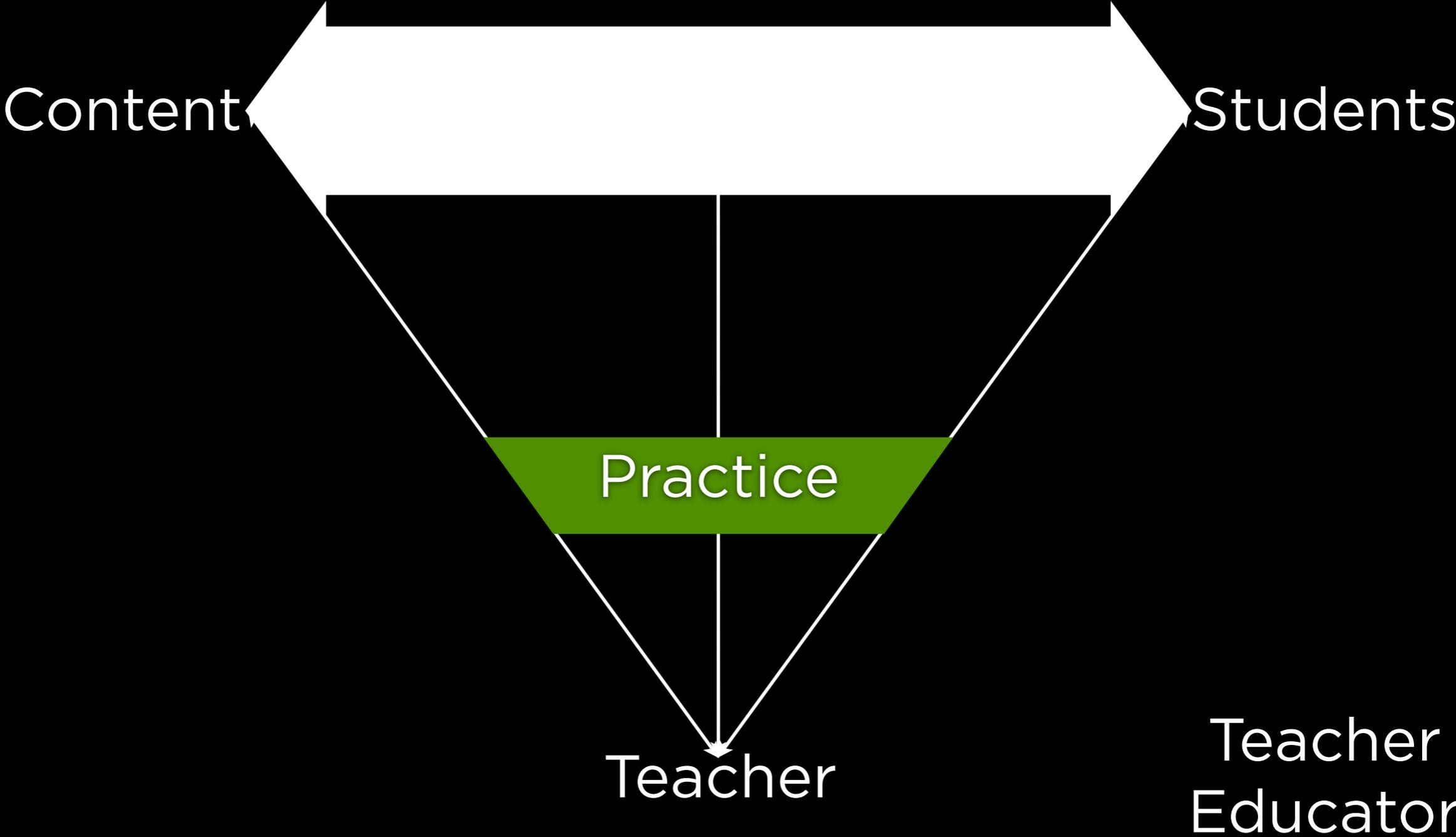
look like?

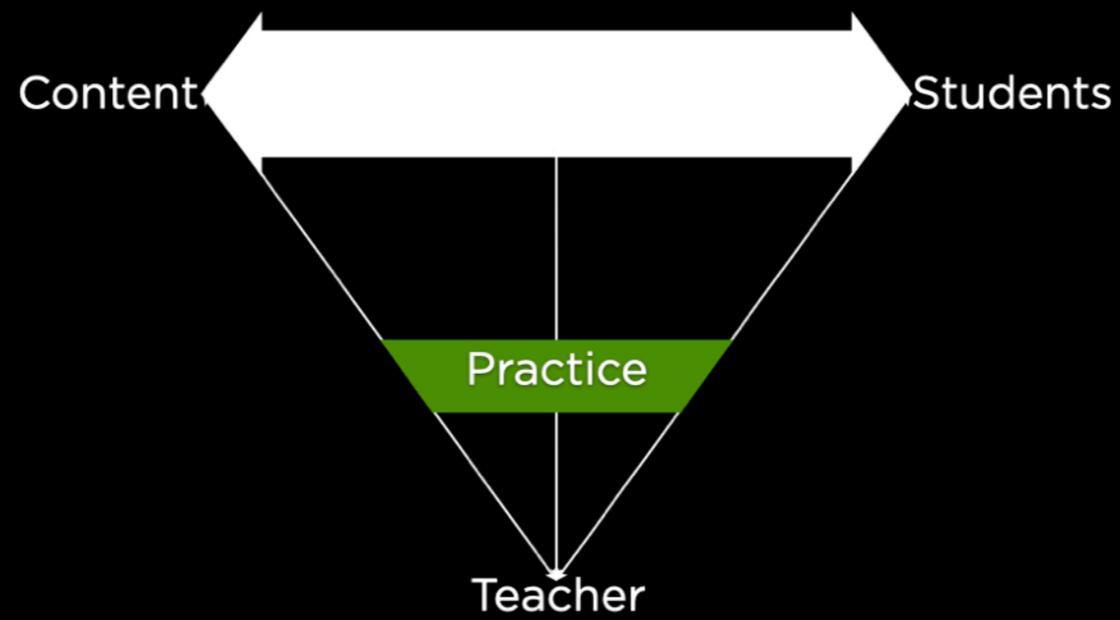
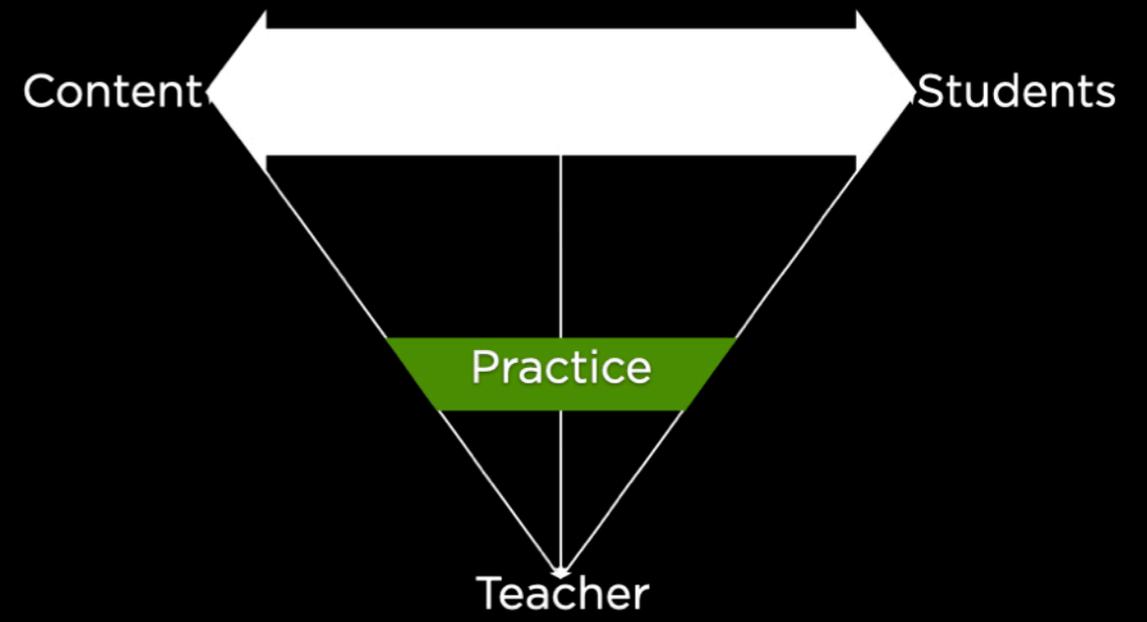
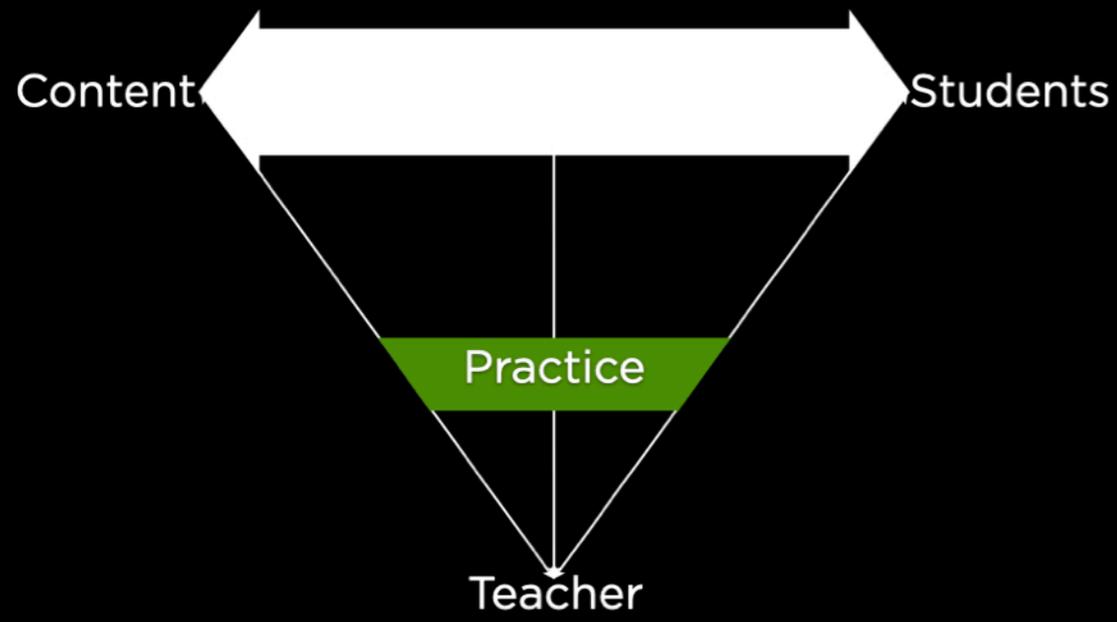
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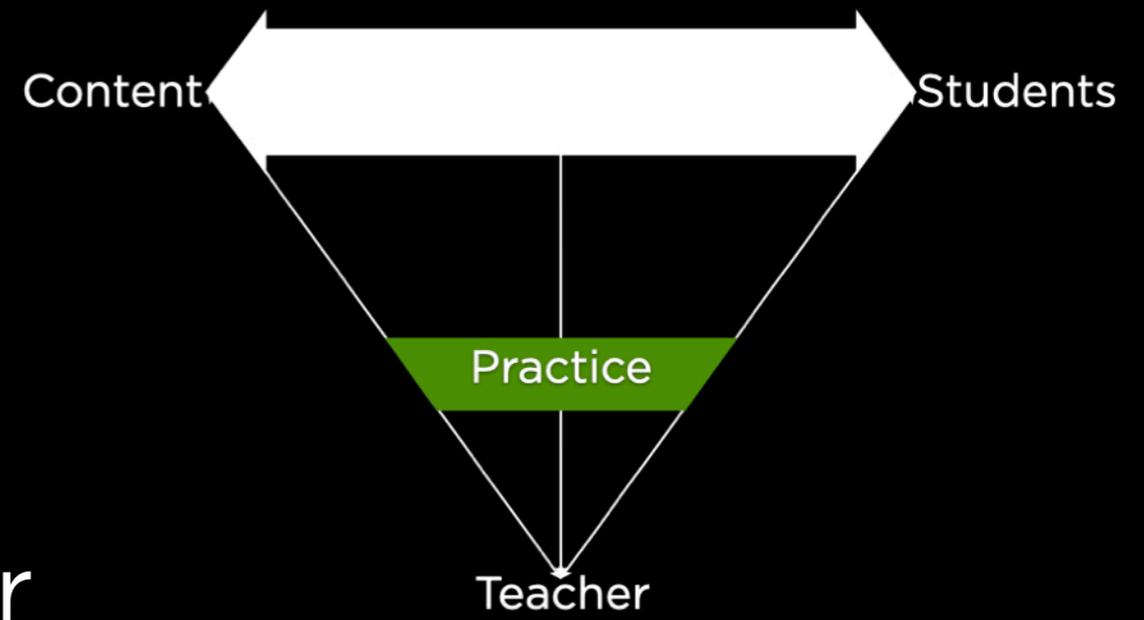
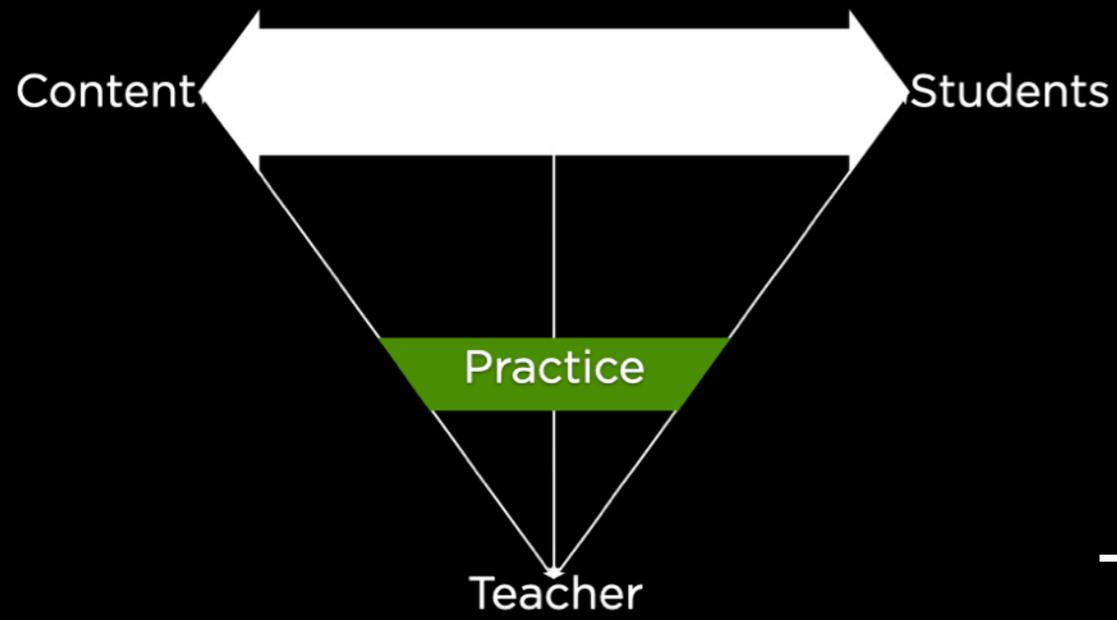
(Duncan-Andrade, 2007)



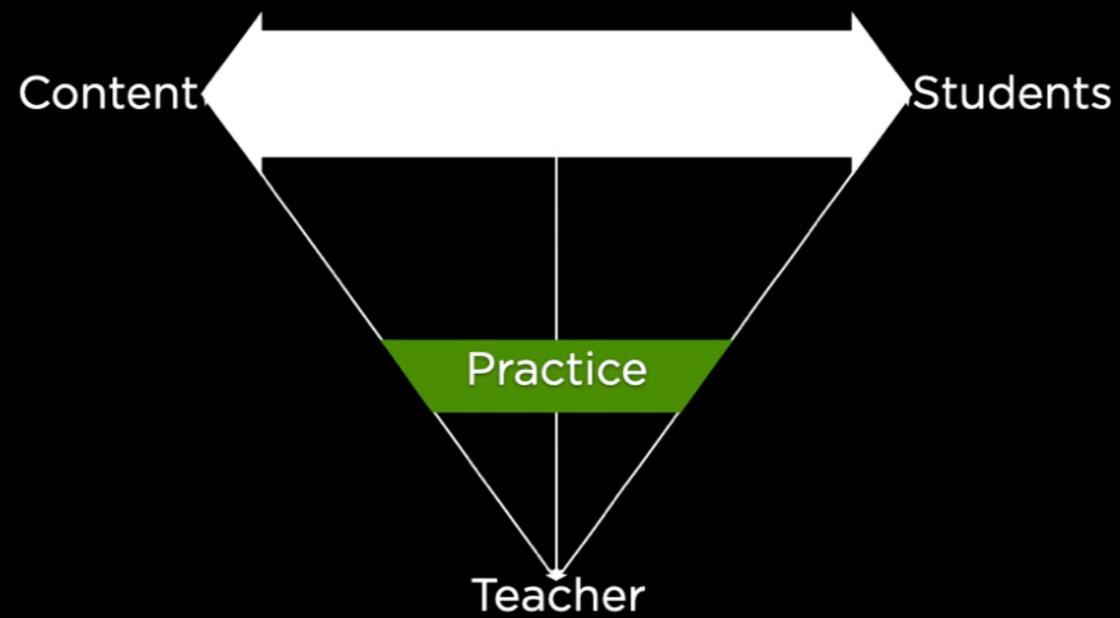


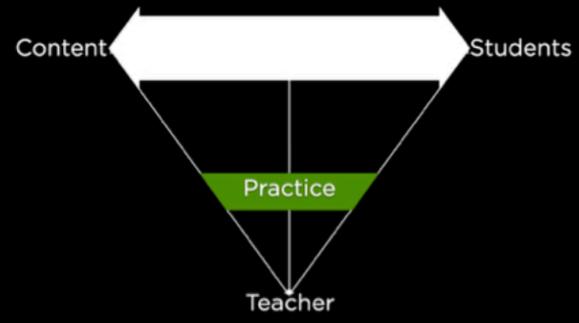
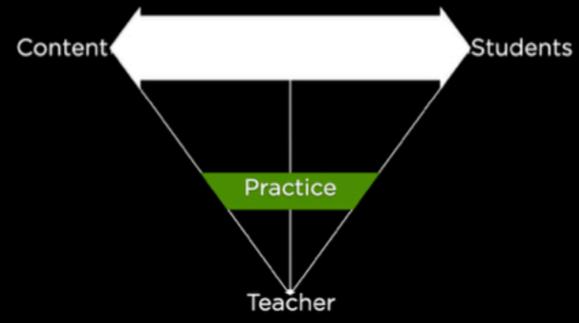
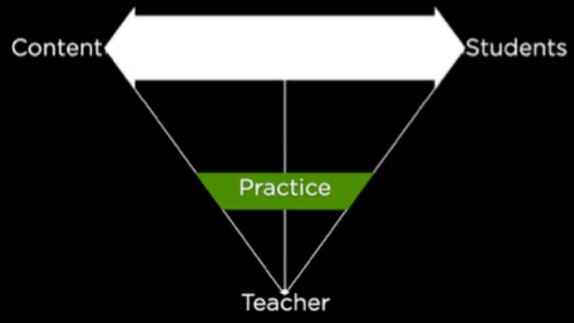


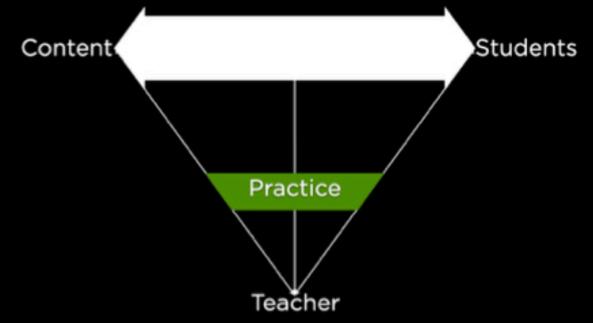
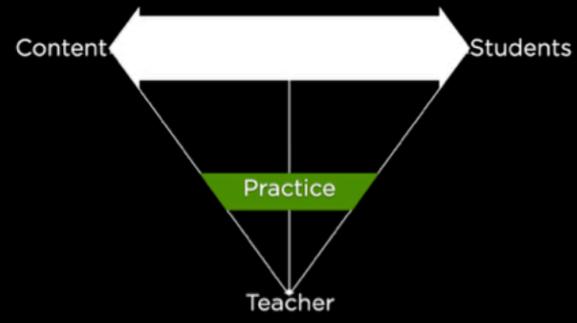
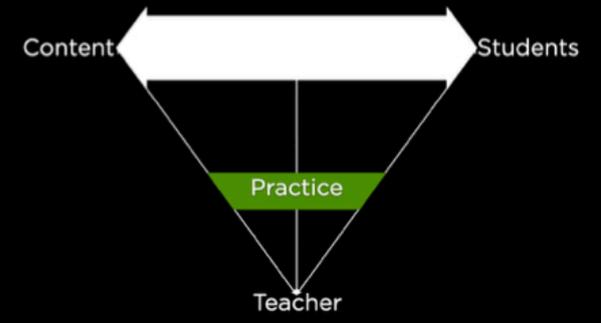
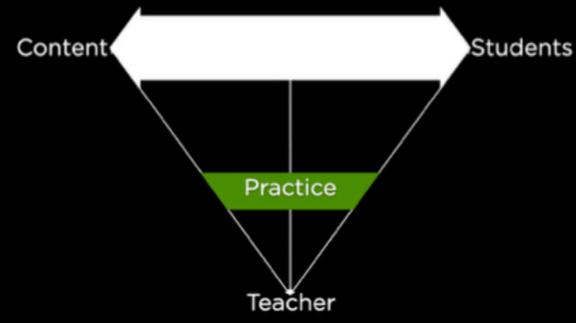
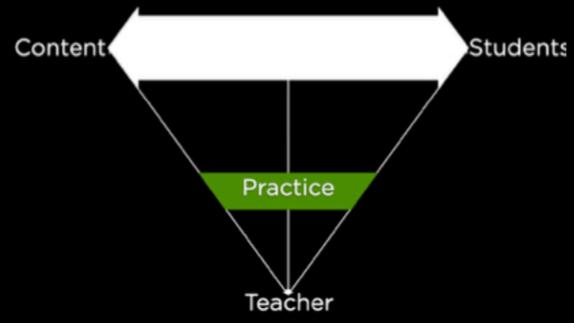
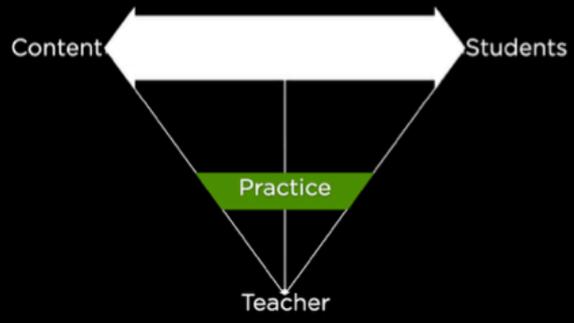


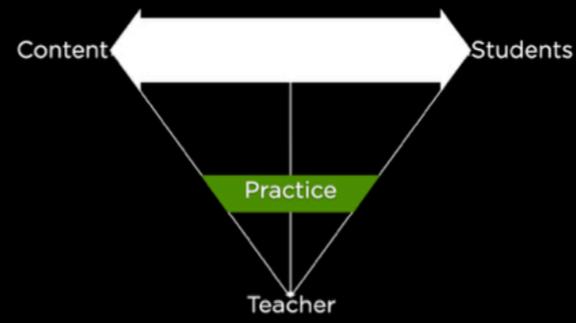
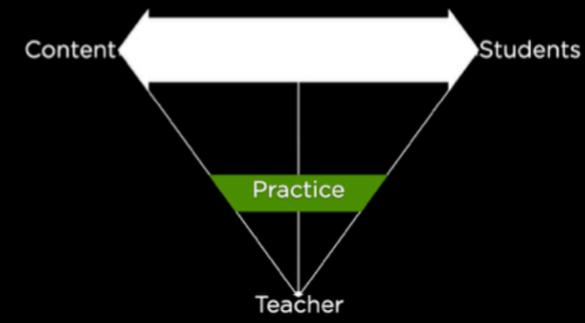
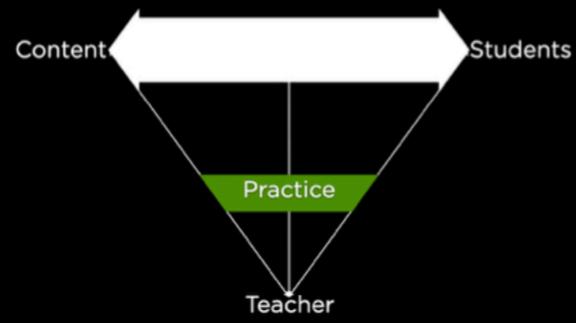
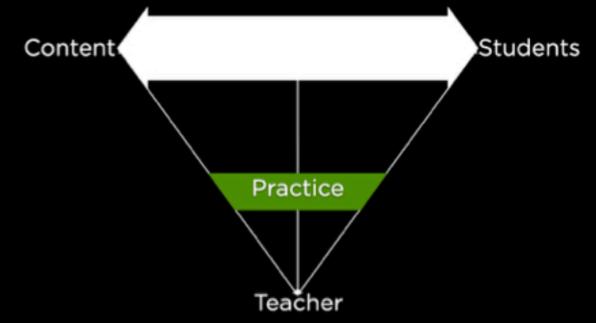
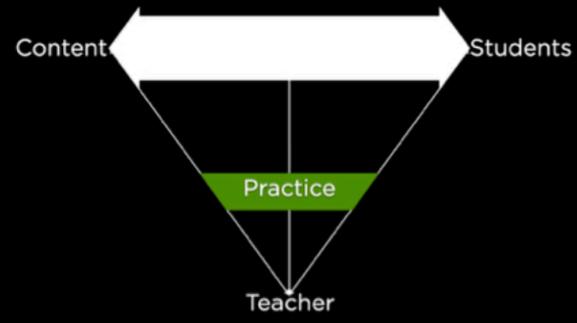
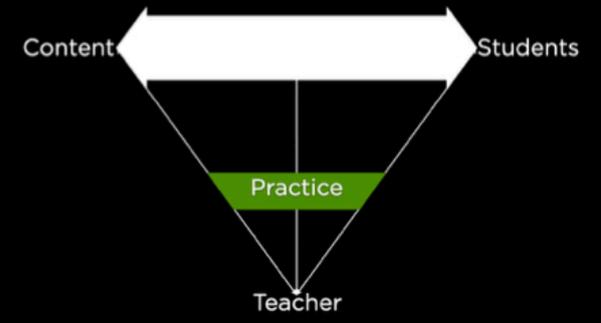
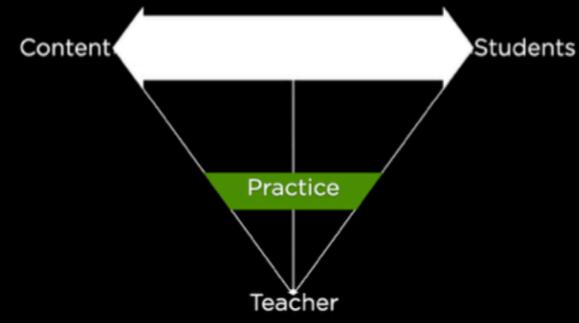
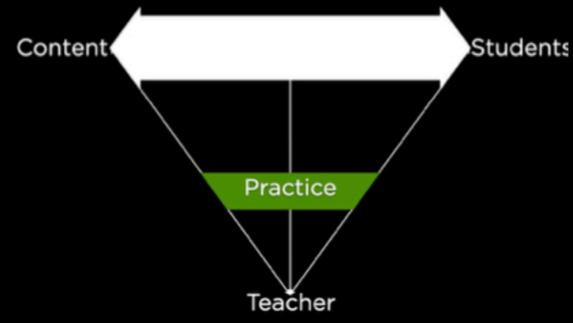
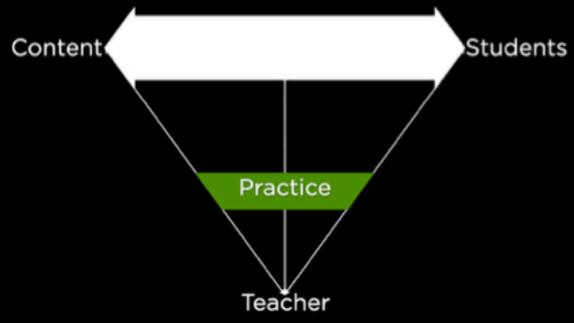


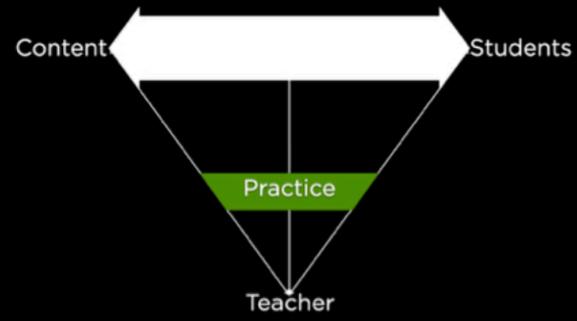
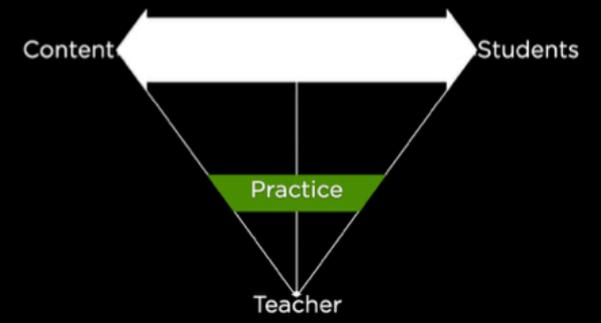
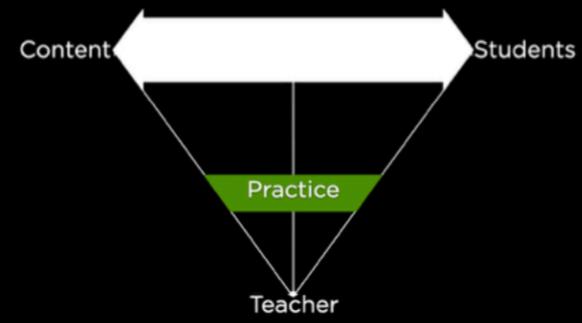
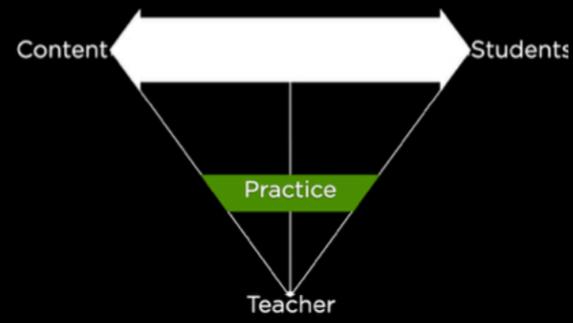
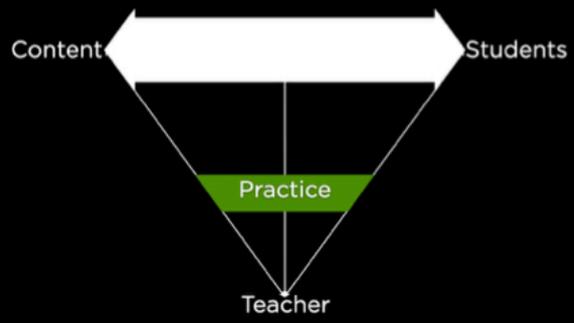
Teacher
Educator



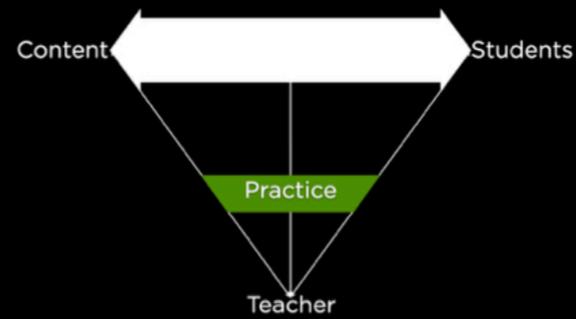
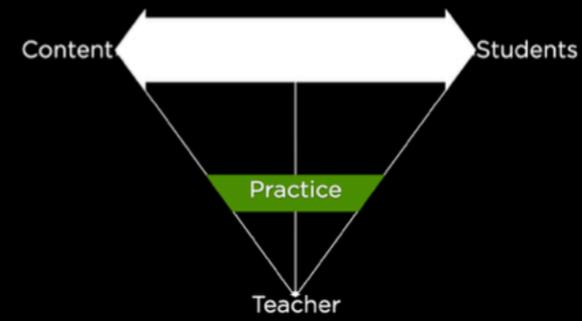
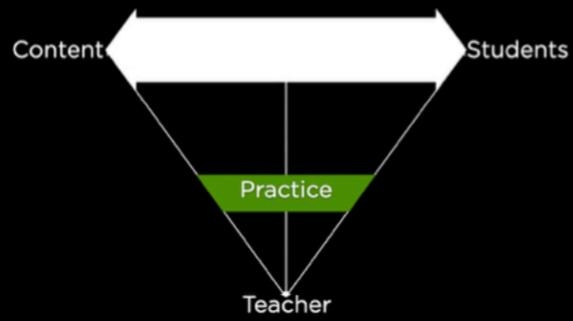
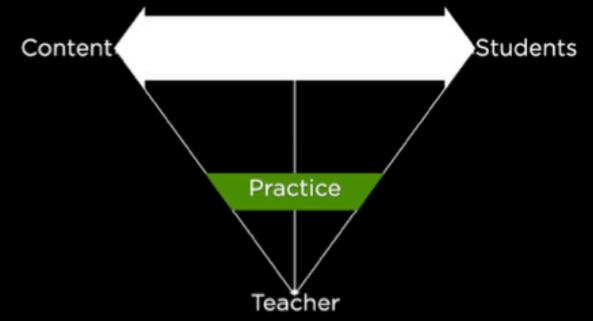


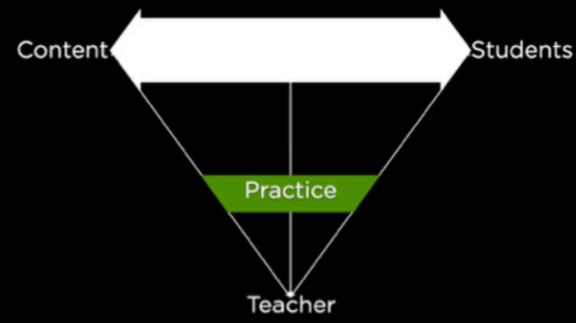
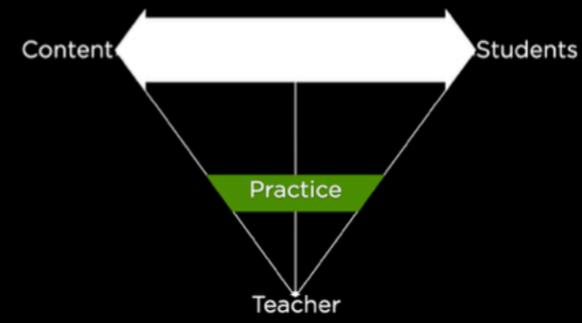
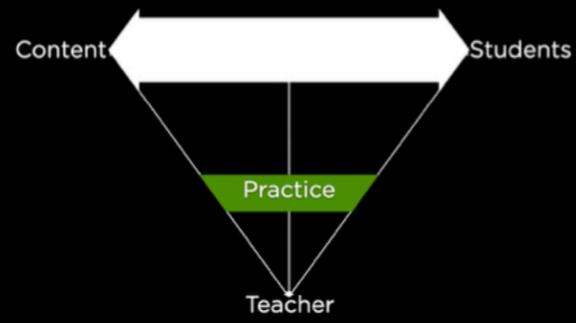
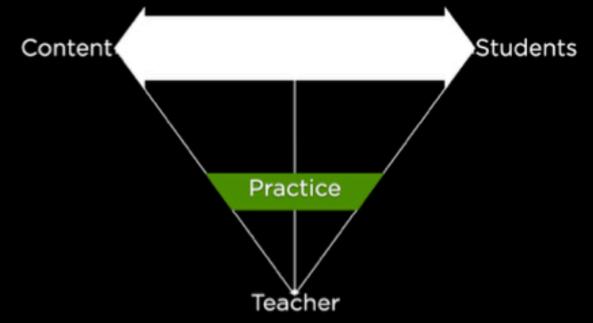
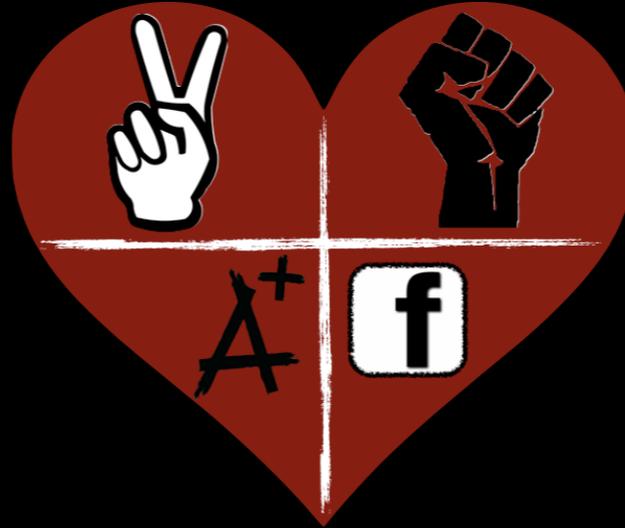
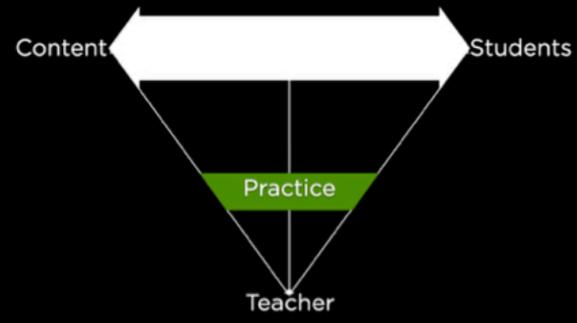
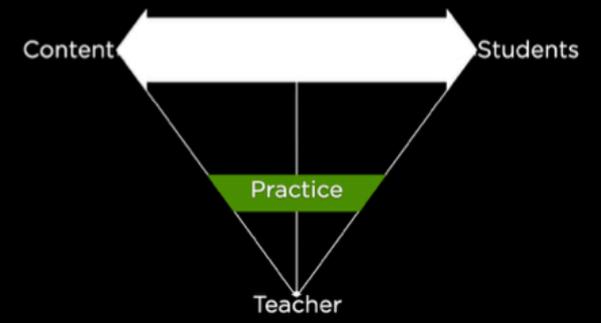
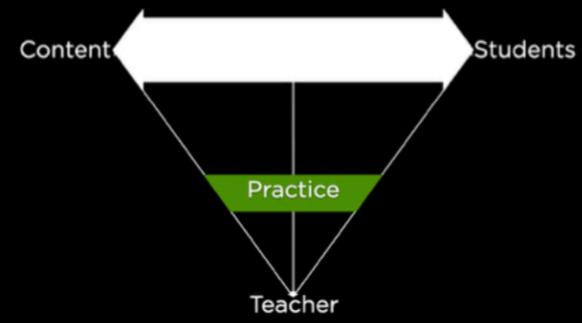
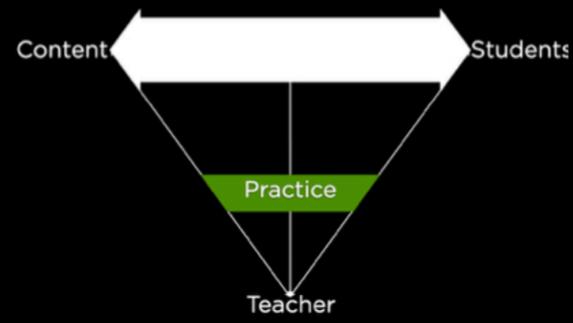
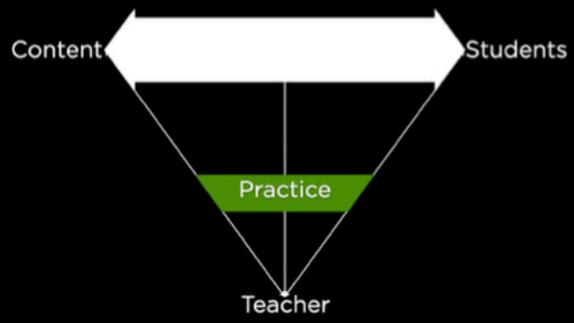






Teacher Educator





Culturally sustaining pedagogy exists wherever education sustains the lifeways of communities who have been and continue to be damaged and erased through schooling. As such, CSP explicitly calls for schooling to be a site for sustaining—rather than eradicating—the cultural ways of being of communities of color.

(Paris & Alim)

Culturally sustaining mathematics teacher development exists wherever mathematics teacher education seeks to sustain the lifeways of communities who have been and continue to be damaged and erased through schooling. As such, CSMTD explicitly calls for mathematics teacher education to be a facilitator for sustaining—rather than eradicating—the cultural ways of being of communities of color.

But what does

Culturally Sustaining Mathematics Teacher Development

look like?

STORY TIME

STORY TIME

Haiti

STORY TIME

Haiti

STORY TIME

Haiti

Guatemala



STORY TIME

Haiti

Guatemala

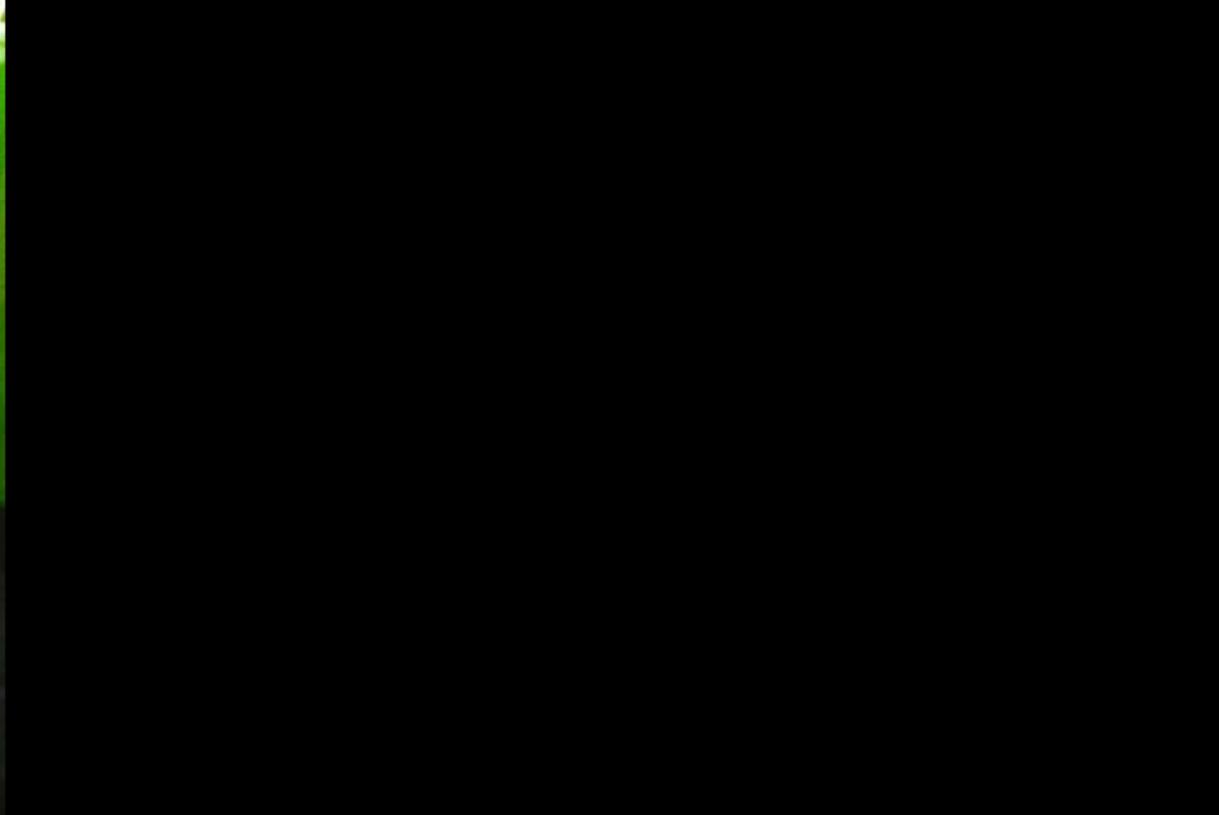
Haiti



worship

Chicken and Egg/Goat Project

RE'FUSION









STORY TIME

Haiti

Guatemala

Haiti

Kenya



14/1/2020

Mathematics Activities

NUMBERS

Place value

4	6	9	7
Thousands	Hundreds	Tens	ONES

4697

R305

3	7	6
Thousands	Hundreds	ONES

376



STORY TIME

Haiti

Guatemala

Haiti

Kenya

Marks, MS

Culturally sustaining mathematics teacher development exists wherever mathematics teacher education seeks to sustain the lifeways of communities who have been and continue to be damaged and erased through schooling. As such, CSMTD explicitly calls for mathematics teacher education to be a facilitator for sustaining—rather than eradicating—the cultural ways of being of communities of color.

LEARNINGS

Build Relationships

Be Invited

Notice the Assets

Facilitate Connections

Add to the Fire

Culturally sustaining mathematics teacher development exists wherever mathematics teacher education seeks to sustain the lifeways of communities who have been and continue to be damaged and erased through schooling. As such, CSMTD explicitly calls for mathematics teacher education to be a facilitator for sustaining—rather than eradicating—the cultural ways of being of communities of color.