



Teaching Mathematics Equitably to All Students

Overview

Teaching Mathematics Equitably to All Students helps educators transform their mathematics classrooms by adapting instruction based on student needs and supporting learning for culturally and linguistically diverse populations. The Teaching Mathematics Equitably Institute was developed in collaboration with Karen Karp and Jennifer Bay-Williams, two of the coauthors of *Elementary and Middle School Mathematics: Teaching Developmentally* (2010).

By the end of the institute, participants will be able to

- Make mathematical tasks worthwhile and engaging for all students
- Differentiate mathematics instruction to meet student needs
- Implement flexible grouping and ongoing assessments in mathematics lessons
- Support purposeful student struggle and identify common misconceptions in mathematics as opportunities for learning
- Incorporate prevention strategies from the Response to Intervention (RTI) multi-tiered approach in the mathematics classroom
- Support mathematics learning for English language learners

These objectives are woven throughout the three days of the institute. You will build on participants' learning from the introduction to the conclusion of this institute.

Day 1: Developing Ideas About Equitable Mathematics Instruction

The focus for Day 1 is to help participants gain a baseline understanding of equitable mathematics instruction. Participants will learn how to

- Make mathematical tasks worthwhile and engaging for all students
- Differentiate mathematics instruction to meet student needs
- Implement flexible grouping and ongoing assessments in mathematics lessons
- Support purposeful student struggle and identify common misconceptions in mathematics as opportunities for learning
- Incorporate prevention strategies from the Response to Intervention (RTI) multi-tiered approach in the mathematics classroom
- Support mathematics learning for English language learners

Day 1: Developing Ideas About Equitable Mathematics Instruction	
8:30 am	CONTINENTAL BREAKFAST
9:00 am	Day 1 Introduction and Institute Overview Definition of Equitable Instruction Teaching Through Problems
BREAK	
	Teaching Through Problems (continued) Supporting All Students
Noon	LUNCH
	Supporting All Students (continued)
BREAK	
4 pm	Let Go! Supporting Purposeful Struggle Wrap Up and Reflection

Day 2: Developing Strategies for Supporting Equity in the Mathematics Classroom

The focus for Day 2 is to introduce participants to strategies that will build upon their learning from Day 1. Participants will learn how to

- Make mathematical tasks worthwhile and engaging for all students
- Differentiate mathematics instruction to meet student needs
- Implement flexible grouping and ongoing assessments in mathematics lessons
- Support purposeful student struggle and identify common misconceptions in mathematics as opportunities for learning
- Incorporate prevention strategies from the Response to Intervention (RTI) multi-tiered approach in the mathematics classroom
- Support mathematics learning for English language learners

Day 2: Developing Strategies for Implementing an Equitable Math Classroom	
8:30 am	CONTINENTAL BREAKFAST
9:00 am	Day 2 Introduction and Overview Learning the Language of Mathematics
BREAK	
	Using Active Listening and Questioning to Differentiate Instruction To Group or Not to Group?
Noon	LUNCH
	Mistakes: A Main Ingredient in Learning What Is Assessment and Why Is It Important?
BREAK	
4 pm	Examining 7 Types of Assessment Wrap Up and Daily Reflection

Day 3: Applying Equitable Mathematics Instruction to Your Classroom

The focus of Day 3 is to help participants find ways to implement what they have learned into their everyday teaching practice. Participants will learn how to

- Make mathematical tasks worthwhile and engaging for all students
- Differentiate mathematics instruction to meet student needs
- Implement flexible grouping and ongoing assessments in mathematics lessons
- Support purposeful student struggle and identify common misconceptions in mathematics as opportunities for learning
- Incorporate prevention strategies from the Response to Intervention (RTI) multi-tiered approach in the mathematics classroom
- Support mathematics learning for English language learners

Day 3: Applying Equitable Mathematics Instruction to Your Classroom	
8:30 am	CONTINENTAL BREAKFAST
9:00 am	Day 3 Introduction and Overview Common Assessments
BREAK	
Noon	The Three-Part Lesson Wrap-Up and Institute Evaluation