

# The Impact of Identity in K-8 Mathematics: Rethinking Equity-Based Practices

NCTM

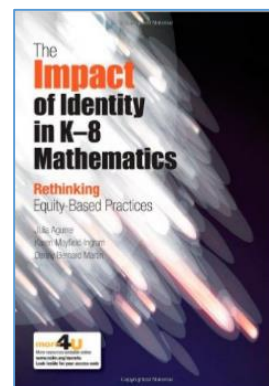
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Equity Leadership

## DESCRIPTION

*The Impact of Identity in K-8 Mathematics: Rethinking Equity Based Practices* by Julia Aguirre, Karen Mayfield-Ingram, and Danny Bernard Martin is a valuable resource for mathematics leaders invested in learning more about what teachers need to know and do to support student learning, with a perspective on equity. In particular, this book explains mathematics identity and agency. It highlights five equity-based practices important in strengthening mathematical learning and promoting positive student mathematical identities.



The five equity-based practices are discussed through classroom vignettes, illuminating each practice for the reader through real-life examples. In addition, Part 3 of the book focuses on engaging families and communities as partners in supporting mathematics learning.

## STAGE 1 LEADERSHIP

*The Impact of Identity in K-8 Mathematics: Rethinking Equity Based Practices* supports Stage 1 development by establishing for the reader a holistic view of equity, one in which children are supported and challenged “in light of who they are and the diverse gifts that they bring to their experiences every day.”

Part I of the book focuses on mathematics learning and identity. Part 2 of the book describes five equity-based instructional practices:

- Going deep with mathematics
- Leveraging multiple mathematical competencies
- Affirming mathematics learners’ identities
- Challenging spaces of marginality
- Drawing on multiple resources of knowledge.

Part 2 includes a useful chart that summarizes each equity-based practice, identifies a representative and non-representative lesson for each practice, and provides assessment considerations and questions for reflection.

In addition, professional learning resources, such as tools for teachers’ self-reflection, a teacher identity activity, and a mathematics learning autobiography, are available online at [www.nctm.org/more4u](http://www.nctm.org/more4u).