

FOR YOUR BOOKSHELF

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

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AUTHORS AGUIRRE, MAYFIELD-INGRAM, AND MARTIN have written this book to engage teachers in conversations about and reflection on their own mathematical identities and their students' mathematical identities. While classroom examples focus on grades K–8, the book discusses teacher reflection and practice around issues of equity for grades K–12.

The book chapters are divided into three parts:

- Part 1 focuses on mathematics learning and identity and challenges teachers to reflect on their own mathematics learning identity and its impact on their instructional beliefs and classroom practices. Readers are encouraged to create their own mathematics learning autobiography as a reflection tool.
- Part 2 introduces and describes five equity-based instructional practices to support students in productive learning of mathematics and development of a positive mathematics identity. These practices are:
 - Going deep with mathematics
 - Leveraging multiple mathematical competencies
 - Affirming mathematics learners' identities
 - Challenging spaces of marginality
 - Drawing on multiple resources of knowledge (p vi)

Classroom vignettes are provided to bring these practices to life.

- Part 3 focuses on the engagement of families and communities to support students in mathematics learning and development of a positive mathematics identity. Strategies are provided that can be used to engage families

and communities in a partnership of support for students.

Each chapter includes specific discussion questions that can be reflected on individually or discussed with colleagues.

In Part 2: Rethinking Equity-Based Practices, readers are introduced to the five equity-based instructional practices listed above. Each practice is described and the research basis for that practice is identified. According to the authors, these practices “strengthen mathematical learning and cultivate positive student mathematical identities” (p 43). Following these descriptions is a chart describing for each practice the attributes of a representative lesson and a non-representative lesson. In addition, the chart calls out assessment considerations and provides questions for teacher reflection. The information in these charts can be used by teachers in planning lessons to focus on equity-based practices, by coaches and school leaders in observing lessons to identify equity-based practices, and by all in guiding reflection on a lesson.

If you're looking for very concrete examples of strategies to support equity and students' development of a positive mathematics identity, this book is for you. Read it as an individual and reflect on each chapter or engage colleagues in a book study. Share the five equity-based practices with school leaders to make them aware of the practices that support all students in engaging in and being successful in learning important, rigorous mathematics.

