

AIMS Cross-Team Project Overview:

Operationalizing Culturally Responsive Pedagogy in Mathematics

Project Description

Culturally responsive pedagogy is a core strategy for meaningfully engaging students and nurturing their learning and development of positive learner identity. In mathematics, culturally responsive approaches to instruction and curriculum are emerging as key drivers in improving the learning experiences and outcomes for students of color and who experience poverty.

This Collaboratory project aims to develop a set of resources for teams in their efforts to center identity, culture, and equity in their educational products and practices.

Activities

1. Developing a theory of action that specifies ...
 - a. Key drivers or foci (and their definitions), such as identity, self-determination, inclusion, representation, and self-confidence
 - b. Measures of these drivers/constructs, as proximal outcomes (e.g., wellness index)
 - c. How these drivers are operationalized into curriculum and instructional practices
 - d. How CRP practices are supported through professional learning
 - e. Distal outcomes of central concern, such as student achievement, course enrollment, graduation rates, etc.
2. This theory of action will be informed by ...
 - a. Review of the existing literature and relevant measures currently in use or development (including the Product Quality Features BOW on the K-12 R&D team).
 - b. Interviews/focus groups with students, teachers, school and district leadership, as well as ongoing feedback from these partners
 - c. Input from the AIMS teams about their interests and needs with respect to CRP
 - d. Guidance from the AIMS subject matter expert on CRP
3. Planning and designing pilot testing of elements of the theory of action in lab schools or pilot sites including, for example:
 - a. Relationships among key drivers and instructional practices
 - b. Implementation of instruction, materials, and tools that integrate key drivers
 - c. Professional development materials
 - d. Implementation and quality of measures of key drivers

