

Improving mathematics teaching at scale:

Centering equity-specific learning demands

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3:30-4:30pm in SAEC 1151
reception to follow

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Colleagues and I recently partnered for a number of years with several large U.S. districts to investigate and support improvements in mathematics teaching. In doing so, we generated an empirically grounded theory of action for instructional improvement at scale that includes three top-level components: a coherent instructional system for supporting teachers' improvement of their instructional practices, school leaders' practices as instructional leaders in mathematics, and educational system leaders' practices in supporting the development of school-level capacity for instructional improvement. In this talk, I will focus on the importance of ensuring that equity-specific learning demands, including perspectives and practices necessary to support a broad range of students to participate in meaningful mathematical activity, are at the core of a coherent instructional system; and will consider the implications of doing so for the design of professional learning.



Kara Jackson is an associate professor in the University of Washington College of Education. Her work as a mathematics educator is principally concerned with understanding how we can improve mathematics teaching and learning - especially in the middle-grades - to support youth from historically underserved communities to participate substantially in and identify with academically rigorous mathematics. Prior to joining UW, she was an assistant professor of mathematics education at McGill University.



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