

Goffney, I., Gutiérrez, R., & Boston, M. (Eds.) (2018). *Rehumanizing Mathematics for Black, Indigenous, and Latinx Students*. (Annual Perspectives in Mathematics Education; Vol. 2018). National Council of Teachers of Mathematics.

Rehumanizing mathematics is a practice that empowers students to see mathematics in themselves and their own lives and reclaiming access from what has previously been seen as a singular path toward answer finding. This article posits that mathematics is traditionally taught in a way that is damaging to students' confidence and removed from the real world. Rehumanizing mathematics relies on accessing students' funds of knowledge (personal knowledge and lived experiences), connecting math to the real world, rendering math as a useful tool enacting change in the world, and teaching math to students' unique and diverse learning modes.

Delpit, L. (Ed.). (2019). *Teaching when the World is on Fire*. The New Press.

In this book, several educators contribute short anecdotes and experiences around themes of culturally responsive teaching, antiracist teaching, and tackling difficult but imperative and relevant topics with students. In 6 sections: Politics Matters, Safety Matters, Race Matters, Gender and Sex Ed Matter, Climate Matters, and Culture Matters, a collection of authors inspire and guide teachers through addressing our world with students in a safe and empowering way.

Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press.

Zaretta Hammond explains the scientific necessity of culturally responsive practices through detailing the anatomy of the human brain, specific teaching practices, and the importance of relationship building between teachers and students. Culturally responsive teaching is helping students access academic content and reach higher understanding through harnessing the unique cultural tools and values that students bring into the classroom and utilizing them to deliver instruction and build relationships. The book is divided into 3 sections: Building Awareness and Knowledge (providing background information, defining CRT, describing how the brain functions in a learning setting), Building Learning Partnerships (highlighting the importance of relationships), and Building Intellectual Capacity (detailing tools and strategies that contribute to a culturally responsive practice).

Toshalis, E., & Nakkula, M. J. (2012). Motivation, Engagement, and Student Voice, (23-29), *Students at the Center: Teaching and Learning in the Era of Common Core*.

In centering student voices, we shift from trying to "change" a child (by imparting knowledge, setting expectations, and altering behaviors) to allowing them to be the agent of change in their own experiences. Student voice activities commit to centering around students needs and

interests. Student voice does not just mean students speaking their minds, rather, it is the leading in and constructing of their own learning experiences. One way to center student voices that is highlighted in this chapter is asking for and implementing feedback from students. When students feel like their voice is centered in a leadership role, they feel more confident, responsible, and a sense of belonging. The article presents a spectrum of student voice activities that essentially is students as data on one side, and students as leaders of change on the other. While one isn't inherently or necessarily better than the other, students as leaders of change allows students more agency and empowerment.

Brooks, L. A., & Dixon, J. K. (2013). Changing the rules to increase discourse. *Teaching Children Mathematics*, 20(2), 84-89.

This article presents strategies that help students notice brilliance in themselves and others to disrupt status in math class. "Changing the rules to increase discourse" is about allowing elementary aged students to have open discussions (without raising hands) and unlearning this practice while also learning how to call others in and have meaningful conversations. The article describes a study conducted in which students are carefully and intentionally coached to be able to have mathematical discussions with one another. Some pertinent coaching points include eliminating the tendency to address the teacher rather than a classmate in math talks, listening to classmates' ideas before sharing one's own, and accessing the vocabulary to agree, disagree, and build on another student's ideas.

Pond, K. (2020, September) Personal Interview

In an interview with Katie Pond, 8th grade math teacher at High Tech Middle, we discussed ways to disrupt status and highlight student brilliance. Katie spoke candidly about how systems for group and collaborative work that she used in person aren't necessarily working the same over Zoom. We are similarly having to adapt our practices through trial and error in order to best support our kids. Some strategies for highlighting brilliance that she shared include looking for something the student did right to grab on to, and asking questions to reframe to have the student begin to see that they are capable. She also beautifully stated that equity in math is about convincing kids with a bad math narrative that they can give math a second chance.