

# Dismantling Racism in Mathematics Instruction

This tool provides teachers an opportunity to examine their actions, beliefs, and values around teaching mathematics. The framework for deconstructing racism in mathematics offers essential characteristics of antiracist math educators and critical approaches to dismantling white supremacy in math classrooms by visibilizing the toxic characteristics of white supremacy culture (Jones and Okun 2001; dismantling Racism 2016) with respect to math. Building on the framework, teachers engage with critical praxis in order to shift their instructional beliefs and practices towards antiracist math education. By centering antiracism, we model how to be antiracist math educators with accountability.

## HOW TO USE THIS TOOL

While primarily for math educators, this text advocates for a **collective approach to dismantling white supremacy**. This school-wide approach ensures that anti-racist work is not left alone to one individual (i.e., math teacher or the director of equity), but to enlist the support and voice of all stakeholders in the school ecosystem.

- **Teachers** should use this workbook to self-reflect on individual practices in the classroom and identify next steps in their anti-racist journey as a math educator.
- **Leaders and coaches** should use the framework during observations and walkthroughs, annotating the behaviors and providing targeted feedback.
- **Administrators** should examine programs and policies and how white supremacy impacts student outcomes (e.g., tracking, course selection, intervention rosters). In addition, they can hold teachers accountable for completing the activities in this workbook.

## THEMES

Teacher Beliefs

## GUIDING PRINCIPLES

Culturally relevant curricula and practices designed to increase access for students of color.

Promoting antiracist mathematics instruction.

## CONTENT DEVELOPERS

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