

Sustaining Equitable Practice

This tool is a framework designed to support instructional coaches, administrators, or lead teachers who are seeking guidance on an approach to coaching that addresses equity issues in the math classroom. It focuses on developing cultural competence, emotional intelligence of both teachers and students, and the knowledge and skill-building of teaching. This guide and its categories are inspired by Zaretta Hammond’s book *Culturally Responsive Teaching and the Brain*, as well as Elena Aguilar’s article “Mind the Gap.” By interweaving these two frameworks, and directing coaches to the resources that support the intersections of these ideas, we offer multiple pathways so that educators can embrace math equity professional coaching in a way that best meets their needs, in alignment to the appropriate area for teacher development and/or department or school-wide goals.

HOW TO USE THIS TOOL

This guide can be considered a curated “choose your own adventure” launching point for the work of coaching for math equity. To use this framework, a coach, alongside their teacher, conducts a personal pre-assessment and interest checklist to select the category on which to focus. The three categories of this framework are **Building Awareness**, **Building Learning Partnerships**, and **Building Intellectual Capacity**. Each category has three

columns, which could roughly be thought of as steps. Coaches and teachers then use Guiding Questions within the three categories provided to determine focus areas for coaching. It is often the case that to explore a category fully, it makes sense to work through the framework’s columns from left to right: Learn, Practice, and Consider.

THEMES

Teacher Support

GUIDING PRINCIPLES

Equitable access to grade-level priority math standards.

Targeted curricula and practices designed to create equitable access to math instruction for students gaining English proficiency.

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

Considerations for math instruction for blended learning environments.

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