

## SERC Library: Topical Literature Search

### Classroom Management: Culturally and Linguistically Responsive Mathematics Instruction March 2018

This resource guide includes research and other recent informative articles pulled from literature and the Library's educational database service for schools, programs, service providers and families to share best practice ideas for establishing and managing a classroom environment in culturally responsive ways that promote mathematics achievement for all students through instructional practices that are relevant, meaningful, and build on each learner's strengths. It should be noted that it does not represent the full scope of resources and information available on this topic nor serve as an endorsement of a particular resource.

#### Introductory Article:

#### **Investigating practices of highly successful mathematics teachers of traditionally underserved students**

Bonner, E. (2014). Investigating practices of highly successful mathematics teachers of traditionally underserved students. *Educational Studies In Mathematics*, 86(3), 377-399.

This article presents findings from an ongoing study focused on deconstructing pedagogical practices of successful mathematics teachers in classrooms with high populations of traditionally underserved students. Using grounded theory, the manuscript reports on general themes and specific practices of culturally responsive mathematics teaching (CRMT) that have been "unearthed" from data collected over several years in three diverse mathematics classrooms.

The findings indicate that, regardless of cultural setting, relationships and trust are central to CRMT, while communication patterns and various forms of knowledge mediate these relationships. Ultimately, CRMT provides student access, which is mediated by culture and identity, to complex mathematical ideas. Common concrete practices, such as warm demander pedagogy and reflection, are discussed. These results speak to the complexity of the culturally responsive mathematics classroom and provide suggestions to educators, administrators, and teacher educators who aim to become more culturally responsive.

#### **To learn more:**

<http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=96324519&site=eds-live&scope=site>

For access to additional educational resources available through the SERC Library from its electronic journal database service and topical research LibGuides as well as in-person from the various instructional, assessment and other collections, please consider becoming a Library member. Membership is free and you can join online by following the link provided below.

<http://www.ctserc.org/index.php/library/library-about/library-membership>

## SERC Library Topical Literature Search: Classroom Management: Culturally and Linguistically Responsive Mathematics Instruction - March 2018

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### Links to Information

#### Classroom Instruction and the Mathematics Achievement of Non-English Learners and English Learners

<http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=86179104&site=eds-live&scope=site>

#### Culturally and Linguistically Responsive Schema Intervention: Improving Word Problem Solving for English Language Learners With Mathematics Difficulty

<http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=121136409&site=eds-live&scope=site>

#### Culturally responsive teaching in the context of mathematics: a grounded theory case study

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=70247147&site=eds-live&scope=site>

#### Delegating Mathematical Authority as a Means to Strive Toward Equity

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=108987920&site=eds-live&scope=site>

#### Effects of a Core Kindergarten Mathematics Curriculum on the Mathematics Achievement of Spanish-Speaking English Learners

<http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=118420313&site=eds-live&scope=site>

#### Fostering Culturally and Developmentally Responsive Teaching Through Improvisational Practice

<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1044965&site=eds-live&scope=site>

#### How Do I Teach Mathematics in a Culturally Responsive Way?

<http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=69858832&site=eds-live&scope=site>

#### Increasing Equity and Achievement in Fifth Grade Mathematics: The Contribution of Content Exposure

<http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=91808519&site=eds-live&scope=site>

#### Learners of Mathematics: High School Students' Perspectives of Culturally Relevant Mathematics Pedagogy

<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=97810320&site=eds-live&scope=site>

#### Making culturally responsive mathematics teaching explicit: a lesson analysis tool

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=85878922&site=eds-live&scope=site>

#### Seeing culture and power in mathematical learning: toward a model of equitable instruction

<http://search.ebscohost.com/login.aspx?direct=true&db=edsjrs&AN=edsjrs.41485978&site=eds-live&scope=site>

#### What Counts and How: Mathematics Teaching in Culturally, Linguistically, and Socioeconomically Diverse Urban Settings

<http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=11308937&site=eds-live&scope=site>

#### What they wished they had learned

<http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=86877095&site=eds-live&scope=site>