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Classroom Management: Culturally and Linguistically Responsive Mathematics Instruction
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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

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:

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