

Fostering Positive Mathematics Identities in All Students Via Equitable Teaching Practices

Thu, 10/16: 11:00 AM - 12:00 PM

80

Session

60 Minutes

Omni Hotel

Published Room: Intl Ballroom F

Description

In this session, participants will solve multiple entry-level problems, examine vignettes and videos of mathematics classrooms, and discuss their own classroom contexts. Specific Mathematics teaching strategies for meeting the needs of multilingual learners, students with learning disabilities, and students from low-income environments will be discussed.

Audience

6 to 8

Session Content Level

Intermediate

Strands

Excluded to Included: Centering the Learning of Those in the Margins



Marilyn Strutchens Lead Speaker
Marilyn E. Strutchens
Auburn, AL
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Dr. Marilyn E. Strutchens is an Emily R. and Gerald S. Leischuck Endowed Professor and a Mildred Cheshire Fraley Distinguished Professor of Mathematics Education in the Department of Curriculum and Teaching, Auburn University. She is the leader of the Outreach Hub and Clinical Experiences Research Action Cluster for the Mathematics Teacher Education Partnership. She is a co-editor for NCTM's *Focus in High School Mathematics: Fostering Reasoning and Sense Making for All Students* and recently *TODOS: Mathematics for ALL's Antiracist Mathematics Education: Stories of Acknowledgment, Action, and Accountability*. She served on NCTM's Board of Directors (2015 – 2018), and as president of the Association of Mathematics Teacher Educators (2011 – 2013). Currently, she is the chair of the Advisory Committee for the Directorate of STEM Education of the National Science Foundation and the writing group for the Conference Board of

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