







Retroactively Infusing Equity into Research Frames: Contributing to Dismantling Racial Injustice and Constructing Educational Possibilities

Methodological Approach:

Diversify Our Research Team

Part I: Leveraging explicit concerns for equity, what concerns and considerations do Black teachers/teacher educators make when evaluating tasks or tools to use with students of color? When evaluating tools and materials for use in mathematics teaching, do you have particular students in mind? Which students? Why did you think of these students? What about these students do you want to be mindful of?

Figure 1: The Empowerment in Equity (E²) Team and Intersectionalities They Bring to the Project

 <p>Imani Goffney brings lived experiences as a Black teacher and family member and professional experiences as a math coach, consultant, and researcher focused on equity. She is a co-PI on the Equity Supplement Part I.</p>	 <p>Michelle Wilson-Banks brings lived experiences as a Black learner of mathematics in predominately Black K-12 schools and predominately White universities, and as a teacher of mathematics in a diverse public high school designed around anti-bias, anti-racist principles.</p>
 <p>Yaronn Arciaga brings lived experiences as a Filipino-American who grew up as a minority student in the United States educational system. Over the course of his life, he was exposed and challenged to adapt to the norms of the United States culture and education.</p>	 <p>Shekira Edgar brings lived experiences as an African-Caribbean who grew up on the Islands and attended higher education in the State of Michigan. She brings her perspective on issues of equity as they relate to various ethnoracial groups as well as international students/employees.</p>
 <p>Offir Romero Castro brings lived experiences growing up in Honduras as a person with Cerebral Palsy who was also labeled as “gifted.” For both reasons, he experienced exclusive and inclusive moments at each educational level and recognizes such treatment in classrooms.</p>	 <p>Laura brings lived experiences as a White woman who has had to be intentional about learning how to address issues of equity and justice. A long-time researcher of productive use of student thinking, she has been a PI on the MOST project since its inception and is a co-PI on the Equity Supplement Part I.</p>

Explicit Equity

Part II: The next layer of work was to evaluate the depictions representing different aspects of the MOST research project and consider why we might or might not use the tools represented in the depiction and what changes if any would make it more usable.

Our goal was to evaluate existing depictions of research tools to determine if they were aligned with professional standards of mathematics teachers, teacher educators and scholars for addressing concerns for equity and justice and attending to students' identities. If they were not-aligned with current standards, we sought to evaluate the tools to determine if they could be productively revised, bringing them up to standard or if revisions were unlikely to produce sufficient change. Tools that couldn't be revised, would either be eliminated or not used by this team of researchers.

Figure 2a: Original Depiction

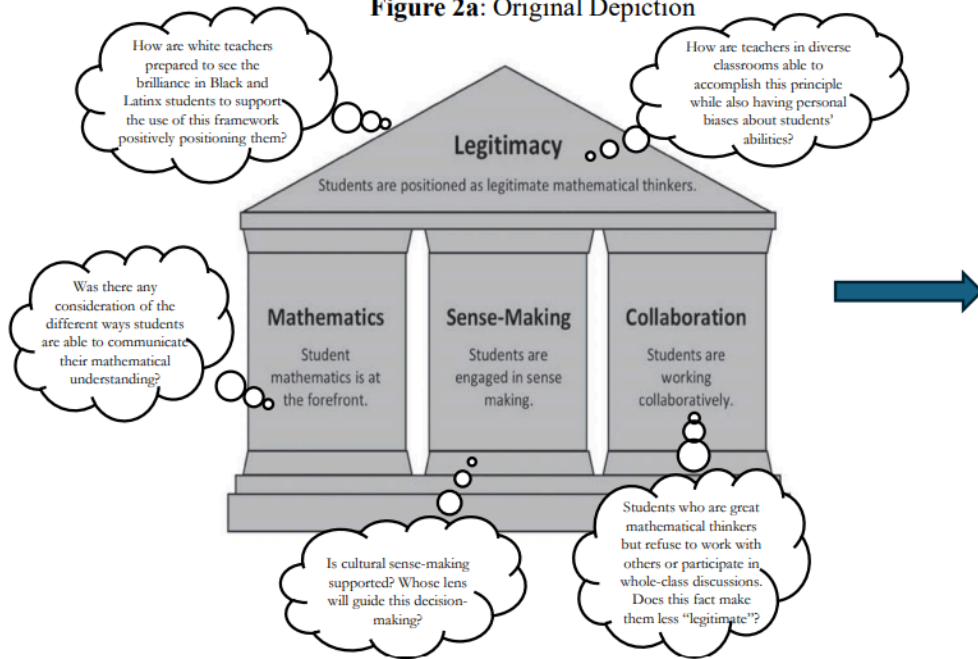


Figure 2b: Equity Infused Depiction

