



Coaching for Equity

*Nova Katz, Mathematics Training Specialist
Leataata Floyd Elementary School*

“These kids can’t.” “They’re just bad at math.” “They just don’t try.” Statements like these are at the root of perpetuated systems of oppression. To shift away from deficit discourse, we must first learn to recognize and interrupt these habits within our system. Walk away with practical next steps for coaching courageous conversations. Shifting the way we talk about our students is the first step in creating math equity for all.

How to run an Estimation with your students

*Sayonita Ghosh Hajra, Professor of Mathematics, CSUS
Deb Stetson, Sacramento State Math Project Director*

An *Estimation* is a team-based interactive trivia math contest. It involves common sense mathematical problem-solving skills. Participating teams have 30 minutes to work on a set of 13 estimation problems; the winning team being the one with the best set of estimates. You can run this in your classroom to provide a collaborative way for students to negotiate estimations and to consider assumptions and factors influencing the estimations. This builds students' senses of themselves as powerful thinkers by providing them opportunities to estimate and revise those estimates. Join us to take part in an *Estimation* and then participate in a collaborative discussion about how culturally relevant questions, participation structures and metacognitive prompts can ensure access. Resources to run an *Estimation* with your students will be shared.

Student Mathematical Modeling and Problem Solving

Lori Fury, Western Placer Unified

A look into this year’s Student Competition Task—an application task that moves into a social justice task. You can have your students join the competition and can find out how. We work through the task for the student competition requiring students to generate their own mathematical claim, to MODEL by mathematicising the situation in order to provide and justify a solution. We'll share a rubric that supports clearly and correct communication of the mathematical solution path, and which supports grounding the reasoning in the context of the problem. The task provides students an opportunity to demonstrate their abilities to model with mathematics (SMP4), to construct viable arguments (SMP 3), and to reason abstractly and quantitatively (SMP 2).