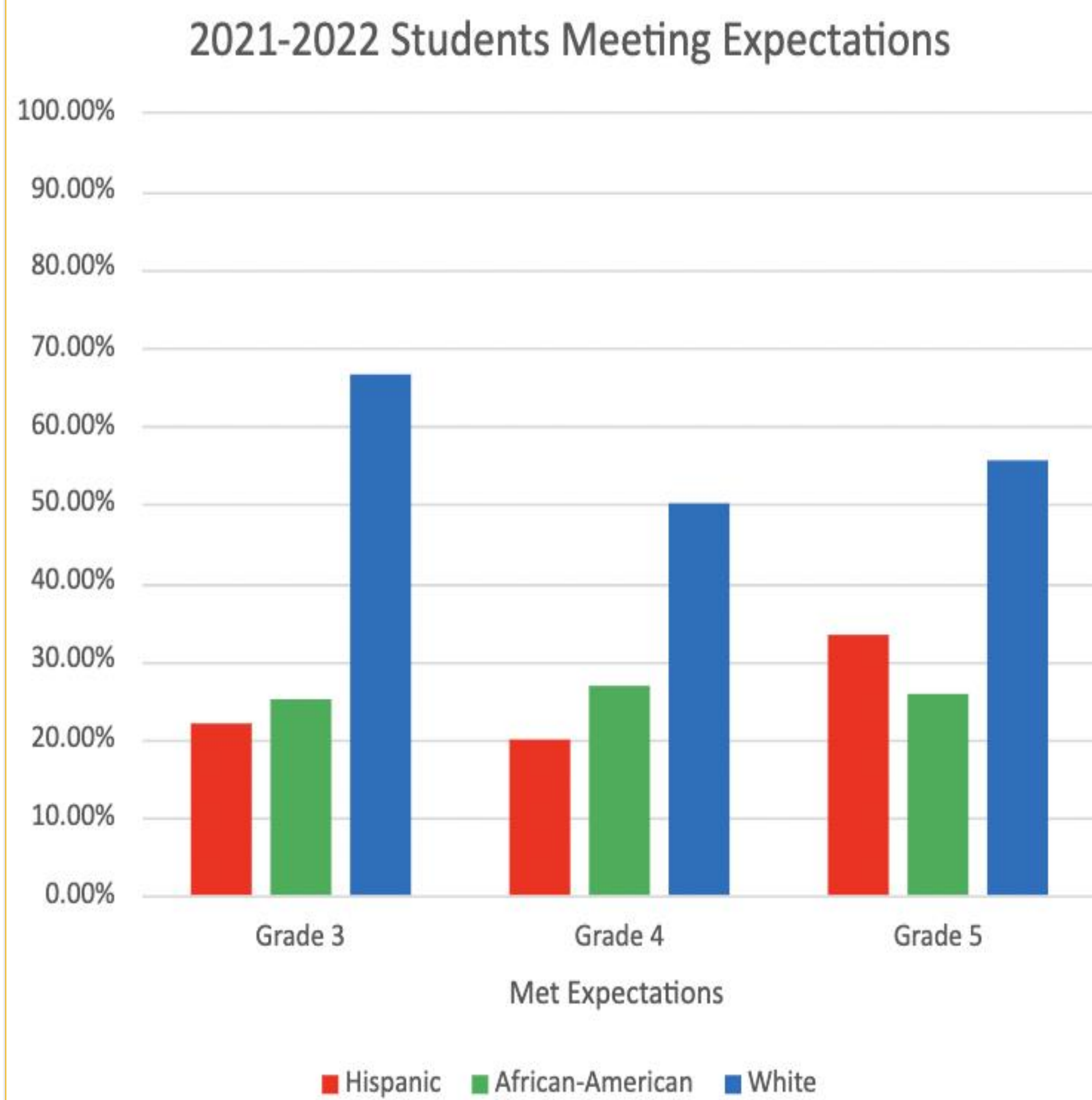


## Problem Of Practice

- Curriculum and instructional implementation of mathematics focuses on White middle-class students.  
(Hammond, 2020; Hollie, 2019; Hollie & Allen, 2018)
- The mathematical needs of culturally diverse students are not adequately addressed.  
(Bonner, 2021; Jett, 2012; Lee, 2006)
- Current Pedagogical tools are producing academic outcomes that disproportionately benefit White students.  
(Bonner, 2021; Delpit, 2013; Hollie & Allen, 2018).

## 2021-2022 NJSLA



## Context

- A diverse suburban public school district in Central NJ that addressed systemic racism after George Floyd's killing in 2020 by implementing a three-year professional development on culturally responsive teaching
- Mathematics teachers in grades 3, 4, and 5 across the 7 elementary schools

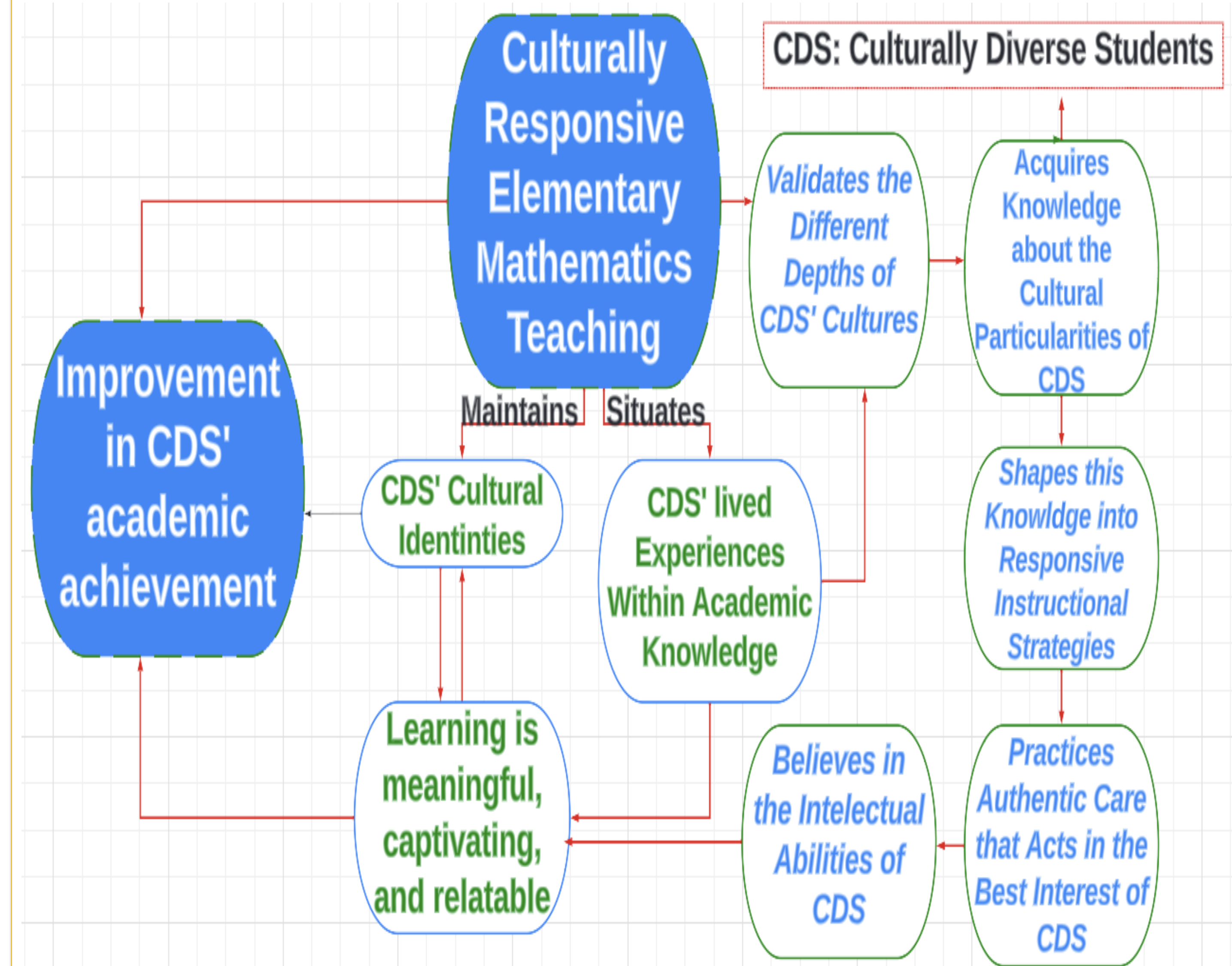


## Theoretical Framework

### LEVELS of CULTURE (Hall's Iceberg Model)



## CRT At A Glance



## Research Questions

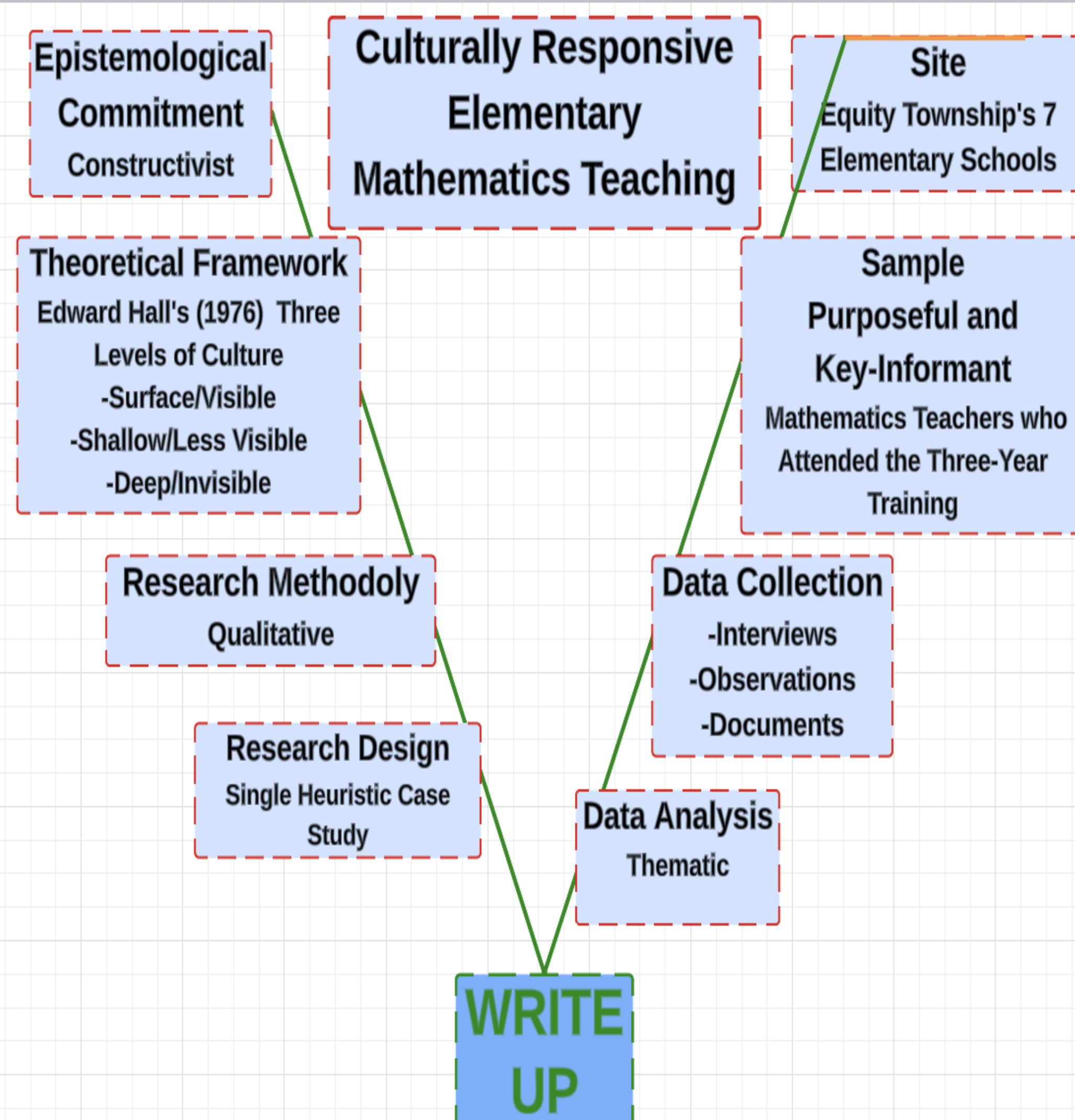
**RQ1:** How do mathematics teachers in grades 3 to 5 contextualize culturally responsive practices in a diverse suburban school district following a three-year training?

**SQ1:** How did the three-year training on culturally responsive teaching cause mathematics teachers in grades 3 to 5 to scrutinize their instructional practices?

**SQ2:** What personal components do elementary mathematics teachers in grades 3 to 5 portray as being critical to becoming a culturally responsive mathematics teacher?

**SQ3:** What professional components do elementary mathematics teachers in grades 3 to 5 portray as being critical to becoming a culturally responsive mathematics teacher?

## Proposed Design



## Significance

### Practice

- Inform teacher training
  - Encourage curriculum revisions
  - Invite teachers to reflect on their biases and practices
- Policy (ESSA)**

- Implement unified initiatives across districts and states that support equitable education for CDS

### Research

- Lead to evidence-based strategies that support CDS' academic outcomes