

Deborah Loewenberg Ball • 2015 NCTM Research Conference • Boston, MA

**Q: WHAT WOULD IT TAKE TO MAKE THE
COMMON CORE A REALITY IN EVERY
MATHEMATICS CLASSROOM?**

**A: WE'D HAVE TO TAKE STOCK OF—
AND USE—WHAT WE HAVE LEARNED**



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PRINCIPLES TO ACTION

Important to focus on **action**.

But what will that take? Let's take a look back and around.

“REFORMING” MATHEMATICS, 1965 – 2015

1. 1960s: New Math
2. 1970s: basic skills
3. 1980: NCTM’s *An Agenda for Action*
4. 1989+: NCTM standards (1989, 1991, 1995)
5. 2000: *Principles and Standards*

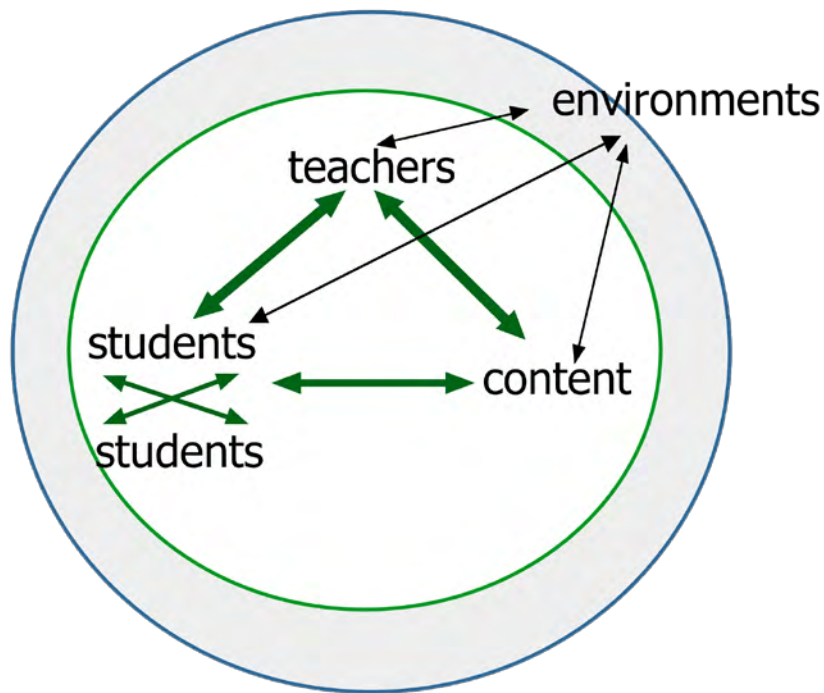
Alongside this:

ESEA, *A Nation at Risk*, standards-based reform, No Child Left Behind, Race to the Top, rapidly changing demographics in school-age population, teacher evaluation, accountability and value-add growth measures...

WHAT SHOULD WE HAVE LEARNED?

- It is very hard to penetrate the culture of schooling in this society.
- Schools under-serve students from traditionally marginalized populations: communities of color, communities of poverty. The broader policy environments reinforce this.
- Curriculum doesn't teach. Curriculum can be a flashpoint in the public eye.
- Teaching is not taken as seriously as it would have to be to make real change.

ATTENDING DELIBERATELY TO EQUITY INSIDE OF INSTRUCTION



(Cohen, Raudenbush, & Ball, 2003)

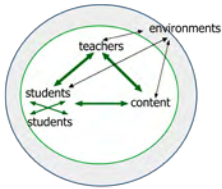
- Inequity is reproduced inside of instructional practice
- Teachers can have leverage at strategic points in their work
- Breaking this cycle depends on joining concerns for equity with the daily and minute-to-minute work of teaching

WHAT DO WE NEED TO DO BUILD ON AND LEARN FROM WHAT WE LEARNED?

THREE UNCOMFORTABLE ISSUES THAT WE MUST CONFRONT

1. Scale, and equity
2. Beliefs and the professional imperative
3. The precision of high quality equitable practice, and teacher education and licensure

CREDITS



Graphic on slide 5:

Cohen, D. K., Raudenbusch, S., & Ball, D. L. (2003). Resources, instruction, and research. *Educational Evaluation and Policy Analysis*, 25 (2), 119-142.