

SEAD Themes

Definitions taken from National Council of Teachers of Mathematics (NCTM), with equity additions from CASEL (November 2018).

<p>AGENCY</p>	<ul style="list-style-type: none"> • NCTM: The presentation of one’s identity to oneself and to others, combining identity (who we are) with what we can do (agency). Agency is evident in a student’s self-awareness and self-management, and his/her sense of confidence and knowledge about academic work. • CASEL further describes the characteristic of agency in mathematics: <ul style="list-style-type: none"> • Cultural competence: a historically grounded, strengths-focused facility with the relational skills that are valued in the students’ culture of origin. • Cultural fluency which refers to the capacity to effectively learn about and negotiate cultural differences.
<p>BELONGING</p>	<ul style="list-style-type: none"> • “Belonging is a sense of fitting in or feeling like you are an important member of a group.” (vocabulary.com) • “To be a member of (a club, organization, etc.)” (<i>Merriam Webster Learner’s Dictionary</i>) • CASEL further describes the characteristic of belonging in mathematics: <ul style="list-style-type: none"> • Examine what it means to belong to a group or community, including how ethnicity and race impacts one’s sense of self and beliefs. (A healthy sense of ethnic-racial identity is important for psychological, academic, and social well-being.) • Engage in initiatives and co-create solutions that are inclusive, equitable, and mutually supportive.
<p>DISCOURSE</p>	<ul style="list-style-type: none"> • NCTM: Discourse includes ways of representing, thinking, talking, agreeing, and disagreeing—the way ideas are exchanged and what the ideas entail; and as being shaped by the tasks in which students engage as well as by the nature of the learning. • CASEL further describes the characteristic of discourse in mathematics: <ul style="list-style-type: none"> • Encouraging student academic talk in mathematics instruction. • Increasing student talk time so that it is balanced with or exceeds teacher talk within lessons. • Creating opportunities for students to understand the viewpoints of others, including both/multiple sides of an issue.
<p>IDENTITY</p>	<ul style="list-style-type: none"> • NCTM: The dispositions and deeply held beliefs that students develop about their ability to participate and perform effectively in mathematical contexts, and their ability to use mathematics in powerful ways across the contexts of their lives. • CASEL further describes the characteristic of identity in mathematics: <ul style="list-style-type: none"> • Understand the links between personal and sociocultural identities that are defined by cultural and/or family values, ethnicity, race, socioeconomic status, gender, and other factors. • Ground oneself in and affirm one’s cultural heritage(s) or communities (This can be especially important for students of color, and reduce psychological distress and risky behaviors, protect against the negative health impacts of racial discrimination, and promote a range of positive social and emotional outcomes, including school engagement and prosocial behaviors.)

Find SEAD Theme Guidebooks included in the Stride 3 toolkit.