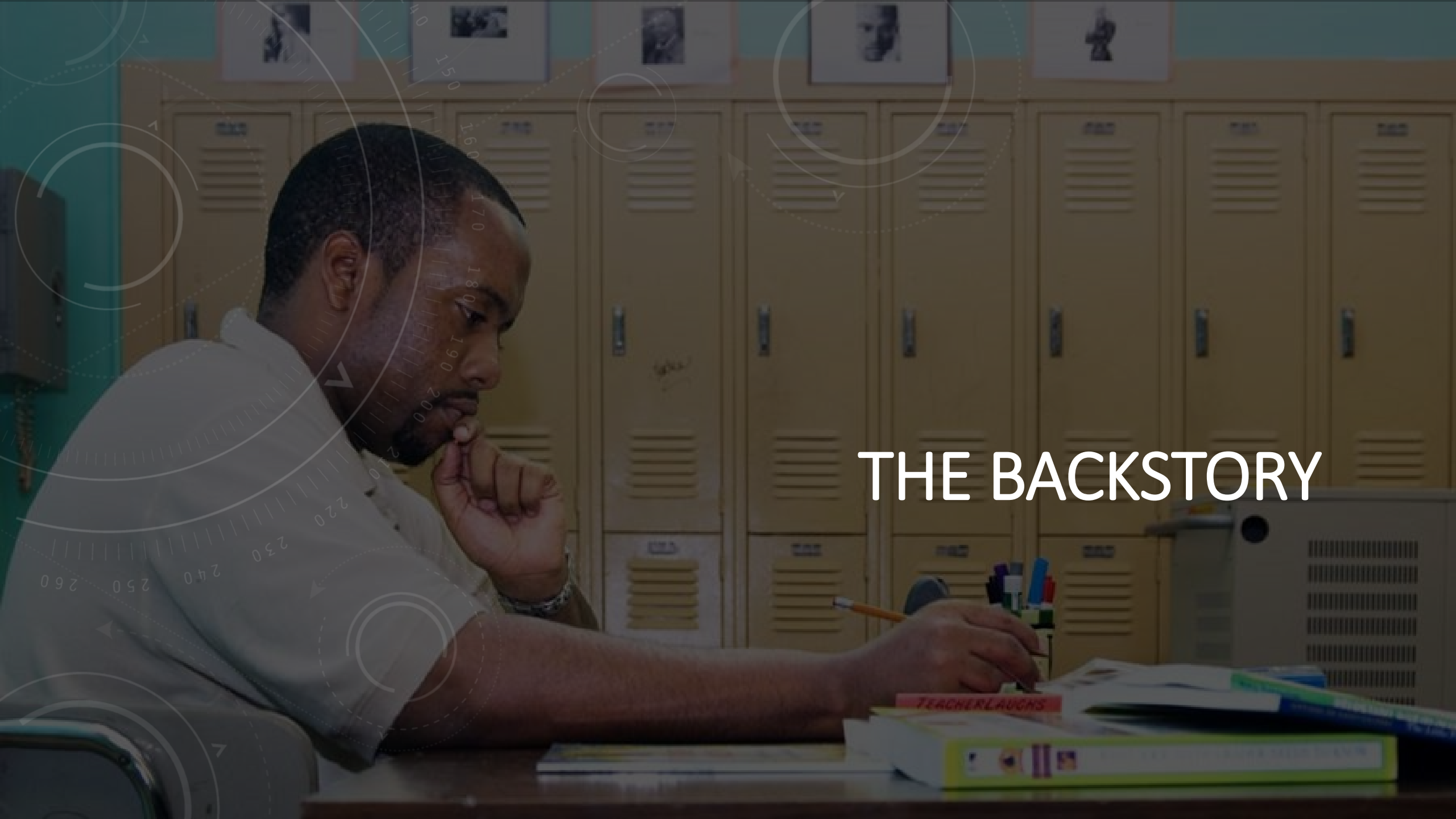


# DEMANDING THE IMPOSSIBLE

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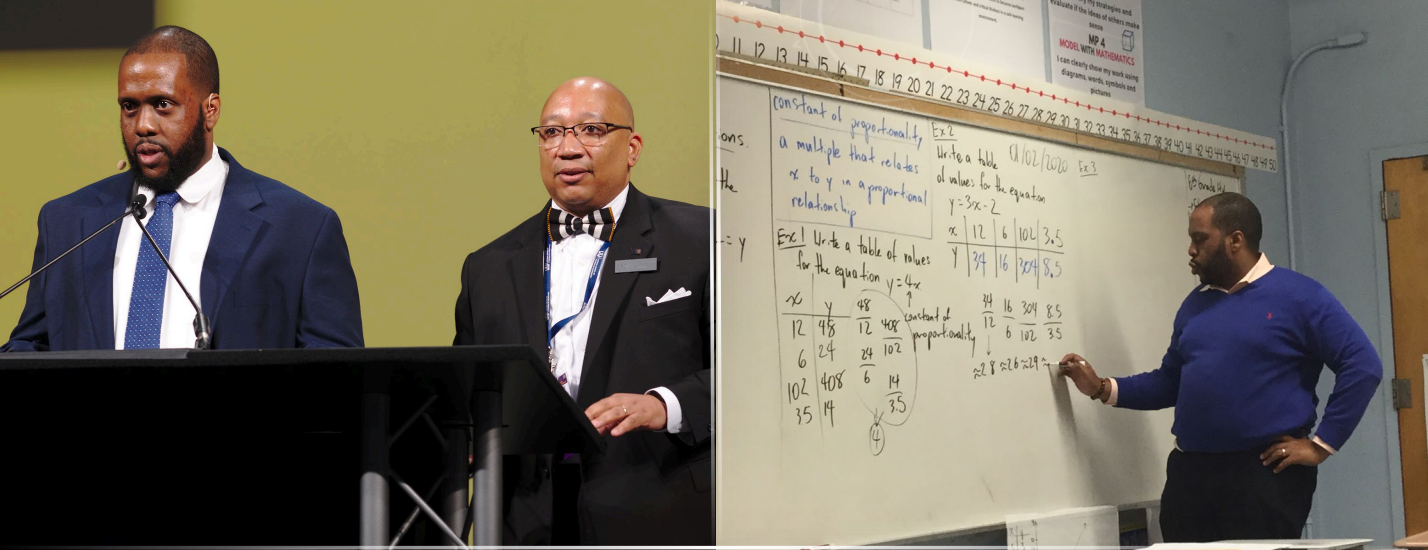
AN EQUITY TALK



# THE BACKSTORY

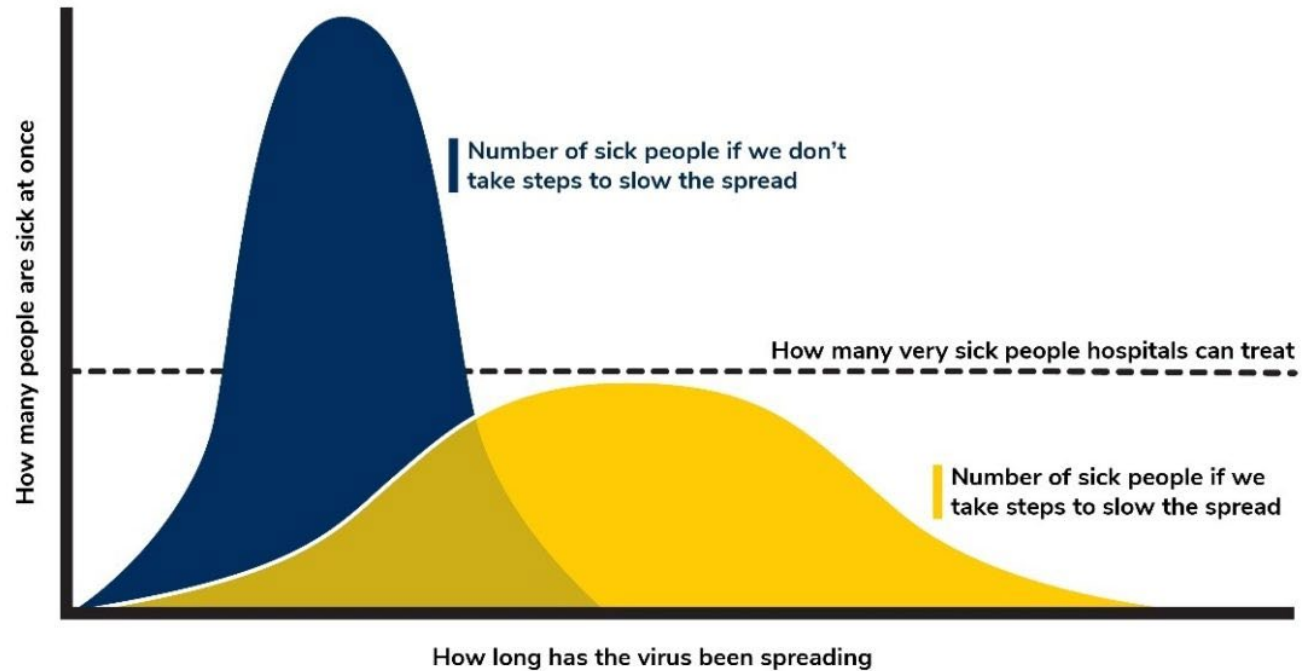
TEACHERLAUGHS







# A CONCRETE EXAMPLE



Adapted from the CDC

copyright University of Michigan

- A standard explanation
  - Explains the curves
  - Explains the line
  - That's it
- A justice explanation
  - Why is the line so low?
  - What does the curve look like across socioeconomic lines? Across race/gender/class/age?
- Not "left" or "right": JUSTICE

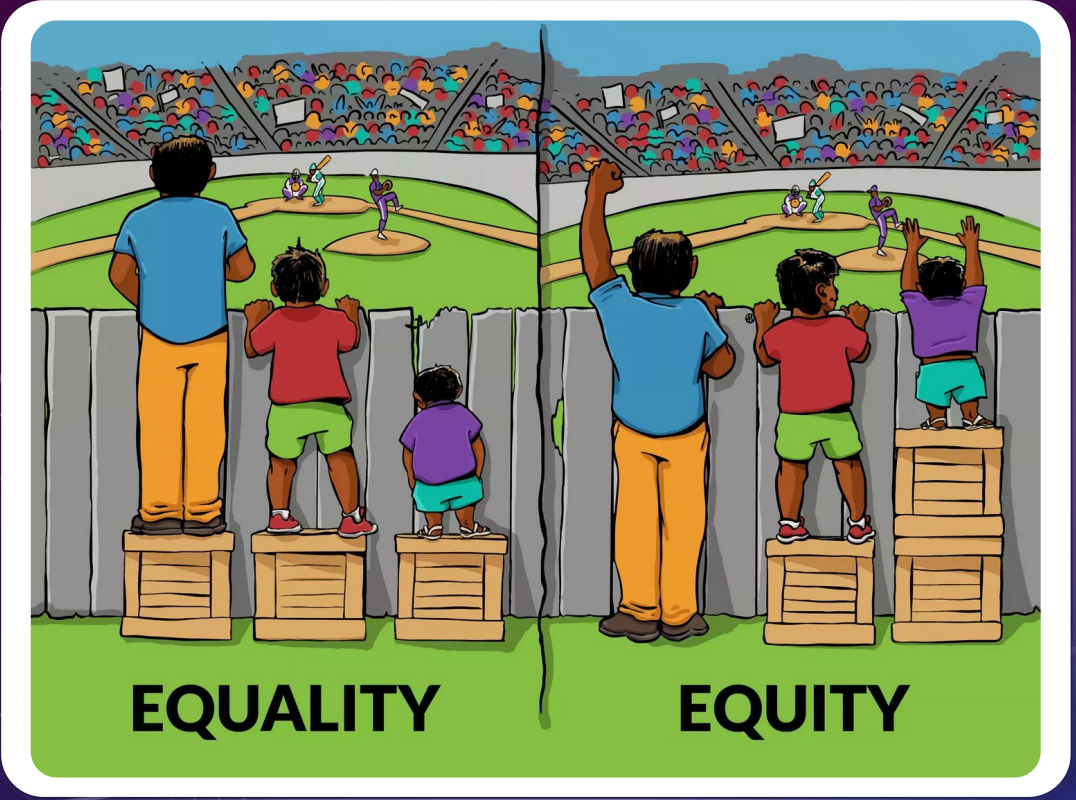
# BIGGER THAN A PROJECT

- How do we teach justice in math?
- It's not just the "project," it's the pedagogy
- Pedagogy isn't just instruction moves, but the vibe
  - We can incorporate plenty of sources, but deliver them with scary effect
  - We can have sparse materials, but teach these well
- Culturally Responsive/Sustaining Teaching (Ladson-Billings/Gay/et. al)
  - Academic success
  - Cultural understanding
  - Critical consciousness



# CRITICAL CONSCIOUSNESS

- How this presents itself
  - Deconstructing districts that want to move strictly to “online learning”
  - Rethinking statements like “math is neutral”
  - Questioning products that seek to solve “academic gaps”
  - Helping the general public interpret math in concrete ways
  - Wanting student voice even when it doesn’t sound like our own voices



### Equality

The assumption is that everyone benefits from the same supports. This is equal treatment.

### Equity

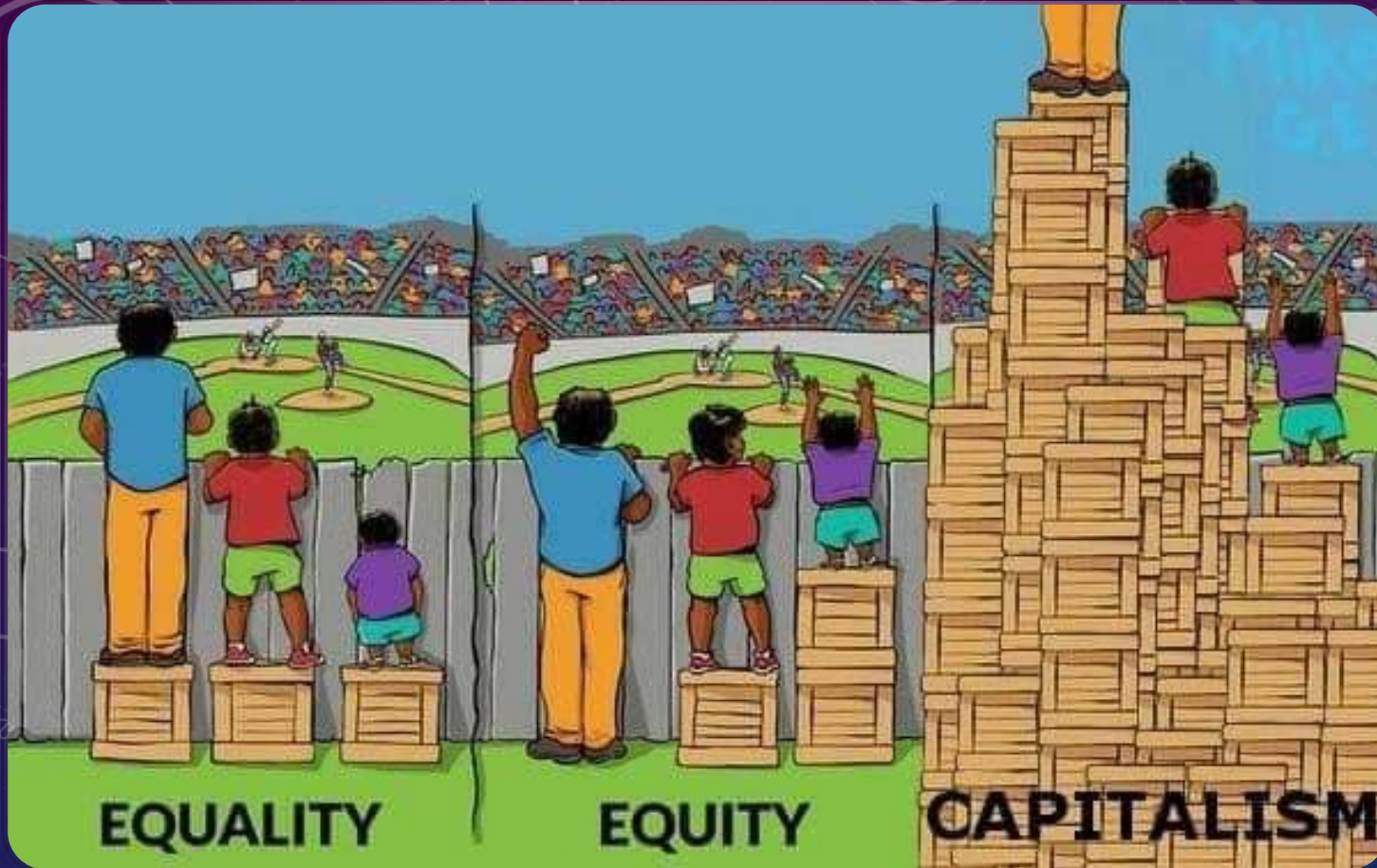
Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

### Justice

All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.

# EQUITY, EQUALITY, JUSTICE, ETC.





EQUITY,  
EQUALITY,  
JUSTICE,  
ETC.

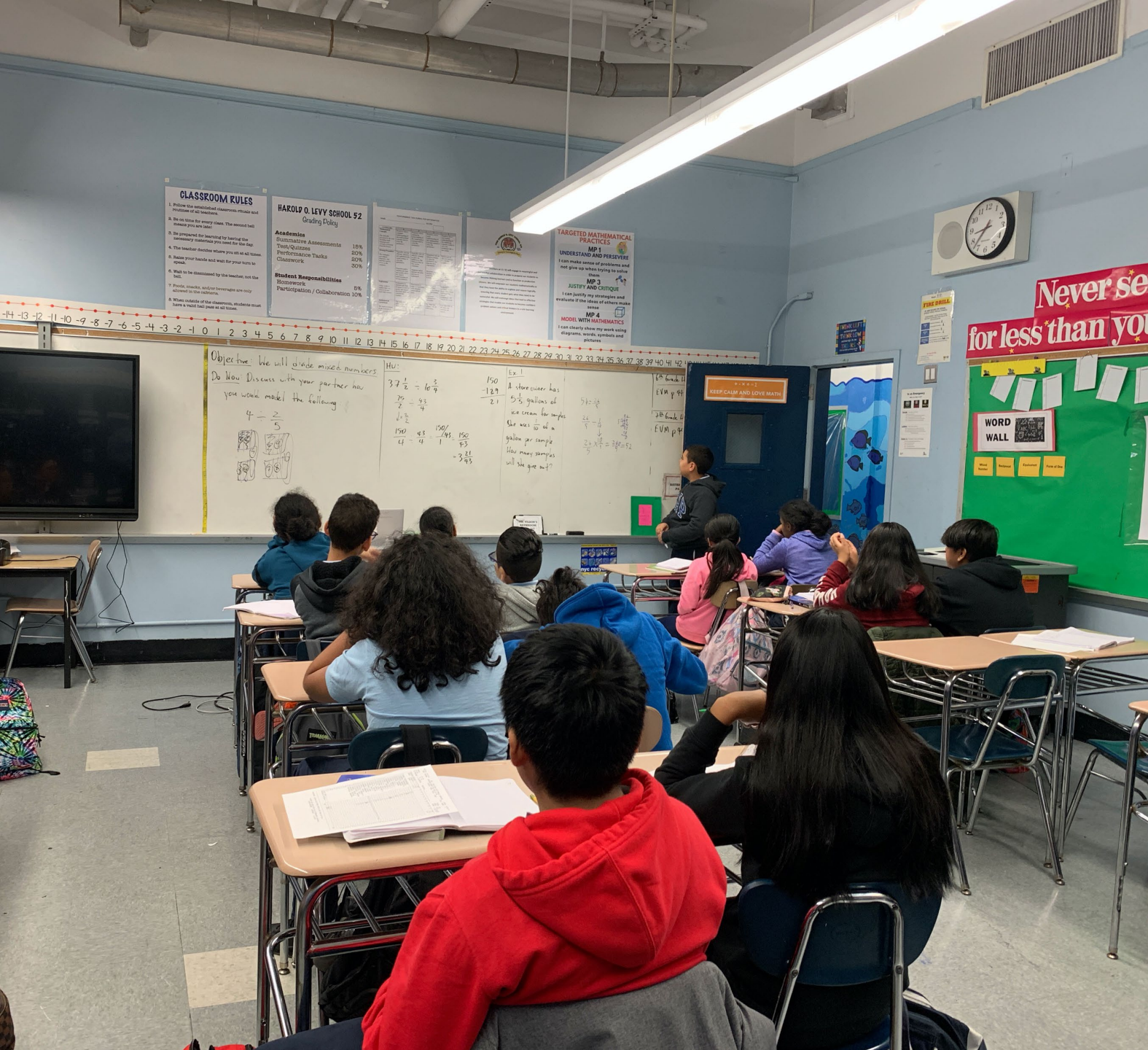


# EQUITY, EQUALITY, JUSTICE, ETC.

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- So equality means everyone gets the same number of boxes
- Equity means every person gets enough boxes so they can all see the game
- Justice means we specifically deal with the fence itself
- Liberation means either that ...
  - Students no longer have a gate in front of them or
  - Students have an equal chance at playing the game they're watching?

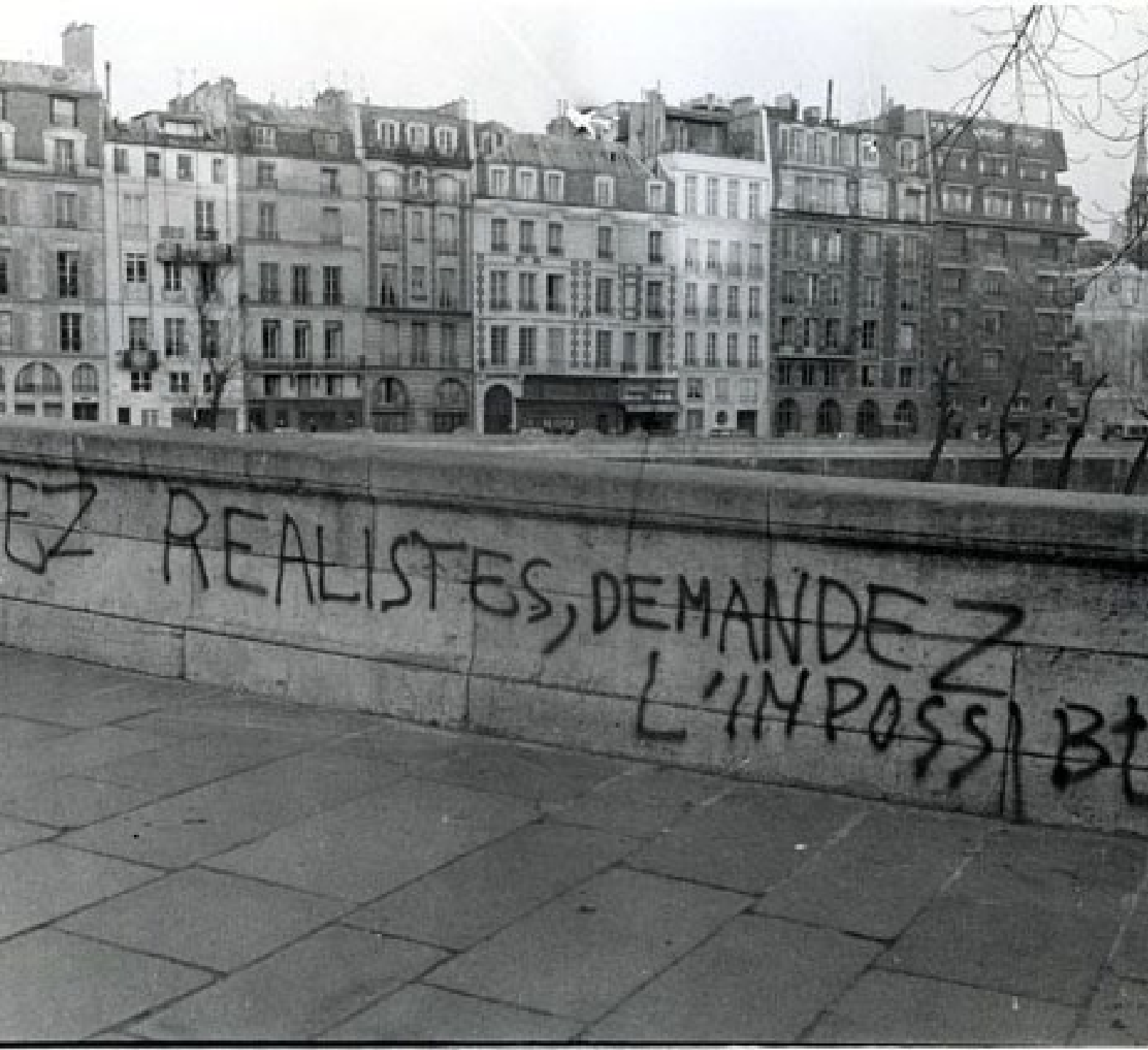




# WE CAN MUST DO BETTER STARTING NOW

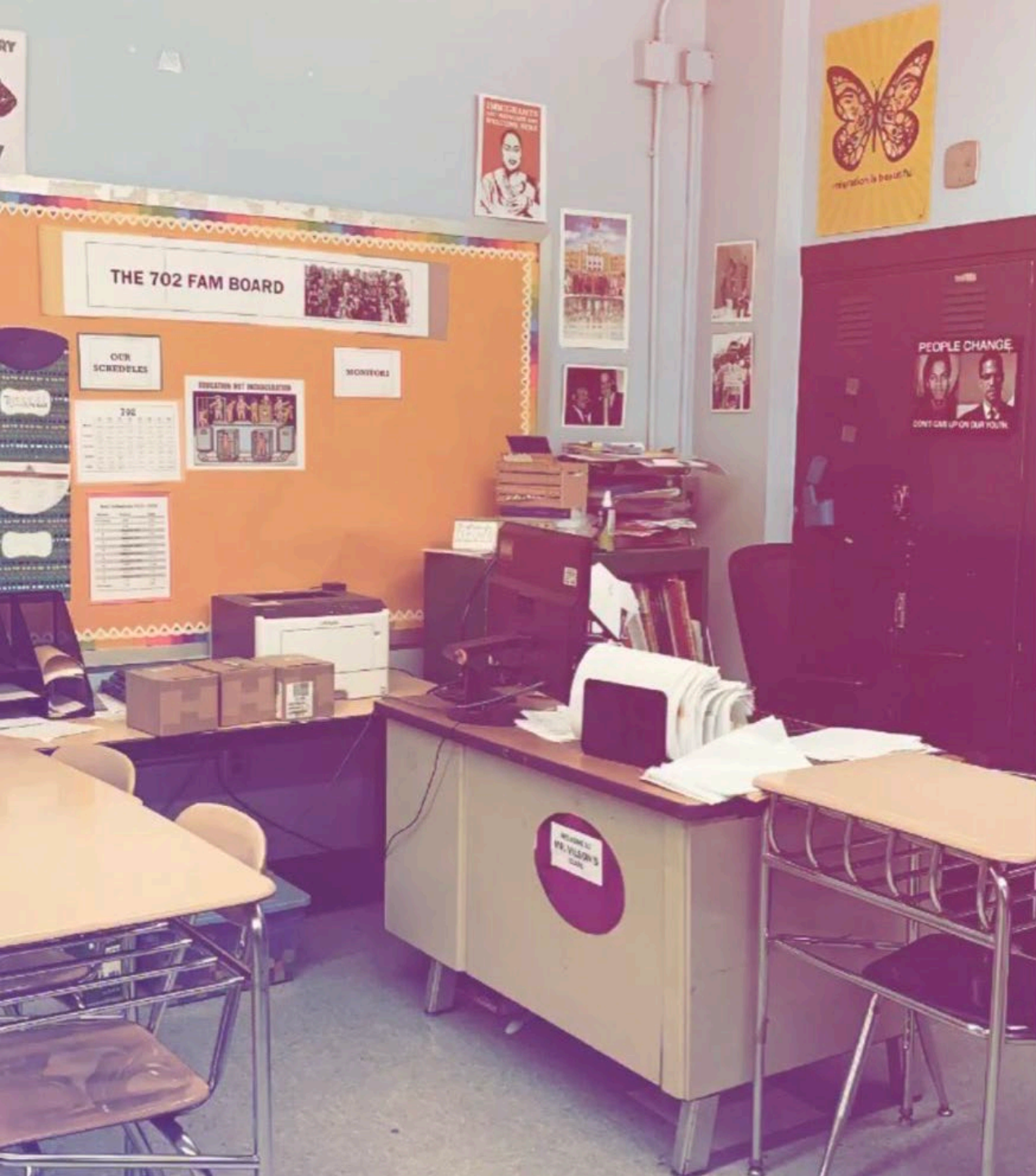
- Ask students and, when in doubt, ask again.
- Be an expert but leverage parent expertise as well
- Disaster distance learning didn't create our conditions; they revealed and exacerbated them
- We don't teach math; we teach students math
- We generally teach the kids we wish we had; we teach the kids right in front of us





## WHAT'S YOUR REASON?

- STEM is not neutral
- Anti-racist educators have been ready for this moment
- Hope in the moment is critical work
- Our ancestors are watching



# DEMAND THE IMPOSSIBLE

- Who will you teach for starting tomorrow?
- How will you advocate for/with your students?
- What are you willing to risk/lose?
- What will you be listening for when your students speak?





QUESTIONS?





# THANK YOU!

- <http://thejosevilson.com>
- Twitter / Facebook: @thejlv
- Instagram: @thejosevilson
- *This Is Not A Test: A New Narrative on Race, Class, and Education*
- EduColor
  - <https://educolor.org>
  - EduColorMVMT on Twitter/Instagram