

A STUDY OF ELEMENTARY MATHEMATICS
TEACHERS' KNOWLEDGE OF EQUITY

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ABSTRACT

Currently, mathematics instruction in U.S. classrooms is far from achieving equity for African American students. Establishing an equitable classroom environment that results in student learning for African Americans requires specialized teacher knowledge, productive dispositions and beliefs, and effective teaching practices. The study reports on 13 elementary mathematics teachers' knowledge of equity related specifically to teaching mathematics to African American students. Teachers' knowledge of equity in teaching was examined using interview data and videotaped classroom observations based on the three components of the Knowledge of Equity in Teaching Framework: (1) knowledge of equity issues; (2) beliefs; and (3) knowledge of equity pedagogy. The participants in this study demonstrated a specific knowledge related to equity in teaching mathematics to African American students. The results of this study revealed that the components of the Knowledge of Equity in Teaching Framework influence each other.

Implications for research and practice are discussed and recommendations for future research are suggested.