

Table of Contents

Preface	vii
----------------	------------

Trena Wilkerson, Baylor University, Waco, Texas

Kevin Dykema, Mattawan Consolidated Schools, Mattawan, Michigan

About the Storytellers	ix
-------------------------------	-----------

Chapter 1	1
------------------	----------

The Power of Stories

Robert Q. Berry III, University of Arizona, Tucson

Sarah B. Bush, University of Central Florida, Orlando

DeAnn Huinker, University of Wisconsin–Milwaukee

Karen J. Graham, University of New Hampshire, Durham

Chapter 2	5
------------------	----------

Four Key Recommendations from Catalyzing Change

DeAnn Huinker, University of Wisconsin–Milwaukee

Sarah B. Bush, University of Central Florida, Orlando

Karen J. Graham, University of New Hampshire, Durham

Robert Q. Berry III, University of Arizona, Tucson

Chapter 3	15
------------------	-----------

Points of View: Making Space for Wonder, Joy, and Deeper Understanding in Mathematics

Francis Su, Harvey Mudd College, Claremont, California

Chapter 4	27
(Re)humanizing Assessment: “Sitting Beside” Students to Make Sense of Their Thinking	
Nicole Rigelman, Portland State University and The Math Learning Center, Oregon Mary Duden, Oregon Episcopal School, Portland	
Chapter 5	37
Pillars & Practices: A Framework to Catalyze Change at the Margins	
Nolan Fossum, Mount Miguel High School, Spring Valley, California	
Chapter 6	47
Detracking Mathematics in a Small School	
Tina Cardone, Lesley University, Cambridge, Massachusetts	
Chapter 7	53
Using a Framework for Continuous Improvement to Catalyze Change in Middle School Mathematics	
Briana Trager, Mehlville School District, St. Louis, Missouri Rachel Ruggirello, Institute for School Partnership, Washington University in St. Louis, Missouri	
Chapter 8	61
Initiating Change through a Vertical Team: Ongoing Conversations and Collaborations	
Kurt Salisbury, Midway Independent School District, Woodway, Texas Lorri Sapp, Midway Independent School District, Woodway, Texas Kimberly Johnston, Midway Independent School District, Woodway, Texas	
Chapter 9	71
Being Bold: San Francisco’s Detracking Story as a Path to Equity	
Angela Torres, San Francisco Unified School District, California Lizzy Hull Barnes, San Francisco Unified School District, California	

Chapter 10	81
Catalyzing Transformational Change through a District Approach to Asset-Based Assessments	
Alexandra Martinez, San Diego Unified School District, California Patrick Callahan, Callahan Consulting, Math ANEX, San Diego, California Erica Heinzman, University of California San Diego	
Chapter 11	93
Creating School-Wide Cultures of Mathematical Sense Making	
Dee Crescitelli, Kentucky Center for Mathematics, Highland Heights Funda Gonulates, Northern Kentucky University, Highland Heights	
Chapter 12	103
Ohio’s Mathematical Modeling and Reasoning Course: A Successful Avenue within Ohio’s High School Math Pathways	
Lynne M. Pachnowski, University of Akron, Ohio Anna Cannelongo, Ohio Department of Education, Columbus Stephen Miller, Summit Educational Service Center, Cuyahoga Falls, Ohio Jennifer Walls, Akron Public Schools, Ohio	
Chapter 13	115
Catalyzing Change in Alabama: Crafting a Course of Study to Increase Access and Equity for All Secondary Mathematics Students	
W. Gary Martin, Auburn University, Alabama Catherine Q. Jones, Alabama Department of Education, Montgomery Suzanne B. Culbreth, Consultant, Auburn, Alabama Derallus Dyshell Davis, Jefferson County Schools, Birmingham, Alabama Nancee Garcia, Auburn High School, Alabama Kathryn A. Lanier, Southern Research, Birmingham, Alabama Lee Ann Latta, A+ College Ready, Birmingham, Alabama Andrew T. Poker, Riverchase Career Connection Center, Hoover, Alabama Keri F. Richburg, Troy University, Alabama	