

Equity Within Mathematics Education Research as a Political Act: Moving From Choice to Intentional Collective Professional Responsibility

NCTM Research Committee

APPENDIX

Selected Readings on Equity in Mathematics Education from 2005 to Present

BOOKS

- Aguirre, J., Mayfield-Ingram, K., & Martin, D. B. (2013). *The impact of identity in K–8 mathematics: Rethinking equity-based practices*. Reston, VA: National Council of Teachers of Mathematics.
- Atweh, B., Graven, M., Secada, W., & Valero, P. (Eds.). (2011). *Mapping equity and quality in mathematics education*. New York, NY: Springer.
- Barwell, R. (2009). *Multilingualism in mathematics classrooms: Global perspectives*. Bristol, United Kingdom: Multilingual Matters.
- Barwell, R., Clarkson, P., Halai, A., Kazima, M., Moschkovich, J., Planas, N., ... Villavicencio Ubillús, M. (Eds.). (2016). *Mathematics education and language diversity: The 21st ICMI study*. Cham, Switzerland: Springer.
- Bright, A., Hanson-Thomas, H., & de Oliveira, L. C. (2015). *Common core state standards in mathematics for English language learners: High school*. Alexandria, VA: TESOL Press.
- Celedón-Pattichis, S., & Ramirez, N. (2012). *Beyond good teaching: Advancing mathematics education for ELLs*. Reston, VA: National Council of Teachers of Mathematics.
- Civil, M., & Turner, E. (Eds.). (2014). *Common core state standards in mathematics for English language learners: Grades K–8*. Alexandria, VA: TESOL Press.
- Ellis, M. W. (Ed.). (2008). *Mathematics for every student: Responding to diversity, grades 6–8*. Reston, VA: National Council of Teachers of Mathematics.
- Featherstone, H., Crespo, S., Jilk, L., Oslund, J., Parks, A., & Wood, M. (2011). *Smarter together! Collaboration and equity in the elementary math classroom*. Reston, VA: National Council of Teachers of Mathematics.
- Flores, A. (Ed.). (2009). *Mathematics for every student: Responding to diversity, grades 9–12*. Reston, VA: National Council of Teachers of Mathematics.
- Foote, M. Q. (Ed.). (2010). *Mathematics teaching and learning in K–12: Equity and professional development*. New York, NY: Palgrave Macmillan.
- Fosnot, C. T. (Ed.). (2010). *Models of intervention in mathematics: Reweaving the tapestry*. Reston, VA: National Council of Teachers of Mathematics.
- Greer, B., Mukhopadhyay, S., Powell, A. B., & Nelson-Barber, S. (2009). *Culturally responsive mathematics education*. New York, NY: Routledge.

- Gutstein, E., & Peterson, B. (2013). *Rethinking mathematics: Teaching social justice by the numbers* (2nd ed.). Milwaukee, WI: Rethinking Schools.
- Herbel-Eisenmann, B., Choppin, J., Wagner, D., & Pimm, D. (Eds.). (2012). *Equity in discourse for mathematics education: Theories, practices, and policies*. In A. Bishop (Series Ed.), *Mathematics Education Library*: Vol. 55. New York, NY: Springer.
- Horn, I. S. (2012). *Strength in numbers: Collaborative learning in secondary mathematics*. Reston, VA: National Council of Teachers of Mathematics.
- Jacobsen, L. J., Mistele, J., & Sriraman, B. (Eds.). (2012). *Mathematics teacher education in the public interest: Equity and social justice*. Charlotte, NC: Information Age.
- Jorgensen, R., Sullivan, P., & Grootenboer, P. (Eds.). (2013). *Pedagogies to enhance learning for Indigenous students: Evidence-based practice*. Singapore: Springer.
- Jurdak, M., Vithal, R., de Freitas, E., Gates, P., & Kolloosche, D. (2016). *Social and political dimensions of mathematics education: Current thinking*. Cham, Switzerland: Springer.
- Kersaint, G., Thompson, D. R., & Petkova, M. (2009). *Teaching mathematics to English language learners*. New York, NY: Routledge.
- Kitchen, R. S., & Civil, M. (Eds.). (2011). *Transnational and borderland studies in mathematics education*. New York, NY: Routledge.
- Kitchen, R. S., DePree, J., Celedón-Pattichis, S., & Brinkerhoff, J. (2007). *Mathematics education at highly effective schools that serve the poor: Strategies for change*. Mahwah, NJ: Erlbaum.
- Leonard, J. (2008). *Culturally specific pedagogy in the mathematics classroom: Strategies for teachers and students*. New York, NY: Routledge.
- Leonard, J., & Martin, D. B. (Eds.). (2013). *The brilliance of Black children in mathematics*. Charlotte, NC: Information Age Publishing.
- Martin, D. B. (Ed.). (2009). *Mathematics teaching, learning, and liberation in the lives of Black children*. New York, NY: Routledge.
- Mendick, H. (2006). *Masculinities in mathematics*. Berkshire, United Kingdom: Open University Press.
- Moschkovich, J. (Ed.). (2010). *Language and mathematics education: Multiple perspectives and directions for research*. Charlotte, NC: Information Age Publishing.
- Mukhopadhyay, S., & Roth, W.-M. (Eds.). (2012). *Alternative forms of knowing (in) mathematics*. Rotterdam, the Netherlands: Sense.
- Nasir, N. S., Cabana, C., Shreve, B., Woodbury, E., & Louie, N. (Eds.). (2014). *Mathematics for equity: A framework for successful practice*. New York, NY: Teachers College Press, and Reston, VA: National Council of Teachers of Mathematics.
- Nasir, N. S., & Cobb, P. (Eds.). (2006). *Improving access to mathematics: Diversity and equity in the classroom*. New York, NY: Teachers College Press.
- Nicol, C. (Ed.). (in press). *Living culturally responsive mathematics curriculum and pedagogy: Making a difference with/in Indigenous communities*. Rotterdam, the Netherlands: Sense.
- Radford, L., Schubring, G., & Seeger, F. (Eds.). (2008). *Semiotics in mathematics education: Epistemology, history, classroom, and culture*. Rotterdam, the Netherlands: Sense.
- Rodriguez, A. J., & Kitchen, R. S. (Eds.). (2005). *Preparing mathematics and science teachers for diverse classrooms: Promising strategies for transformative pedagogy*. Mahwah, NJ: Erlbaum.
- Skovsmose, O., & Greer, B. (Eds.). (2012). *Opening the cage: Critique and politics of mathematics education*. Rotterdam, the Netherlands: Sense.
- Sriraman, B. (Ed.). (2008). *International perspectives on social justice in mathematics education. Monograph 1 in the Montana Mathematics Enthusiast*. Charlotte, NC: Information Age Publishing.
- Tan, E., Barton, A. C., Turner, E., & Gutiérrez, M. V. (2012). *Empowering science and mathematics education in urban schools*. Chicago, IL: University of Chicago Press.
- Télez, K., Moschkovich, J. N., & Civil, M. (Eds.). (2011). *Latinos/as and mathematics education: Research on learning and teaching in classrooms and communities*. Charlotte, NC: Information Age Publishing.

White, D. Y., & Spitzer, J. S. (Eds.). (2008). *Mathematics for every student: Responding to diversity, grades pre-K–5*. Reston, VA: National Council of Teachers of Mathematics.

EQUITY-FOCUSED SPECIAL ISSUES & SERIES

- Aguirre, J. M., & Civil, M. (Eds.). (2016). Mathematics through the lens of social justice [Special issue]. *Teaching for Excellence and Equity in Mathematics*, 7(1).
- Alexander, N. (Ed.). (2012). Equity issue [Special issue]. *Journal of Mathematics Education at Teachers College*, 3(Fall–Winter).
- Bartell, T. G., & Flores, A. (Eds.). (2014). *TODOS research monograph 3: Embracing resources of children, families, communities, and cultures in mathematics learning*. San Bernardino, CA: TODOS.
- Ernest, P. (Ed.). (2014). Mathematics and gender [Special issue]. *Philosophy of Mathematics Education Journal*, 28.
- Gates, P., & Jorgensen (Zevenbergen), R. (2009). Foregrounding social justice in mathematics teacher education. *Journal of Mathematics Teacher Education*, 12(3), 161–170. doi:10.1007/s10857-009-9105-4
- Gutiérrez, R. (Ed.). (2013). Equity [Special issue]. *Journal for Research in Mathematics Education*, 41(1).
- Stinson, D. W., & Spencer, J. A. (Eds.). (2013). PrOMPTE [Special issue]. *Journal of Urban Mathematics Education*, 6(1).
- Strutchens, M., Bay-Williams, J., Civil, M., Chval, K., Malloy, C. E., White, D. Y., . . . Berry, R. Q. (Eds.). (2012). Foregrounding equity in mathematics teacher education. *Journal of Mathematics Teacher Education*, 15(1), 1–7. doi:10.1007/s10857-011-9202-z

HANDBOOK CHAPTERS & LITERATURE REVIEWS

- Barwell, R., Moschkovich, J., & Setati Phakeng, M. (in press). Learning and teaching mathematics and language diversity: Second language, bilingual and multilingual learners. In J. Cai (Ed.), *Compendium for research in mathematics education*. Reston, VA: National Council of Teachers of Mathematics.
- Bishop, A. J., & Forgasz, H. J. (2007). Issues of access and equity in mathematics education. In F. K. Lester, Jr. (Ed.), *Second handbook of research on mathematics teaching and learning* (Vol. 2, pp. 1145–1168). Charlotte, NC: Information Age Publishing.
- Boaler, J., & Sengupta-Irving, T. (2006). Nature, neglect and nuance: Changing accounts of sex, gender and mathematics. In C. Skelton, B. Francis, & L. Smulyan (Eds.), *The Sage handbook of gender and education* (pp. 207–219). London, United Kingdom: Sage. doi:10.4135/9781848607996.n16
- Diversity in Mathematics Education Center for Learning and Teaching. (2007). Culture, race, power, and mathematics education. In F. K. Lester, Jr. (Ed.), *Second handbook of research on mathematics teaching and learning* (Vol. 1, pp. 405–433). Charlotte, NC: Information Age Publishing.
- Jablonska, E., Wagner, D., & Walshaw, M. (2012). Theories for studying social, political and cultural dimensions of mathematics education. In M. A. K. Clements, A. Bishop, C. Keitel, J. Kilpatrick, & F. K. S. Leung (Eds.), *Third international handbook of mathematics education* (pp. 41–66). New York, NY: Springer. doi:10.1007/978-1-4614-4684-2_2
- Langer-Osuna, J. M., & Esmonde, I. (in press). Identity in research on mathematics education. In J. Cai (Ed.), *Compendium for research in mathematics education*. Reston, VA: National Council of Teachers of Mathematics.
- Langer-Osuna, J. M., & Nasir, N. S. (2016). Rehumanizing the “other”: Race, culture and identity in educational research. *Review of Research in Education*, 40(1) 723–743. doi:10.3102/0091732X16676468
- Martin, D. B., Anderson, C. R., & Shah, N. (in press). Race and mathematics education. In J. Cai (Ed.), *Compendium for research in mathematics education*. Reston, VA: National Council of Teachers of Mathematics.

Stinson, D. W. (2006). African American male adolescents, schooling (and mathematics): Deficiency, rejection, and achievement. *Review of Educational Research*, 76(4), 477–506. doi:10.3102/00346543076004477

PRACTITIONER-FOCUSED ARTICLES

Chval, K. B., & Chávez, Ó. (2011). Designing math lessons for English language learners. *Mathematics Teaching in the Middle School*, 17(5), 261–265.

Dieker, L. A., Stephan, M., & Smith, J. (2012). Secondary mathematics inclusion: Merging with special education. *Mathematics Teaching in the Middle School*, 18(5), 292–299. doi:10.5951/mathteachmidscho.18.5.0292

Drake, C., Land, T., Bartell, T. G., Aguirre, J. M., Foote, M. Q., Roth McDuffie, A., & Turner, E. E. (2015). Three strategies for opening curriculum spaces. *Teaching Children Mathematics*, 21(6), 346–353.

Felton, M. D. (2010). Is math politically neutral? *Teaching Children Mathematics*, 17(2), 60–63.

Felton, M. D., Anhalt, C. O., & Cortez, R. (2015). Going with the flow: Challenging students to make assumptions. *Mathematics Teaching in the Middle School*, 20(6), 342–349. doi:10.5951/mathteachmidscho.20.6.0342

Gutiérrez, R. (2009). Framing equity: Helping students “play the game” and “change the game.” *Teaching for Excellence and Equity in Mathematics*, 1(1), 4–8.

Martin, D. B. (2009). Does race matter? *Teaching Children Mathematics*, 16(3), 134–139.

Moschkovich, J. N. (2013). Equitable practices in mathematics classrooms: Research-based recommendations. *Teaching for Excellence and Equity in Mathematics*, 5(1), 26–34.

Nasir, N. S. (2008). Everyday pedagogy: Lessons from basketball, track, and dominoes. *Phi Delta Kappan*, 89(7), 529–532. doi:10.1177/003172170808900717

Perkins, I., & Flores, A. (2002). Mathematical notations and procedures of recent immigrant students. *Mathematics Teaching in the Middle School*, 7(6), 346–352.

Roth McDuffie, A., Foote, M. Q., Drake, C., Turner, E. E., Aguirre, J. M., Bartell, T. G., & Bolson, C. (2014). Use of video analysis to support prospective K–8 teachers’ noticing of equitable practices. *Mathematics Teacher Educator*, 2(2), 108–140. doi:10.5951/mathteacheduc.2.2.0108

Rubel, L. H. (2016). Speaking up and speaking out about gender in mathematics. *Journal of Mathematics Teacher Education*, 109(6), 434–439. doi:10.5951/mathteacher.109.6.0434

Simic-Muller, K. (2015). Social justice and proportional reasoning. *Mathematics Teaching in the Middle School*, 21(3), 162–168. doi:10.5951/mathteachmidscho.21.3.0162

Simic-Muller, K., Turner, E. E., & Varley, M. (2009). Math club problem posing. *Teaching Children Mathematics*, 16(4), 206–212.

Turner, E., & Font Strawhun, B. (2007). Posing problems that matter: Investigating school overcrowding. *Teaching Children Mathematics*, 13(9), 457–463.

Varley Gutiérrez, M. (2010). “I thought this U.S. place was supposed to be about freedom”: Young Latinas engage in mathematics and social change to save their school. *Rethinking Schools*, 24(2), 3. Retrieved from http://www.rethinkingschools.org/archive/24_02/24_02_freedom.shtml

RESEARCH ARTICLES

Aguirre, J. M., Turner, E. E., Bartell, T., Kalinec-Craig, C., Foote, M. Q., Roth McDuffie, A., & Drake, C. (2012). Making connections in practice: How prospective elementary teachers connect children’s mathematics thinking and community funds of knowledge in mathematics instruction. *Journal of Teacher Education*, 64(2), 178–192. doi:10.1177/0022487112466900

Aguirre, J. M., & Zavala, M. (2013). Making culturally responsive mathematics teaching explicit: A lesson analysis tool. *Pedagogies: An International Journal*, 8(2), 163–190. doi:10.1080/1554480X.2013.768518

Aguirre, J. M., Zavala, M., & Katanyoutanant, T. (2012). Developing robust forms of pre-service teachers’ pedagogical content knowledge through culturally responsive mathematics teaching analysis. *Mathematics Teacher Education and Development*, 14(2), 113–136.

- Bartell, T. G. (2013). Learning to teach mathematics for social justice: Negotiating social justice and mathematical goals. *Journal for Research in Mathematics Education*, 44(1), 129–163. doi:10.5951/jresmetheduc.44.1.0129
- Bartell, T., Wager, A., Edwards, A., Battey, B., Foote, M., & Spencer, J. (2017). Toward a framework for research linking equitable teaching with the standards for mathematical practice. *Journal for Research in Mathematics Education*, 48(1), 7–21. doi:10.5951/jresmetheduc.48.1.0007
- Barwell, R. (2005). Integrating language and content: Issues from the mathematics classroom. *Linguistics and Education*, 16(2), 205–218. doi:10.1016/j.linged.2006.01.002
- Battey, D. (2013). Access to mathematics: “A possessive investment in Whiteness.” *Curriculum Inquiry*, 43(3), 332–359. doi:10.1111/curi.12015
- Battey, D., & Franke, M. (2015). Integrating professional development on mathematics and equity: Countering deficit views of students of color. *Education and Urban Society*, 47(4), 433–462. doi:10.1177/0013124513497788
- Berry, R. Q., III. (2008). Access to upper-level mathematics: The stories of African American middle school boys. *Journal for Research in Mathematics Education*, 39(5), 464–488.
- Berry, R. Q., III, Ellis, M., & Hughes, S. (2014). Examining a history of failed reforms and recent stories of success: Mathematics education and Black learners of mathematics in the United States. *Race Ethnicity and Education*, 17(4), 540–568. doi:10.1080/13613324.2013.818534
- Bonner, E. P. (2014). Investigating practices of highly successful mathematics teachers of traditionally underserved students. *Educational Studies in Mathematics*, 86(3), 377–399. doi:10.1007/s10649-014-9533-7
- Brown, R. (2009). Teaching for social justice: Exploring the development of student agency through participation in the literacy practices of a mathematics classroom. *Journal of Mathematics Teacher Education*, 12(3), 171–185. doi:10.1007/s10857-009-9110-7
- Celedón-Pattichis, S., & Turner, E. E. (2012). “Explicame tu respuesta”: Supporting the development of mathematical discourse in emergent bilingual kindergarten students. *Bilingual Research Journal*, 35(2), 197–216. doi:10.1080/15235882.2012.703635
- Dominguez, H. (2011). Using what matters to students in bilingual mathematics problems. *Educational Studies in Mathematics*, 76(3), 305–328.
- Esmonde, I. (2009). Mathematics learning in groups: Analyzing equity in two cooperative activity structures. *Journal of the Learning Sciences*, 18(2), 247–284. doi:10.1080/10508400902797958
- Esmonde, I., Brodie, K., Dookie, L., & Takeuchi, M. (2009). Social identities and opportunities to learn: Student perspectives on group work in an urban mathematics classroom. *Journal of Urban Mathematics Education*, 2(2), 18–45.
- Esmonde, I., & Langer-Osuna, J. M. (2013). Power in numbers: Student participation in mathematical discussions in heterogeneous spaces. *Journal for Research in Mathematics Education*, 44(1), 288–315. doi:10.5951/jresmetheduc.44.1.0288
- Felton-Koestler, M. D. (2015). Mathematics education as sociopolitical: Prospective teachers’ views of the what, who, and how. *Journal of Mathematics Teacher Education*. doi:10.1007/s10857-015-9315-x
- Gregson, S. A. (2013). Negotiating social justice teaching: One full-time teacher’s practice viewed from the trenches. *Journal for Research in Mathematics Education*, 44(1), 164–198. doi:10.5951/jresmetheduc.44.1.0164
- Gutiérrez, R. (2013). Why (urban) mathematics teachers need political knowledge. *Journal of Urban Mathematics Education*, 6(2), 7–19.
- Hand, V. (2012). Seeing culture and power in mathematical learning: Toward a model of equitable instruction. *Educational Studies in Mathematics*, 80(1), 233–247. doi:10.1007/s10649-012-9387-9
- Hoadley, U. (2007). The reproduction of social class inequalities through mathematics pedagogies in South African primary schools. *Journal of Curriculum Studies*, 39(6), 679–706. doi:10.1080/00220270701261169
- Hoadley, U., & Ensor, P. (2009). Teachers’ social class, professional dispositions and pedagogic practice. *Teaching and Teacher Education*, 25(6), 876–886. doi:10.1016/j.tate.2009.01.014
- Hyde, J. S., Lindberg, S. M., Linn, M. C., Ellis, A. B., & Williams, C. C. (2008). Gender similarities characterize math performance. *Science*, 321(5888), 494–495. doi:10.1126/science.1160364

- Jackson, C., & Povey, H. (2015). "Doing what comes naturally" in mathematics education? The role of social class in pre-service teachers' responses to innovative mathematics pedagogies. *Mathematics Teacher Education and Development*, 17(2), 199–212.
- Jorgensen, R., & Wagner, D. (2013). Mathematics education with/for indigenous peoples. *Mathematics Education Research Journal*, 25(1), 1–3.
- Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. *Educational Researcher*, 35(7), 3–12. doi:10.3102/0013189X035007003
- Larnell, G. V. (2016). More than just skill: Examining mathematics identities, racialized narratives, and remediation among Black undergraduates. *Journal for Research in Mathematics Education*, 47(3), 233–269. doi:10.5951/jresmetheduc.47.3.0233
- Larnell, G. V., Bullock, E. C., & Jett, C. C. (2016). Rethinking teaching and learning mathematics for social justice from a critical race perspective. *Journal of Education*, 196(1), 19–29.
- Leonard, J., Brooks, W., Barnes-Johnson, J., Berry, R., III. (2010). The nuances and complexities of teaching mathematics for cultural relevance and social justice. *Journal of Teacher Education*, 61(3), 261–270. doi:10.1177/0022487109359927
- Lipka, J., Hogan, M. P., Webster, J. P., Yanez, E., Adams, B., Clark, S., & Lacy, D. (2005). Math in a cultural context: Two case studies of a successful culturally based math project. *Anthropology & Education Quarterly*, 36(4), 367–385. doi:10.1525/aeq.2005.36.4.367
- LópezLeiva, C. A., & Khisty, L. L. (2014). "Juntos pero no revueltos": Microaggressions and language in the mathematics education of non-dominant Latinas/os. *Mathematics Education Research Journal*, 26(2), 421–438. doi:10.1007/s13394-013-0105-4
- LópezLeiva, C. A., Roberts-Harris, D., & von Toll, E. (2016). Meaning making with motion is MESSY: Developing a STEM learning community. *Canadian Journal of Science, Mathematics and Technology Education*, 16(2), 169–182. doi:10.1080/14926156.2016.1166293
- LópezLeiva, C. A., Torres, Z., & Khisty, L. L. (2013). Acknowledging Spanish and English resources during mathematical reasoning. *Cultural Studies of Science Education*, 8(4), 919–934. doi:10.1007/s11422-013-9518-3
- Martin, D. B. (2007). Beyond missionaries or cannibals: Who should teach mathematics to African American children? *The High School Journal*, 91(1), 6–28. doi:10.1353/hsj.2007.0023
- McGee, E. O. (2013). High-achieving Black students, biculturalism, and out-of-school STEM learning experiences: Exploring some unintended consequences. *Journal of Urban Mathematics Education*, 6(2), 20–41.
- McGee, E. O. (2015). Robust and fragile mathematical identities: A framework for exploring racialized experiences and high achievement among Black college students. *Journal for Research in Mathematics Education*, 46(5), 599–625. doi:10.5951/jresmetheduc.46.5.0599
- Meaney, T., & Evans, D. (2013). What is the responsibility of mathematics education to the Indigenous students that it serves? *Educational Studies in Mathematics*, 82(3), 481–496. doi:10.1007/s10649-012-9439-1
- Mendick, H. (2005). A beautiful myth? The gendering of being/doing "good at maths." *Gender and Education*, 17(2), 203–219. doi:10.1080/0954025042000301465
- Mendick, H. (2005). Mathematical stories: Why do more boys than girls choose to study mathematics at AS-level in England? *British Journal of Sociology of Education*, 26(2), 235–251. doi:10.1080/0142569042000294192
- Mendick, H. (2005). Only connect: Troubling oppositions in gender and mathematics. *International Journal of Inclusive Education*, 9(2), 161–180. doi:10.1080/1360311042000339383
- Moschkovich, J. (2007). Using two languages when learning mathematics. *Educational Studies in Mathematics*, 64(2), 121–144. doi:10.1007/s10649-005-9005-1
- Moschkovich, J. (2013). Principles and guidelines for equitable mathematics teaching practices and materials for English language learners. *Journal of Urban Mathematics Education*, 6(1), 45–57.
- Moschkovich, J. (2015). Academic literacy in mathematics for English learners. *The Journal of Mathematical Behavior*, 40, 43–62. doi:10.1016/j.jmathb.2015.01.005

- Musanti, S. I., Celedón-Pattichis, S., & Marshall, M. E. (2009). Reflections on language and mathematics problem solving: A case study of a bilingual first grade teacher. *Bilingual Research Journal*, 32(1), 25–41. doi:10.1080/15235880902965763
- Nasir, N. S., & Shah, N. (2011). On defense: African American males making sense of racialized narratives in mathematics education. *Journal of African American Males in Education*, 2(1), 24–45.
- Owens, K. (2015). Changing the teaching of mathematics for improved Indigenous education in a rural Australian city. *Journal of Mathematics Teacher Education*, 18(1), 53–78. doi:10.1007/s10857-014-9271-x
- Planas, N., & Civil, M. (2009). Working with mathematics teachers and immigrant students: An empowerment perspective. *Journal of Mathematics Teacher Education*, 12(6), 391–409. doi:10.1007/s10857-009-9116-1
- Rands, K. (2009). Mathematical Inqu[ee]ry: Beyond “Add-Queers-and-Stir” elementary mathematics education. *Sex Education*, 9(2), 181–191. doi:10.1080/14681810902829646
- Rubel, L. H., Hall-Wieckert, M., & Lim, V. Y. (2016). Teaching mathematics for spatial justice: Beyond a victory narrative. *Harvard Educational Review*, 86(4), 556–579. doi:10.17763/1943-5045-86.4.556
- Setati, M. (2005). Teaching mathematics in a primary multilingual classroom. *Journal for Research in Mathematics Education*, 36(5), 447–466.
- Setati, M. (2008). Access to mathematics versus access to the language of power: The struggle in multilingual mathematics classrooms. *South African Journal of Education*, 28(1), 103–116.
- Stinson, D. W., Bidwell, C. R., & Powell, G. C. (2012). Critical pedagogy and teaching mathematics for social justice. *The International Journal of Critical Pedagogy*, 4(1), 76–94.
- Stocker, D., & Wagner, D. (2007). Talking about teaching mathematics for social justice. *For the Learning of Mathematics*, 27(3), 17–21.
- Taylor, E. V. (2009). The purchasing practice of low-income students: The relationship to mathematical development. *Journal of the Learning Sciences*, 18(3), 370–415.
- Turner, E., & Celedón-Pattichis, S. (2011). Mathematical problem solving among Latina/o kindergartners: An analysis of opportunities to learn. *Journal of Latinos and Education*, 10(2), 146–169.
- Turner, E. E., Dominguez, H., Maldonado, L., & Empson, S. (2013). English learners’ participation in mathematical discussion: Shifting positionings and dynamic identities. *Journal for Research in Mathematics Education*, 44(1), 199–234. doi:10.5951/jresmetheduc.44.1.0199
- Turner, E. E., & Drake, C. (2016). A review of research on prospective teachers’ learning about children’s mathematical thinking and cultural funds of knowledge. *Journal of Teacher Education*, 67(1), 32–46. doi:10.1177/0022487115597476
- Turner, E. E., Drake, C., McDuffie, A. R., Aguirre, J., Bartell, T. G., & Foote, M. Q. (2012). Promoting equity in mathematics teacher preparation: A framework for advancing teacher learning of children’s multiple mathematics knowledge bases. *Journal of Mathematics Teacher Education*, 15(1), 67–82. doi:10.1007/s10857-011-9196-6
- Turner, E. E., Gutiérrez, R. J., & Sutton, T. (2011). Student participation in collective problem solving in an after-school mathematics club: Connections to learning and identity. *Canadian Journal of Science, Mathematics and Technology Education*, 11(3), 226–246. doi:10.1080/14926156.2011.595884
- Vale, C., Atweh, B., Averill, R., & Skourdombis, A. (2016). Equity, social justice and ethics in mathematics education. In K. Makar, S. Dole, J. Visnovska, M. Goos, A. Bennison, & K. Fry (Eds.), *Research in mathematics education in Australasia 2012-2015* (pp. 97–118). Singapore: Springer. doi:10.1007/978-981-10-1419-2_6
- Wager, A. A. (2014). Noticing children’s participation: Insights into teacher positionality toward equitable mathematics pedagogy. *Journal for Research in Mathematics Education*, 45(3), 312–350. doi:10.5951/jresmetheduc.45.3.0312
- Wedge, T. (2007). Gender perspectives in mathematics education: Intentions of research in Denmark and Norway. *ZDM*, 39(3), 251–260. doi:10.1007/s11858-007-0026-3