What is Culturally Responsive Mathematics Teaching and Why Does It Matter?

About The Speaker

Mark Ellis is a Professor of Education at California State University, Fullerton. Prior to entering higher education, Dr. Ellis taught mathematics in grades 6-12 in northern California public schools and earned National Board Certification. Dr. Ellis earned his Ph.D. in Education from the University of North Carolina Chapel Hill in 2005 with an emphasis on mathematics teacher education. His research interests include the history of school mathematics in the U.S., equity in mathematics education, and middle school mathematics teaching and learning.

Dr. Ellis has published over 40 articles and made over 70 presentations about mathematics teaching and learning for both practitioners and teacher educators. He served as an elected member of the National Council of Teachers of Mathematics (NCTM) Board of Directors from 2011-2014 and contributed to the development of NCTM's Principles to Action: Ensuring Mathematical Success for All. In 2015 he received NCTM's Linking Research to Practice award as co-author of the article, "Multidimensional Mathematics Teaching." He is co-author of the recent book, Reimagining the Mathematics Classroom: Creating and Sustaining Productive Learning Environments, K-6.

Dr. Ellis also serves as one of two lead authors for Ready Mathematics, a K-8 curriculum series used in schools throughout the U.S. All his work is driven by a belief that every student has the potential to be successful in learning mathematics and a commitment to ensuring this potential is fulfilled in every classroom. You can read more about Dr. Ellis's work at http://ellismathed.weebly.com or follow him @ellismathed.

Friday, November 3rd, 4-5pm
Bldg 33 Rm 286

Come at 3:30 for refreshments and to meet the speaker.

Abstract: Participants will be engaged in reflecting on historical outcomes of school mathematics in the U.S. and considering, through an interactive case study, how culturally responsive mathematics teaching might alter these patterns, particularly for historically underserved populations. A reflection framework that supports the design of culturally responsive mathematics lessons will be introduced along with examples of how teachers have put this into practice.

Hosted by the Mathematics Department as part of the Mathematics colloquium series.
All members of the Cal Poly community are invited to attend.

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