

## Presentations by Dr. Robert Berry at Western Illinois University

Thursday, 4/12/18, 3:30 p.m. in Morgan Hall 109

Title: **#blackkidsdomath: Discussing Black Boys who are Successful with School Mathematics**

Successful Black boys in school mathematics receives little attention in the research literature, while there is a vast amount of literature that describes the academic achievement and schooling experiences of Black boys in terms of failure. The underachievement and low-level course enrollment patterns of Black boys is well documented in the literature. However, there are Black boys who stand in opposition to the literature that documents their failure and underachievement. Black boys' mathematics identities are shaped by culture, community, and experiences with mathematics (Berry, 2003, 2008, 2011, & 2016). The development of a positive mathematics identity is essential towards helping Black boys sustain an interest in mathematics and develop persistence with mathematics. Examining the perceptions of successful Black boys is critical to identifying the strengths, skills, and significant factors that promote their success. This session will use vignettes and the voices of Black boys who have been successful with school mathematics. Specifically, the session will examine the intersections between race, gender, identity, agency, and persistence as frameworks for discussing the mathematics experiences of Black boys. Within this framework, identity, agency, and persistence are central to understanding how Black boys make sense of, and respond to, ways they learn and participate within their mathematical experiences.

### **Black Learners & School Mathematics**

1. Bellamy, W. & **Berry, III, R.Q.** (2017). Promises and challenges of a partnership between school districts and a community organization. *Professing Education*, 16(2), 27-35.
2. **Berry III, R. Q.** (2016). Informing Teachers about Identities and Agency: Using the Stories of Black Middle School Boys Who Are Successful with School Mathematics. In E. Silver & P.A. Kenney *More Lessons Learned from Research: Helping All Students Understand the Important Mathematics; Volume 2* (pp. 25 – 37). Reston, VA: National Council of Teachers of Mathematics.
3. **Berry, III, R.Q.** & Thunder, K. (2015) Black Learners' Persistence with Mathematics: A Qualitative Metasynthesis. *Mathematics Instruction for Perseverance*. Retrieved August 27, 2015 from <http://www.spencer.org/collected-papers-april-2015>
4. **Berry, III, R. Q.**, 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(1), p. 540-568. doi:10.1080/13613324.2013.818534
5. **Berry, III, R.Q.**, Thunder, K.\* & McClain, O. L.\* (2011). Counter Narratives: Examining the mathematics and racial identities of Black boys who are successful with school mathematics. *Journal of African American Males in Education* 2(1), 10-23.
6. **Berry III, R. Q.** & McClain, O. L.\* (2009). Voices, Power, and Multiple Identities: African American boys and mathematics success. *New England Mathematics Journal* 41(1), 17-26.
7. **Berry III, R. Q.** (2008). Mathematically successful sons: The roles of African American parents. *Adults Learning Mathematics - An International Journal*, 3(2b), 23-35. Retrieved August 5, 2010 from [http://www.alm-online.net/images/ALM/journals/almij-volume3\\_2\\_a\\_nov2008.pdf](http://www.alm-online.net/images/ALM/journals/almij-volume3_2_a_nov2008.pdf)
8. **Berry III, R. Q.** (2008). Access to Upper-Level Mathematics: The Stories of Successful African American Middle School Boys. *Journal for Research in Mathematics Education*, 39(5), 464–488. doi:10.2307/40539311

Friday, 4/13/18, 8:30 a.m. in Morgan Hall 109

**Title: *Catalyzing Change: Identity, Agency, Positionality and Equitable Instructional Practices***

Description: This session makes connections between equitable instructional practices and identity, agency and positionality. Specifically, the session uses a vignette to examine how high cognitively demanding task provide opportunities to engage learners in meaning discourse positioning learners as mathematically competent. The session uses mathematical discourse community as a framework for connecting mathematics norms of discourse to identity and agency. While this session highlights *Catalyzing Change for High School Mathematics*, the discussions of teaching practices that cultivate identity, agency, and positionality is appropriate for all educators.

**Identity, Agency, & Positionality: Teaching Practices**

1. Berlin, R.\* & **Berry III, R. Q.** (2018). Confronting the lies I tell myself. In M. Civil, D. White & S. Celedon-Pattichis (Eds.). *Access and Equity: Promoting High Quality Mathematics in Grades 3-5*. Reston, VA: National Council of Teachers of Mathematics.
2. **Berry, III, R.Q.** & \*Thomas, C.A. (2017). A qualitative Metasynthesis on culturally responsive teaching & culturally relevant pedagogy: Unpacking mathematics teaching practices. *Proceedings of the 39<sup>th</sup> Annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* Indianapolis IN: Indiana University.
3. **Berry III, R. Q.** (2016). Examining Interest Convergence and Identity: A Commentary on Foote's Case. In D. White, S. Crespo, & M. Civil (Eds.) *Casebook Commentary on Mathematics Teaching and Learning* (pp. 373-378). Charlotte, NC: Information Age Publishing
4. **Berry, III, R. Q.** & Ellis, M. W. (2013). Multidimensional teaching. *Mathematics Teaching in the Middle School*, 19(3), p 172-178.
5. **Berry, III, R.Q.**, & Walkowiak, T. A. (2012). Using culturally relevant pedagogy and social justice to understand mathematics instructional quality in an urban context. In J. L. Moore & C. W. Lewis (Eds.) *African American students in Urban Schools: Critical Issues and Solutions for Achievement*. (pp. 161-184). New York: Peter Lang Publishers.
6. Leonard, J., Brooks, W., Barnes-Johnson, J, & **Berry III, R. Q.** (2010). The Nuances and complexities of teaching for cultural relevance and social justice. *Journal of Teacher Education* 61(3), 261-270. doi: 10.1177/0022487109359927