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Elizabeth M de Freitas* (defreitas@adelphi.edu), 130 Alumnae Hall, Adelphi University, Garden City, NY 11530. *Critical Mathematics: Enhancing the equity principle in mathematics methods courses.*

In this paper I report on a research project that examined new ways of addressing the NCTM equity principle in preservice mathematics methods courses. Strategies derived from critical pedagogy and anti-racist pedagogy were embedded into a preservice mathematics methods course, in an attempt to address teacher resistance to embracing the equity principle. I discuss recent work in teacher education and equity (Rodriguez & Kitchen, 2005) and examine the impact of three particular strategies employed in a two year research study. These strategies employed self-reflection and classroom discourse analysis. Mathematics teacher identity development over the two year period (through course work and practice teaching) was analysed through theories of cultural identity. The analysis suggests that moments of discomfort may be critical in developing the capacity in preservice highschool teachers to recognize and name the role of school mathematics in reproducing and disrupting social inequity. Reference: Rodriguez, A.J. & Kitchen, R.S. (2005). Preparing mathematics and science teachers for diverse classrooms: Promising strategies for transformative pedagogy. Mahwah, NJ: Lawrence Erlbaum. (Received September 26, 2006)