

School of Education
Visiting Minority Scholars Lecture Series

Privileging Mathematics and Equity in Teacher Education: Framework, Counter-Resistance Strategies and Reflections from a Latina Mathematics Educator

Julia Aguirre, Ph.D.

Assistant Professor, Education Program
University of Washington, Tacoma

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Room 253 Educational Sciences Building

While calls continue to better prepare teachers to meet the mathematics education needs of culturally and linguistically diverse students, examples in pre-service and inservice teacher preparation contexts have been minimal. How do we prepare teachers to teach mathematics, build on community knowledge, and take on a transformative critical approach to challenge inequity and injustice with mathematics? In this presentation a Latina mathematics educator will discuss her efforts to (a) address tensions and push-back from others, and (b) privilege content and equity in her work with teachers. Implications for mathematics education research and professional development will be discussed.



Dr. Aguirre's research, teaching, and professional development work with K-12 teachers focus on improving and advancing mathematics education for students historically underrepresented in the fields of mathematics and science. Her research interests include: the impact of teacher beliefs/ knowledge on mathematics curriculum and instruction; roles of race, culture, language, and class in mathematics teaching and learning; culturally responsive pedagogy; and teacher development. She received her doctorate in Education from the University of California at Berkeley. She has a Master's degree from the University of Chicago, and a Bachelor of Arts degree from the University of California at Berkeley.

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