

**ZMATH 2014f.00184**

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**More than test scores: how teachers' classroom practice contributes to and what student work reveals about black students' mathematics performance and understanding.**

Martin, Danny Bernard (ed.), Mathematics teaching, learning, and liberation in the lives of black children. London: Routledge (ISBN 978-0-8058-6463-2/hbk; 978-0-8058-6464-9/pbk; 978-0-203-87770-8/ebook). Studies in Mathematical Thinking and Learning Series, 145-171 (2009).

From the text: I report results from an intervention, dynamic pedagogy, developed for elementary teachers and students, that was designed to address these issues and improve the performance of elementary students of color in an ethnically and socioeconomically diverse school district. After describing key components of dynamic pedagogy briefly, I focus on examining more deeply teacher practice and student performance in classrooms where Black students excel and demonstrate mathematical understanding. In doing so, I seek to challenge dominant discourses that serve to reify low expectations of Black children, based on the common discussions of their average “rank” relative to others which contributes to a “racial hierarchy of mathematical ability” [D. B. Martin, in: Liberating the production of knowledge about African American children and mathematics. London: Routledge. 3–36 (2009; ME 2014f.00323)]. I seek to answer two key questions: What are characteristics of teachers' practice in classrooms where Black students are achieving at high levels in mathematics? What kinds of mathematical knowledge do Black students – whether “high” or “low” achieving – demonstrate?

*Classification:* C30 C60 D40 C70

*Keywords:* classroom practice; teaching; performance; students' understanding; socio-cultural aspects