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Title: Towards Equity in Mathematics Education for Students with Disabilities: A Case Study of Professional Learning

Students labeled as having severe disabilities have historically been excluded from participating in rich and meaningful learning experiences, especially in core content areas such as mathematics. Calls for change in educational paradigms towards more inclusive practices have serious implications and challenges for researchers and practitioners who seek to better understand and implement transformative types of changes in mathematics classrooms. These changes necessitate powerful models of professional learning. Once such model of professional learning is social design experiments which involve the formation of a researcher-facilitated professional learning community that included general and special educators from two urban elementary schools working collaboratively and with tools in a series of learning sessions aimed at advancing equitable practices in mathematics for students with disabilities. As a part of a larger study, this case study utilized elements of the theory of expansive learning, post-structuralism, critical mathematics education, and disability studies perspectives to explore the tensions and solutions the emerged from the professional learning sessions through observations and follow-up interviews. Results of the analysis indicated several tensions that were marginalizing special education teachers, special education students, and mathematics. However, throughout the professional learning sessions, teachers recognized some of these tensions as those were being surfaced and proposed solutions and innovations that to address them. The results of the study suggests that while there are numerous barriers to advance equitable practices in mathematics in “inclusive” schools, given time, space, tools to have facilitate conversations, teachers do collectively expand their learning towards more just practices.