

# #BLACKKIDSDOMATH

## Discussing Black Boys Who Are Successful with School Mathematics

Successful black boys in school mathematics receive 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. The development of a positive mathematics identity is essential toward 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.



**Robert Q. Berry, III** is the president-elect of the National Council of Teachers of Mathematics (NCTM) and a professor in the Curry School of Education with an appointment in curriculum instruction and special education. He has extensive experiences in classroom observation and is the lead developer of an observation instrument, *Mathematics Scan*, which measures standards-based mathematics teaching practices. Currently, Berry is engaged in research unpacking the mathematics teaching strategies of black men who teach mathematics. He has published over 100 articles, book chapters and proceedings.

**Thursday, April 12, 2018  
3:30-4:30 p.m.  
Morgan Hall 109**



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