

**Perceptions to Priorities:  
Empowering Girls in Mathematics**

**Thomasenia Lott Adams  
@TLAMath**

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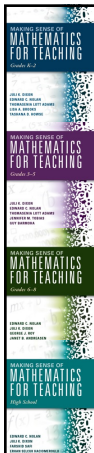
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**Journey in Mathematics**

- My story
- Your story
- Students' stories
- Family's stories

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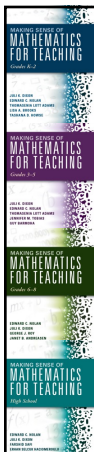
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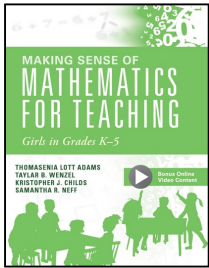
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**Making Sense of Mathematics for Teaching  
Girls in Grades K-5**

THOMASENIA LOTT ADAMS  
TAYLOR H. WENZEL  
CHRISTOPHER J. CHUBB  
SAMANTHA R. NEFF

Book Online  
Video Content

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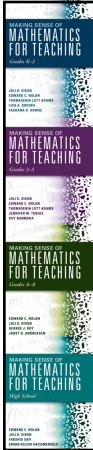
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## Goals

- Consider your perceptions about girls in mathematics
- Discuss myths and research related to girls in mathematics
- Explore possibilities for empowering girls in mathematics
- Commit to priorities for empowering girls in mathematics

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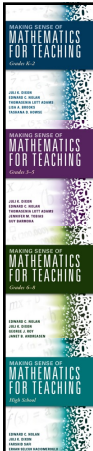
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What is a "perception"?

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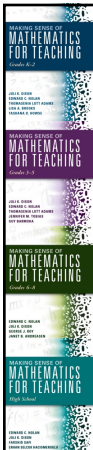
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Others' Perceptions


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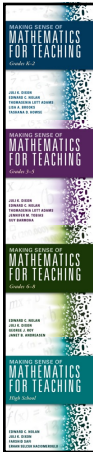
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### Possibilities

- Honoring diverse ways of doing mathematics
- Classroom discourse
- Hands-on learning
- Using questioning to boost understanding
- Formative assessment
- Contexts for tasks
- Modeling of mathematical power
- Teacher expectations

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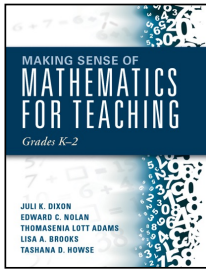
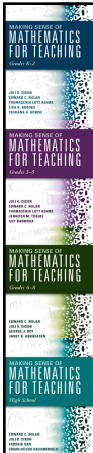
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### Making Sense of Mathematics for Teaching Grades K-2

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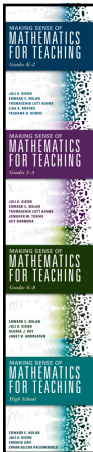
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### Possibilities

How did the teacher honor the diverse ways the girls were doing mathematics?

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MAKING SENSE OF MATHEMATICS FOR TEACHING  
Grades K-2

JULI K. DIXON  
EDWARD C. NOLAN  
THOMASENIA LOTT ADAMS  
LISA A. BROOKS  
TASHANA D. ROWSE

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Grades K-2

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Possibilities

How did the teacher use questioning to boost the girls' understanding?

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MAKING SENSE OF MATHEMATICS FOR TEACHING  
Grades 6-8

EDWARD C. NOLAN  
JULI K. DIXON  
GEORGE J. ROY  
JANET B. ANDREASEN

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Grades 6-8

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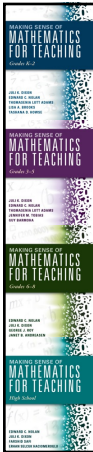
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## Possibilities

What expectations do you think were part of the norms for this class?

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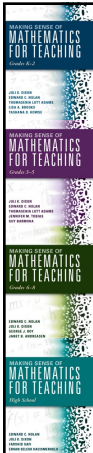
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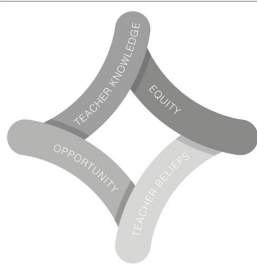
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## Priorities



**Priorities to Support Girls in Mathematics**

**EQUITY**  
Provide equitable experiences for all learners.

**TEACHER BELIEFS**  
Promote self-awareness of teacher beliefs about mathematics learning.

**OPPORTUNITY**  
Increase opportunity and access to mathematics experiences and role models.

**TEACHER KNOWLEDGE**  
Increase teacher content knowledge and confidence in mathematics.

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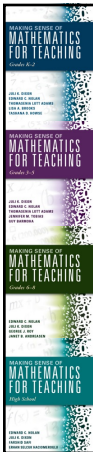
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## Mathematics for Everyone!

“Good mathematics is good mathematics. There isn't a set of mathematics for boys and a different set of mathematics for girls. Mathematics, in its entirety, is for everyone.”

(Adams, Wenzel, Neff, & Childs, 2019)

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