If I were in charge of creating a new math framework, I would look to the states and countries that are excelling in math. Massachusetts, Utah and Idaho have the highest NAEP scores in Math. First generation Chinese immigrants explained to me the drilling and repetition they learned in school, and wonder why we cannot implement the same here – because it works.

The framework is heavy on critical theory and political buzzwords, light on actual math. It reads like an instructional manual on social justice – not how to teach math.

The main focus is equity – for which there are no measurable objective benchmarks. In fact, I did not find anything in the framework regarding how to measure success. If anyone else found that part, please tell me.

The framework defines equity as: “Equity. Equity refers to fairness in education rather than sameness. Drawing from Gutierrez (2012), equity includes four dimensions in mathematics education: (1) Access to tangible resources; (2) Participation in quality mathematics classes and success in them; (3) Student identity development in mathematics; and (4) Attention to relations of power.” Do we really need to be focused on student identity development in math, or attention to relations of power? Can we not just teach everyone MATH? This is objectively insane to me.

From the overview: “The goal is to ensure equity and excellence in math learning so that all California students become powerful users of mathematics to better understand and positively impact the world—in their careers, in college, and in civic life.”

From chapter 1: “Reflecting the state’s commitment to equity, every chapter in this framework highlights considerations and approaches designed to help mathematics educators create and maintain equitable opportunities for all.”

Equity is such a heavy focus that the term is used in the titles of chapters 2, 9 and 10.

It’s also focused on “environmental literacy” – which has nothing to do with learning math.

In summary, the horse is out of the barn on this math framework and I don’t think anything can be done to change course. We have extreme partisans in the office of superintendent and at the highest levels of CDE. It is not surprising that they are using their positions to indoctrinate children with leftist ideas.

My recommendation would be to completely scrap this entire framework and model a new framework based on those that have proven successful – like those in Massachusetts, Utah, Idaho and China for starters.

Instead, our government has taken a non-political subject – math – heavily politicized it and turned it into a critical theory vessel for “equity” – whatever that means.