

PREFACE

This book is part of a series that grew from a proposal by the Educational Materials Committee at the National Council of Teachers of Mathematics (NCTM) to develop a collection of books based on the Access and Equity Principle for school mathematics from *Principles to Actions: Ensuring Mathematical Success for All* (NCTM 2014). In embarking on this project, the editors of the different volumes and I looked at previous NCTM publications addressing equity—and at two series in particular: *Mathematics for Every Student: Responding to Diversity*, edited by Carol Malloy (2008–2009), and *Changing the Faces of Mathematics*, edited by Walter Secada (1999–2002). We want to acknowledge these previous efforts, as these series have been an inspiration to our professional trajectories and to our thinking for this current set of books.

As this series, *Access and Equity: Promoting High-Quality Mathematics*, was being developed, a wider discussion on equity was taking place among several professional organizations in mathematics education. In his president’s message of September 15, 2016, NCTM President Matt Larson writes, “The NCTM Board has officially reframed its equity work to focus on Access, Equity **and Empowerment** to capture the critical constructs of students’ mathematical identities, sense of agency, and social justice” (Larson 2016; emphasis in original). Additionally, the joint position paper *Mathematics Education through the Lens of Social Justice: Acknowledgment, Actions, and Accountability*, by the National Council of Supervisors of Mathematics and TODOS: Mathematics for ALL (NCSM and TODOS 2016), served as a catalyst for this discussion. We hope this series presents a valuable, powerful, and timely contribution to these conversations.

The Access and Equity Principle states, “An excellent mathematics program requires that all students have access to a high-quality mathematics curriculum, effective teaching and learning, high expectations, and the support and resources needed to maximize their learning potential” (NCTM 2014, p. 5). All the books in this series offer strategies and tools to support teachers not only as they implement the Access and Equity Principle but also as they reflect on their students’

empowerment. The series is a good companion for the joint position statement mentioned above (NCSM and TODOS 2016). The chapters in each book address a wide range of areas relevant to issues of access and equity in school mathematics, including beliefs about teaching and learning, curriculum aspects, and families and community knowledge as resources for mathematics instruction. They offer concrete examples to address several of the suggested actions listed in the NCSM and TODOS position statement.

This book and the others in this series address access and equity with a focus on diversity (e.g., culture, race, ethnicity, home language or languages, gender, economic status, disability) as an asset to teaching and learning mathematics. Within these diverse settings, the chapters provide examples of (but are not limited to) the following scenarios:

- Students collaboratively engaging in powerful mathematical discussions
- Teachers adapting instruction to meet the needs of all students while maintaining high expectations
- Assessment that takes into account the various ways that students demonstrate their mathematical thinking
- Curriculum that draws on the resources that all students bring to the classroom
- Teachers examining their own beliefs and expectations about teaching and learning
- Tools that encourage teachers to analyze and revise their lessons with an equity lens
- Teachers engaging in school and community partnerships

The four books in this series (pre-K–grade 2, grades 3–5, grades 6–8, and grades 9–12) are aimed primarily at teachers, teacher leaders, and professional developers. The books are research based and practice focused; many of the chapters include classroom teachers as co-authors. In selecting the authors for the chapters, the editors looked for a varied representation in terms of areas of expertise to ensure a balanced series that covers different aspects of access and equity. A common perspective to all authors is a focus on diversity as a resource toward high-quality teaching and learning of mathematics. Such a perspective addresses the overall theme of access, equity, and empowerment through initiatives that are based on a deep respect for the communities with which we work. We learn with them and from them. The authors draw on ideas such as the importance to learn from students' and their families' out-of-school experiences and build on these funds of knowledge (González, Moll, and Amanti

2005) for mathematics teaching and learning (Civil 2007); students' use of home language(s) as a resource in their learning of mathematics (Celedón-Pattichis and Turner 2012; Moschkovich 2013); Ladson-Billings's (1995) criteria for culturally relevant pedagogy in terms of academic success, cultural competence and critical consciousness (p. 160); the need to understand students' mathematical identity (Aguirre, Mayfield-Ingram, and Martin 2013); and an understanding of the sociopolitical nature of mathematics teaching and learning (Gutiérrez 2013; Gutstein 2006).

Specifically, the books in this series aim to support teachers in—

- expanding their thinking about access and equity in mathematics teaching and learning;
- understanding and addressing the obstacles to achieving access and equity;
- exploring productive and unproductive beliefs in relation to access and equity;
- examining the role of expectations in relation to access and equity;
- using mathematically rigorous and challenging tasks with a focus on access and equity;
- learning how to adapt mathematics curriculum materials so that they meet the Access and Equity Principle; and
- developing and sustaining school and community partnerships as fundamental to a commitment to access and equity.

Chapters throughout the series follow the same structure. They start with a practice-based vignette intended to introduce the main message or messages of the chapter. The authors then discuss how they approached the principle of Access and Equity, sharing specific resources and strategies they used so that readers can adapt them to their contexts. The final section of each chapter includes reflection questions or possible actions for readers to consider. This structure makes the books appropriate for individual reading as well as for book club reading with a group of teachers or teacher leaders.

This series would have not been possible without the support and collaboration of many people. I want to thank the Educational Materials Committee at NCTM for giving me the opportunity to develop these books and trusting my judgment in my choice of volume editors and letting us decide how to structure the books. I am also very grateful to Joanne Hodges and Joe Wood for their guidance and patience answering my many questions on NCTM's guidelines for publication and to Julie Schorfheide for her editorial assistance. Most of all, I want to thank the wonderful volume editors, who have worked tirelessly for months

not only on the volumes they led but also across the series to make sure that we have a coherent product. Their dedication, professionalism, and knowledge of the field are admirable. I have learned so much from working with them. Finally, the volume editors and I thank the authors who accepted our invitation to contribute. They gave us these rich chapters that underscore their commitment to developing teaching and learning environments grounded in a deep respect for the mathematical thinking of teachers, students, and their families.

Marta Civil, Series Editor

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