Figure 3.4. Productive Beliefs About Access and Equity in Mathematics Tool

To what degree do you agree or disagree with these statements in the context of your school?

Agree				Disagree
1	2	3	4	5

1. Mathematics ability is a function of opportunity, experience, and effort—not of innate intelligence. Mathematics teaching and learning cultivate mathematics abilities. All students are capable of participating and achieving in mathematics, and all deserve support to achieve at the highest levels.
2. Equity is attained when students receive the differentiated supports (for example, time, instruction, curricular materials, programs) necessary to ensure that all students are mathematically successful.
3. Equity—ensuring that all students have access to high-quality curriculum, instruction, and the supports that they need to be successful—applies to all settings.
4. Students who are not fluent in English can learn the language of mathematics at grade level or beyond at the same time that they are learning English when appropriate instructional strategies are used.
5. Effective mathematics instruction leverages students' culture, conditions, and language to support and enhance mathematics learning.
6. Effective teaching practices (for example, engaging students with challenging tasks, discourse, and open-ended problem solving) have the potential to open up greater opportunities for higher-order thinking and for raising the mathematics achievement of all students, including poor and low-income students.
7. The practice of isolating low-achieving students in low-level or slower-paced mathematics groups should be eliminated.
8. All students are capable of making sense of and persevering in solving challenging mathematics problems and should be expected to do so. Many more students, regardless of gender, ethnicity, and socioeconomic status, need to be given the support, confidence, and opportunities to reach much higher levels of mathematical success and interest.

Source: NCTM (2014, pp. 63–64).

Figure 3.4. Productive Beliefs About Access and Equity in Mathematics Tool

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