







NCTM Principles to Actions Beliefs about Equity

Unproductive Beliefs	Where does your building stand?	Productive Beliefs
Students possess different innate levels of ability in mathematics, and these cannot be changed by instruction. Certain groups and individuals have it while others do not.		Mathematical ability is a function of opportunity, experience and effort—not of innate intelligence. Mathematics teaching and learning cultivate mathematical abilities.
Equity is the same as equality. All students need to receive the same learning opportunities so that they can achieve the same academic outcomes.		Equity is attained when students receive the differentiated supports necessary to ensure that all students are mathematically successful.
Equity is only an issue for schools with racial and ethnic diversity or significant numbers of low-income students.		Equity—ensuring that all students have access to high quality curriculum, instruction and supports that they need to be successful—applies to all settings.
Students who are not fluent in the English language are less able to learn mathematics and therefore must be in a separate track for English Language learners (ELLs).		Students who are not fluent in English can learn the language of mathematics and grade level or beyond at the same time that they are learning English when appropriate strategies are used.
Mathematics learning is independent of students' culture, conditions, and language and teachers do not need to consider any of these factors to be effective.		Effective mathematics instruction leverages students' culture, conditions and language to support and enhance learning.
Students living in poverty lack the cognitive, emotional and behavioral characteristics to participate and achieve in mathematics.		Effective teaching practices have the potential to open up greater opportunities for higher order thinking and achievement for all students, including poor and low-income students.