**R&R#1:** Equitable Mathematics for *All* Students

**Three Key Points**

* To provide equity in a mathematics education the curriculum, pedagogy, policies, and beliefs all need to change in order to achieve fairness, justice, and equality for all students.
* Research shows that students cannot learn mathematics effectively by not being active participants during instruction. Teachers have to provide opportunities to learn where including multiple entry points of engagement minimizes disengagement.
* Teachers can create opportunities to learn by having cooperative-learning, small-group experiences because group interaction promotes development of mental operations and improved attitudes towards their classmates. Research shows children tend to retain the talk they hear during small group interaction.

**Connections**

This article even though published in 1997 is still relevant today. Access, excellence, and equity are concerns in the mathematics education field. This article, “equitable mathematics for all students” discusses different groups that have historically been disengaged from the mathematics classroom due to social injustices both in school practices and due to educational policies (i.e. tracking). In future classes, we will connect this article to how small group tasks can increase opportunities to learn by engaging in rich tasks ourselves.

When I read, ‘opportunities to learn’ I connected that to during graduate school, reading about the ‘opportunity gap’. Students lack opportunities (disproportionately minorities, women, poor students) both inside and outside of school that they need in order to have equity among their peers. National/state standards today are demanding of teachers and schools that we account for the learning of ALL students. Lesson plans include descriptions of how to differentiate learning to meet all students’ needs.

**If only**

Another idea that struck me was ‘quantitative’ literacy which I was I had more time to investigate. Numerous ideas of literacy where mentioned: mathematical, innumeracy, and quantitative. These were mentioned in the context of social justice and having a society that is literate. **If only** I had time to understand a) how ones becomes mathematical literate b) what activities best increase mathematical literacy and c) what it means in our rapidly increasing technological world.

**Reflection**

By reading this article, I am reminded that it takes multiple constituents to bring equity into the classroom. I witness teachers engaging in thoughtful discussions about increasing student participation and learning. However, I hope for policymakers both educational and social to contribute to creating opportunities to learn and equity in professional development. Policies that can decrease poverty among children and youth would also help bring equity to the mathematics classroom.