| **A**  In equitable classrooms, each student is seen as having strengths and is positioned as capable of making valued contributions in solving high-level mathematics tasks whether working in small groups or engaged in whole-class discussions. No student is marginalized, but is rather seen as a developmental step toward mathematical understanding.  *Taking Action: Implementing Effective Mathematics Teaching Practices K-5*, NCTM, p. 177 | **B**  Meaningful mathematics discourse has the potential to challenge spaces of marginality (Aguirre, Mayfield, Ingram, and Martin 2013) by systematically including more student voices and valuing the contributions of each student in discourse on important mathematical ideas.  *Taking Action: Implementing Effective Mathematics Teaching Practices K-5*, NCTM, p. 177 |
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| **C**  Embedding mathematics in a cultural context that matters to students not only allows students to see themselves as part of a mathematical world outside of school it also brings their world into the mathematics classroom and curriculum.  *Taking Action: Implementing Effective Mathematics Teaching Practices K-5*, NCTM, p. 141 | **D**  Engaging students in class discussions that analyze and compare students’ thinking and reasoning across a variety of solution paths validates the contributions of each learner and supports the classroom as a mathematical learning community.  How student work is shared has significant implications for whether or not students come to view themselves as competent in understanding and using mathematics.  *Taking Action: Implementing Effective Mathematics Teaching Practices K-5*, NCTM, p. 209 |

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