

Vermont Mathematics Partnership Equity Framework

Instructional Strategies that Equalize Participation

- ◆ *Instructional practices are selected with the following question in mind: “Does this practice activate, alleviate or exacerbate status differences?”*



Classroom Organization

- ◆ *Classroom norms for participation and collaboration are established so that all students are able to fully participate*



*Creating an Equitable
Classroom:*

***Meeting the diverse needs
of students in the
mathematics classroom***

Complexity of the Curriculum:

- ◆ *Important mathematical content is the focus of instruction*
- ◆ *Students encounter mathematically rich and complex tasks that allow them to contribute in many different ways*
- ◆ *Effective questioning techniques are used to help students examine their assumptions, cite evidence to justify solutions, and make connections among ideas and with prior learning*

Assessment:

- ◆ *Ongoing, formative assessment of student understanding is used to inform instruction*
- ◆ *Evaluation criteria for learning tasks and products are clearly articulated*

Language Demands

- ◆ *Intentionally anticipating and addressing expressive and receptive language challenges*
- ◆ *Effective literacy strategies are incorporated into mathematics instruction*



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