

Preface

The National Council of Teachers of Mathematics (NCTM) has demonstrated its dedication to equity in the mathematics education of *all students* through its publications, through regional and annual meeting programs, and through professional development programs. In clarification of what is meant by *all students*, in 1990 the NCTM Board of Directors endorsed the following statement, which set the mathematical education of every child as the goal for mathematics teaching at all levels.

As a professional organization and as individuals within that organization, the Board of Directors sees the comprehensive mathematics education of every child as its most compelling goal.

By “every child” we mean specifically—

- students who have been denied access in any way to educational opportunities as well as those who have not;
- students who are African American, Hispanic, American Indian, and other minorities as well as those who are considered to be a part of the majority;
- students who are female as well as those who are male; and
- students who have not been successful in school and in mathematics as well as those who have been successful.

It is essential that schools and communities accept the goal of mathematical education for every child. However, this does not mean that every child will have the same interests or capabilities in mathematics. It does mean that we will have to examine our fundamental expectations about what children can learn and can do and that we will have to strive to create learning environments in which raised expectations for children can be met. (NCTM 1991, p. 4)

Through the Equity Principle in *Principles and Standards for School Mathematics* (2000), NCTM built on the challenging goal of the “every child” statement above and extended its vision of equity by stating, “Excellence in mathematics education requires equity—high expectations and strong support for all students” (p. 12). Specifically, the principle states that equity requires high expectations and worthwhile opportunities for all, requires accommodating differences to help everyone learn mathematics, and requires resources and support for all classrooms and all students (pp. 12–14). Guided by the Equity Principle and the charge of the NCTM Educational Materials Committee, the editors of this three-book series are pleased to feature instructional practices of teachers from diverse classrooms that embody this principle and the “every child” statement.

The editors would like to thank the authors, who were willing to share their experiences and successful strategies for teaching all students in diverse classrooms; the numerous reviewers for their contributions; and the NCTM Publications Department for their support, patience, and encouragement from our initial meeting through the publication phases of this project. I personally want to thank the volume editors, who worked tirelessly during the development of this series. It was a pleasure and an intellectual inspiration to work with them. They were my friends, critics, and colleagues.

—*Carol E. Malloy*
Series Editor

REFERENCES

National Council of Teachers of Mathematics (NCTM). *Professional Standards for Teaching Mathematics*. Reston, Va.: NCTM, 1991.

———. *Principles and Standards for School Mathematics*. Reston, Va.: NCTM, 2000.