

## PREFACE

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This book is part of a series that grew from a proposal by the Educational Materials Committee at the National Council of Teachers of Mathematics (NCTM) to develop a collection of books based on the Access and Equity Principle for school mathematics from *Principles to Actions: Ensuring Mathematical Success for All* (NCTM 2014). In embarking on this project, the editors of the different volumes and I looked at previous NCTM publications addressing equity—and at two series in particular: *Mathematics for Every Student: Responding to Diversity*, edited by Carol Malloy (2008–2009), and *Changing the Faces of Mathematics*, edited by Walter Secada (1999–2002). We want to acknowledge these previous efforts, as these series have been an inspiration to our professional trajectories and to our thinking for this current set of books.

As this series, *Access and Equity: Promoting High-Quality Mathematics*, was being developed, a wider discussion on equity was taking place among several professional organizations in mathematics education. In his president’s message of September 15, 2016, NCTM President Matt Larson writes, “The NCTM Board has officially reframed its equity work to focus on Access, Equity **and Empowerment** to capture the critical constructs of students’ mathematical identities, sense of agency, and social justice” (Larson 2016; emphasis in original). Additionally, the joint position paper *Mathematics Education through the Lens of Social Justice: Acknowledgment, Actions, and Accountability*, by the National Council of Supervisors of Mathematics (NCSM) and TODOS: Mathematics for ALL (NCSM and TODOS 2016), served as a catalyst for this discussion. We hope this series presents a valuable, powerful, and timely contribution to these conversations.

The Access and Equity Principle states, “An excellent mathematics program requires that all students have access to a high-quality mathematics curriculum, effective teaching and learning, high expectations, and the support and resources needed to maximize their learning potential” (NCTM 2014, p. 5). All the books in this series offer strategies and tools to support teachers not only as they implement the Access and Equity Principle but also as they reflect on their students’

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