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Series Editor

COMMON CORE

Mathematics

in a PLC at Work™

GRADES 3-5

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CHAPTER 5

Implementing Required Response to Intervention

All students are entitled to quality instruction within an equitable learning environment designed to meet their specific learning needs. You have a professional obligation to create and maintain an equitable learning environment and provide high-quality instruction. This chapter focuses on the final paradigm shift required to ensure successful CCSS implementation—the need to create directive response to intervention programs to support all students in meeting the expectations of the CCSS. When such programs are in place, then intervention serves the goal of equity.

The National Council of Teachers of Mathematics (2008) notes:

Excellence in mathematics education rests on equity—high expectations, respect, understanding, and strong support for all students. Policies, practices, attitudes, and beliefs related to mathematics teaching and learning must be assessed continually to ensure that all students have equal access to the resources with the greatest potential to promote learning. A culture of equity maximizes the learning potential of all students. (p. 1)

A culture of equity that maximizes the learning of all students shifts the instructional focus from teaching to student learning and implements a system in which student learning is continuously monitored and instructional adjustments and targeted supports are put in place based on student need. Effective collaborative teams emphasize and foster this cultural shift from teaching to student learning.

Promoting and supporting equitable practices for students is a complex process and is best supported when your collaborative team examines several factors. The National Council of Supervisors of Mathematics' (2008) position statement on equity recommends that mathematics educators:

- Respond to equity as a meaningful process to address social justice issues of race, language, gender, and class bias
- Embrace a mindset shift from a student deficit perspective of equity to a focus on creating opportunities for equal access to meaningful mathematics
- Recognize underachievement not as a result of group membership but more likely a symptom of varying beliefs, opportunities, and experiences to learn mathematics

Recognizing and responding to these important facets of equity will promote the rich conversations needed in your collaborative team to promote high-quality instruction and equitable classrooms. Use the following discussion questions in your collaborative team to facilitate the conversation.

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