EQUITY IN MATHEMATICS EDUCATION

A Joint Position Statement for Connecticut

Implementation Reflection Tool

CCLM
CONNECTICUT COUNCIL OF LEADERS OF MATHEMATICS
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Implementation Rubric: **Introduction**

Equity in mathematics education is essential to ensure that all students in Connecticut have access to high-quality, meaningful learning experiences that prepare each student for learning, life, and work beyond the classroom. The *Equity in Mathematics Education: A Joint Position Statement for Connecticut* outlines a bold vision to transform mathematics education policies and practices, addressing long standing inequities and advancing opportunities for all learners.

The Connecticut State Department of Education (CSDE), in collaboration with the Associated Mathematics Teacher Educators of Connecticut (AMTEC), Associated Teachers of Mathematics in Connecticut (ATOMIC), and Connecticut Council of Leaders of Mathematics (CCLM), developed this joint statement to solidify the State Board of Education's (SBE) commitment to equitable mathematics education. Endorsed by the SBE on September 6, 2023, the position statement reflects input from stakeholders across the state and builds on previous efforts to strengthen mathematics education in Connecticut.

This position statement is grounded in three central commitments:

1. **Support Students' Mathematical Identities** – Fostering confidence, agency, and engagement in mathematics for all students by affirming their capabilities and providing opportunities for success.
2. **Modernize Mathematics Programming** – Aligning mathematics instruction with future-ready demands by diversifying pathways, integrating real-world applications, and emphasizing computational reasoning and problem-solving.
3. **Align and Advance Systems** – Creating coherent systems of curriculum, instruction, assessment, and policy that dismantle inequitable practices such as tracking and promote equitable outcomes.

Background

The *Equity in Mathematics Education: A Joint Position Statement for Connecticut* expands on decades of work to improve mathematics education in the state.

- **2009**: The SBE adopted the *Position Statement on Mathematics Education*, which emphasized the importance of developing mathematical literacy for all students.
- **2016**: The *Report of the Commissioner's Council on Mathematics* identified structural recommendations to improve student achievement and support school, district, and state systems.

Building on these initiatives, the equity statement recognizes that mathematics literacy requires not only a mastery of concepts and computational skills but also the ability to apply mathematical knowledge to solve problems and make connections across disciplines. It acknowledges the

historical inequities within mathematics education systems and provides a framework for reconceptualizing policies and practices to ensure that all students can thrive.

Purpose of the Rubric

This *Equity in Mathematics Education Implementation Reflection Tool* provides a structured framework for educators and leaders to reflect on their progress in meeting the commitments outlined in the equity statement.

- **Reflect on Practices**: The rubric helps districts, schools, and teachers identify areas of strength and opportunities for growth in mathematics education.
- **Guide Decision-Making**: It provides actionable steps to dismantle inequitable practices and promote student-centered approaches to teaching and learning.
- **Foster Equity**: The tool emphasizes creating systems that ensure high expectations, equitable access, and meaningful outcomes for all students.

The collaborative development of this tool by CSDE, AMTEC, ATOMIC, and CCLM demonstrates a shared commitment to advancing mathematics education across Connecticut. Stakeholders, including teachers, school leaders, and representatives of higher education institutions, contributed feedback throughout its creation, ensuring that the rubric is practical, research-based, and equity-centered.

The ultimate goal of this reflection tool is to assist educators and leaders in ensuring that all students, regardless of their background, are empowered to succeed as confident, capable, and engaged mathematics learners. By using this tool, schools and districts will move closer to fulfilling the promises of the *Equity in Mathematics Education* statement and creating a future where every student has the opportunity to thrive in mathematics.

Tips for Using the Implementation Reflection Tool

The *Equity in Mathematics Education Implementation Reflection Tool* is designed to guide districts, schools, and educators in reflecting on their progress toward achieving equitable outcomes in mathematics, not to evaluate individual schools, leaders, or teachers. To maximize its effectiveness, consider the following tips when using the tool:

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1. Establish Your Process

Determine the need and articulate the purpose and goals for use of the reflection tool. Define the parameters (timeline, budget, process).

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2. Engage Stakeholders

Involve a diverse group of stakeholders in the reflection process which may include district leaders, board of education members, administrators, teachers, families, and students. Their insights can provide a well-rounded understanding of current practices and identify opportunities for growth.

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3. Create Shared Understanding

Engage the committee of stakeholders in a deep read and discussion of the Equity in Mathematics Education position statement.

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4. Foster a Culture of Reflection

Approach the reflection process with an open mind and a commitment to continuous improvement. Encourage honest, constructive conversations that focus on learning from current practices to advance equity.

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5. Use the Rubric Progression Levels

The tool's rubric includes four progression levels—**Awareness**, **Organizing**, **Implementing**, and **Refining**. These levels provide a framework for assessing where your district, school, or classroom currently stands in implementing equity-focused practices. This tool should NOT be used to make judgements, evaluate, or rank school personnel or schools.

In order to determine your current level for each indicator, leverage data and evidence. Use multiple forms of data to support your reflection, including student performance data, feedback from teachers and families, classroom observations, and surveys. Evidence-based reflection ensures that decisions are grounded in the realities of your district or school.

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6. Reflect on Strengths and Areas for Growth

Balance your reflection by celebrating successes and identifying areas for improvement. Recognizing strengths provides a foundation to build upon while addressing gaps in equity and access.

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7. Set Clear Goals

After the reflection process is completed, identify specific goals aligned with the three central commitments of the *Equity in Mathematics Education* statement:

- Supporting students' mathematical identities.
- Modernizing mathematics programming.
- Aligning and advancing systems.

Use these goals to focus and prioritize areas for improvement in order to develop actionable next steps to move toward more consistent implementation and refinement.

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8. Develop a Collaborative Action Plan

Use the insights gained from the reflection process to create a detailed, collaborative action plan that:

- Emphasizes quality over quantity.
- Sets clear, measurable goals.
- Outlines specific actions and timelines.
- Identifies roles and responsibilities for implementation.

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9. Monitor Progress and Iterate

Reflection is an ongoing process. Regularly revisit the tool to monitor progress, assess the impact of your action plan, and make adjustments as needed.

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10. Share and Celebrate Progress

Communicate progress with stakeholders, including staff, families, and students. Sharing success stories and milestones reinforces the collective commitment to equity and builds momentum for sustained improvement.

By following these tips, districts, schools, and educators can use the *Equity in Mathematics Education Implementation Reflection Tool* to make meaningful progress toward providing equitable, high-quality mathematics education for all students.

Section A: District/School Implementation

Introduction

District and school leaders play a pivotal role in shaping equitable mathematics education. Their decisions and actions can either foster or inhibit equitable teaching and learning opportunities. This section provides tools to guide leaders in assessing their practices through structured reflection. The emphasis is on supporting the three pillars outlined in the position statement, **(A.1) mathematical identities**, **(A.2) modernizing programming**, and **(A.3) aligning systems** as well as **(A.4) the essential conditions** that must be established as a foundation. By utilizing this tool, leaders can provoke thoughtful analysis and implement actionable improvements to ensure equitable outcomes for all students.

Progression of Practice

This reflection tool was not designed to evaluate individual district or school leaders, but rather demonstrates a progression of actions creating more equitable structures aligned with the Equity in Mathematics Position Statement. Progress happens at varying rates across different indicators, depending on each school's or district's unique context. Each section includes an introduction and progression of practice (see table below). A glossary of terms has been included within the footnotes to provide common language.

Awareness	Organizing	Implementing	Refining
District and school leaders demonstrate **awareness** of this practice and/or are **still exploring** how to implement it.	District and school leaders have started to **develop and organize a plan** to address this practice, however, they have **not yet fully communicated** it to all relevant staff or **implemented it consistently** across the district/school.	District and school leaders have **created a plan** to support the indicators, and have **communicated and implemented it with consistency** across the district/school..	District and school leaders consistently **use data and other feedback** to evaluate the effectiveness of the plan, **make necessary adjustments** to the plan, and ensure that **identified changes are being consistently implemented.**

Questions for Reflection ~

- **A.1 Support Math Identities**. How do current policies and practices support the development of positive mathematical identities for all students? How do current teaching practices affirm students as capable math learners? What opportunities exist for fostering student agency in mathematics classrooms? How effectively are culturally responsive, asset-based strategies integrated into instruction?
- **A.2 Modernize Math Programming.** What steps have been taken to ensure mathematics programming aligns with future-ready demands? To what extent does the current district mathematics curriculum align with future-ready demands such as data literacy and problem-solving? How relevant is the mathematics curriculum to students' interests, experiences, and future career opportunities? Are course offerings and pathways diverse, inclusive, and accessible to all students?
- **A.3 Align and Advance Systems.** Are systemic barriers, such as tracking, being actively identified and dismantled? If so, how? How well do assessment practices align with instructional goals and pedagogy? What collaboration exists among K-12, postsecondary, and state-level stakeholders to create a unified mathematics vision? What systems are in place to review and reform practices that sort students and limit opportunities?
- **A.4 Essential Conditions.** How effectively are feedback and data incorporated into the refinement of equitable practices? How do policies and practices highlight student strengths and eliminate deficit perspectives? Are tracking systems replaced with equitable alternatives that promote high expectations? How are mathematics and literacy prioritized equally in resource (staffing, time, materials, etc.) allocation and professional learning? How are assessments used to improve student learning and provide actionable feedback? To what extent is a high-quality mathematics curriculum consistently implemented and refined?

Reflection Methods

1. **Stakeholder Surveys:** Gather perspectives from teachers, students, and families to identify strengths and gaps.
2. **Data Analysis:** Use performance data, participation rates, and feedback trends to assess progress.
3. **Collaborative Workshops:** Facilitate sessions where educators and leaders reflect and share equity-focused strategies.
4. **Policy and Practice Audits:** Periodically review alignment between policies, curriculum, and assessment practices with equity goals.
5. **Ongoing Feedback Loops:** Establish regular opportunities to incorporate feedback into decision-making processes.

By engaging in these reflection methods, districts and schools can make informed decisions that align with the commitments outlined in the Equity in Mathematics Education statement.

Implementation Rubric

A1. Support Math Identities

Goal: District and school leaders create conditions that foster equitable day-to-day teaching practices and behaviors. Ensuring that classrooms promote engagement, inclusion, and high expectations for all will impact positive student outcomes which promote positive mathematical identities for every student.

Indicator	Descriptor	Awareness	Organizing	Implementing	Integrating
A1.1 Ensure that all students see themselves as capable math learners	District and school leadership has created conditions for teachers to implement day-to-day teaching practices that foster positive mathematical identities.	District and school leaders recognize the need for cultivating students' mathematical identities, acknowledging that all students can develop as confident, capable learners.	District and school leaders are beginning to organize efforts that promote positive mathematical identities, sharing strategies with teachers and staff that foster a sense of belonging and capability in mathematics classrooms.	District and school leaders have implemented a district-wide vision that emphasizes the development of strong mathematical identities. Teachers are supported in using equitable teaching practices that affirm every student's ability to succeed in math.	District and school leaders consistently review and refine practices to ensure that students' mathematical identities are nurtured. Feedback from teachers, students, and families informs ongoing improvements to support student agency and growth.

A1.2 Create opportunities for student agency in all classrooms.	District and school leaders believe all teachers can learn and implement equitable teaching practices. Systems have been created to support teachers with implementing practices that effectively and consistently promote student agency.	District and school leaders recognize that student agency is critical for fostering engagement in mathematics and are exploring ways to support teachers in empowering students as active participants in their learning.	District and school leaders have begun to work with teachers, through professional learning and collaboration, to integrate strategies that allow students to take ownership of their mathematical learning.	District and school leaders have supported teachers in empowering students as active participants in their learning through opportunities such as professional learning, collaboration, feedback, and reflection.	District and school leaders continuously gather feedback to refine practices that promote student agency. Adjustments are made to ensure all teachers are supported to empower students as creators and doers of mathematics.
A1.3 Build from students' personal knowledge, experiences, and attitudes	District and school leaders have established systems that are culturally responsive and asset-based[1], which build upon students' unique backgrounds and talents.	District and school leaders recognize the importance of supporting teachers in developing instructional strategies that build upon students' diverse personal knowledge, experiences, and attitudes.	District and school leaders have begun to plan and organize professional development and provide resources that support teachers in developing instructional strategies that build upon students' diverse personal knowledge, experiences, and attitudes.	District and school leaders have consistently supported teachers, through ongoing professional learning opportunities, collaboration, feedback, and reflection, to implement culturally responsive and asset-based instructional strategies.	District and school leaders reflect to ensure that instruction remains culturally responsive and asset-based. Strategies are continually refined for leveraging students' knowledge and experiences based on feedback and student outcomes.

1. **Asset-based Practices:** pedagogies that focus on the strengths that diverse students bring to the classroom and build learning around those strengths and their existing knowledge instead of highlighting any deficits or cognitive gaps.

A2. Modernize Math Programming

Goal: District and school leaders ensure mathematics programming reflects the demands of the 21st century, preparing all students for future academic, career, and life success. Modernizing programming involves diversifying content, enhancing relevance, and expanding course offerings that reflect the needs of today's society.

Indicator	Descriptor	Awareness	Organizing	Implementing	Refining
A2.1 Modernize content for 21st century demands[2]	District and school leaders have developed mathematics programming that provides all students access to grade-level appropriate courses that teach 21st century content and skills.	District and school leaders recognize the need to review and update mathematics curricula[3] and programming[4] to reflect future-ready demands[5] and reduce irrelevant content.	District and school leaders are organizing plans to review and update mathematics curricula and programming to reflect future-ready demands and reduce irrelevant content.	District and school leaders have updated and implemented mathematics curricula and programming to reflect future-ready demands and have reduced irrelevant content.	District and school leaders have an ongoing review process to gather feedback and adjust mathematics curricula and programming ensuring it reflects evolving future-ready demands and eliminates irrelevant content.
A2.2 Enhance relevance for students.	District and school leaders have adopted and developed curricula that engage students in meaningful ways and provide relevance to their current lives and future trajectories.	District and school leaders recognize the importance of developing curricula that connect mathematical learning to students' interests and experiences, as well as future career paths and post-secondary opportunities.	District and school leaders are organizing efforts to develop curricula that connect mathematical learning to students' interests and experiences, as well as future career paths and post-secondary opportunities.	District and school leaders have developed and are fostering implementation of curricula that connect mathematical learning to students' interests and experiences, as well as future career paths and post-secondary opportunities.	District and school leaders have an ongoing review process to gather feedback on curriculum relevance and alignment to future career paths and post-secondary opportunities.

2. **21st century demands:** refer to the skills and abilities needed to succeed in the 21st century, often encompassing critical thinking, creativity, collaboration, and digital literacy.
3. **Curricula**: curricula is a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills.
4. **Programming:** encompasses the broader structure and organization of an educational offering, including the curriculum, delivery methods, assessment strategies, and overall goals within a specific program or degree pathway.
5. **Future-ready demands:** emphasize the need for continuous learning, adaptability, and preparedness for emerging technologies, essentially looking beyond the current 21st century landscape to anticipate future job market needs and evolving societal challenges

A2.3 Diversify offerings and pathways[6] of courses.	District and school leaders have developed a coherent K-12 progression that provides multiple pathways, are accessible to all students, and relevant to post secondary opportunities. All pathways provide course offerings that are engaging and successfully prepare students for current demands of life.	District and school leaders recognize the need to diversify course offerings and pathways to ensure all students have access to mathematics courses that meet their individual needs and interests.	District and school leaders are organizing reviews of course offerings and pathways to develop a more inclusive and varied set of mathematical offerings, moving beyond traditional tracks.	District and school leaders have made available a diverse set of course pathways and offerings that align with students' interests and postsecondary opportunities.	District and school leaders continually refine course pathways based on student feedback and performance, ensuring that all course offerings are accessible, relevant to student interest and successfully prepare students for post secondary opportunities.

6. Pathways: schematic or mapped series of manageable education and training steps toward industry-aligned skills, credentials, and career advancement. This is typically applicable at the high school level..

A3. Align and Advance Systems

Goal: District and school leaders must ensure that all elements of the educational system work together to promote equitable outcomes for every student. This is accomplished by establishing an equitable and coherent system that aligns standards, curriculum, instruction, and assessment to support student learning.

Indicator	Descriptor	Awareness	Organizing	Implementing	Refining
A3.1 Align assessment[7] with instructional goals and pedagogy	District and school leaders have created a strong equitable system that includes alignment among standards, curriculum, instruction, and multi-faceted assessments as well as policies that shape how these four elements interact and support student learning.	District and school leaders recognize the need to develop policies that align assessments with instructional goals and pedagogy to accurately reflect student learning and drive instruction.	District and school leaders are creating and developing policies to align assessments with instructional goals and pedagogy to accurately reflect student learning and drive instruction.	District and school leaders have developed and are implementing policies that align assessments with instructional goals and pedagogy to accurately reflect student learning and drive instruction.	District and school leaders continuously evaluate and adjust policies that align assessments with instructional goals and pedagogy to accurately reflect student learning and drive instruction.

7. **Assessment:** sensible assessment practices include the formative assessment process as well as interim, diagnostic, screener and summative assessments. These practices are designed to guide teaching and learning. The goal is to provide useful information for various purposes and audiences in support of student learning and instructional decision making.

- Formative Assessment: a process used to monitor student learning in the classroom and help make ongoing instructional adjustments to better meet student needs. Formative assessment is not a single test but a series of effective teaching practices that assist teachers in adjusting ongoing teaching and learning to improve students' achievement and mastery of grade-level content.
- Interim Assessment: short assessments that provide a useful way to check student progress and to gather information about learning that can alter the instruction provided. Teachers administer interim assessments periodically throughout the year to help identify strengths and weaknesses to inform decisions about instruction, resources, and curricula.
- Screener Assessment: a short assessment that is administered to all students to screen them for being at risk of not mastering a skill in the future. They typically have a cut score (norm or criterion referenced) to identify at-risk students and are often followed by other assessments to diagnose specific needs.
- Diagnostic Assessment: suitable for identifying student strengths and unfinished learning. Useful to teachers so they can differentiate instruction and decide what to teach to whom. Can be used before a unit of instruction, or at any time, to help identify specific needs of individuals or small groups.
- Summative Assessment: administered to all students at the end of a given period of instruction to check for learning. Can vary in grain-size from unit to semester or year and serve as indicators of student achievement and progress.

A3.2 Collaborate to establish consistent vision among K12, postsecondary, and state-level stakeholders	District and school leaders with input from all stakeholders create and promote a consistent vision and expectations around mathematics with purposeful alignment from PreK through Grade 12 and beyond.	District and school leaders recognize the importance of a unified vision for mathematics education.	District and school leaders are creating a unified vision for mathematics education.	District and school leaders have implemented a unified vision for mathematics education.	District and school continuously refine the district's vision for mathematics through collaboration with stakeholders, ensuring alignment with evolving educational and workforce demands.
A3.3 Review and reform systems that sort students and limit opportunities and lower expectations	District and school leaders have eliminated systems that track and/or sort students which often result in inequitable opportunities and lowered expectations.	District and school leaders are aware of the need to review and reform systems that track and/or sort students.	District and school leaders are organizing efforts to evaluate and revise existing systems that track and/or sort students.	District and school leaders have eliminated systems that track and/or sort students and have replaced them with equitable structures that promote high expectations and equitable access for all students.	District and school leaders continuously review and adjust systems to ensure equitable opportunities and high expectations for all students.

A4. Essential Conditions

Goal: The essential conditions establish the foundation for creating equitable mathematics education systems. District and school leaders must ensure these conditions are fully implemented to eliminate systemic inequities, foster high expectations for all students, and promote a culture of learning that values mathematics as a critical discipline for student success.

Indicator	Descriptor	Awareness	Organizing	Implementing	Refining
A4.1 Focus on Strengths-Eliminate Deficit Perspectives of Students	District and school leaders design policies and programming that promote and act on views and language that are asset-based[1] to acknowledge the strengths students bring to the learning of mathematics.	District and school leaders recognize the importance of replacing deficit perspectives with asset-based practices, which value and build upon students' strengths, experiences, and cultural knowledge.	District and school leaders are redesigning policies and programming to include asset-based practices which value and build upon students' strengths, experiences, and cultural knowledge.	District and school leaders have implemented policies and programming to include asset-based practices which value and build upon students' strengths, experiences, and cultural knowledge.	District and school leaders regularly evaluate the impact of policies and programming to include asset-based practices through data and feedback and make adjustments as needed.
A4.2 Create Structural Alternatives to Tracking	District and school leaders eliminate tracking practices for both teachers and students which often result in inequitable opportunities and lowered expectations.	District and school leaders recognize the inequitable outcomes associated with tracking practices for teachers and students and the need to plan alternatives.	District and school leaders are reviewing current tracking practices for teachers and students and planning alternatives if needed.	District and school leaders have implemented flexible structures that promote equitable access to meaningful mathematical learning opportunities.	District and school leaders continuously use data and feedback to assess systems, ensuring they are inclusive, equitable, and responsive to all teachers' and students' needs and potential.

8. **Teacher Tracking Practices:** systems within a school district where teachers are categorized and assigned different responsibilities or classes based on factors like their perceived ability, experience, or performance data, often using standardized evaluations or student achievement metrics, which can lead to disparities in teaching opportunities and workload across the faculty; this practice is often criticized for potential inequities and limitations in accurately assessing teacher quality. Teachers might be categorized based on factors like standardized test scores of their students, classroom observation results, student surveys, or years of experience.

9. **Student Tracking Practices:** methods where students are grouped based on perceived academic ability, often using standardized test scores or other assessments, placing them in different classes or "tracks" with varying curriculum levels, essentially separating students into high, middle, and low achieving groups within a school.

A4.3 Prioritize Math on Equal Footing with Literacy	District and school leaders prioritize mathematics throughout the district and school levels through budget, time (e.g. scheduling, planning), staffing, resources, and professional learning.	District and school leaders recognize the need to prioritize mathematics, ensuring that numeracy is valued as a critical component of student success.	District and school leaders are taking steps to prioritize mathematics, ensuring that numeracy is valued as a critical component of student success.	District and school leaders consistently prioritize mathematics, ensuring that numeracy is valued as a critical component of student success.	District and school leaders regularly review priorities, ensuring mathematics and literacy receive equitable attention and make adjustments to maintain balance and support student outcomes.
A4.4 Assess to Improve Student Learning	Assessments should include opportunities for students to engage with the kinds of mathematics known to be essential for all students. Grading practices use assessments to their full potential in order to support student learning.	District and school leaders understand that assessments and grading practices should be used to inform instruction and improve student learning, rather than as tools of accountability alone.	District and school leaders are planning to revise assessments and grading practices to measure student progress, inform instructional strategies, and provide actionable feedback to teachers and students.	District and school leaders ensure that assessments and grading practices are used to measure student progress, inform instructional strategies, and provide actionable feedback to teachers and students.	District and school leaders continuously use data and feedback to review assessment and grading practices to ensure they measure student progress, inform instructional strategies, and provide actionable feedback to teachers and students.

A4.5 Consistently Implement High-Quality Curriculum	District and school leaders provide teachers with both a high-quality mathematics curriculum and instructional materials that are equitable, coherent, and aligned with state standards, which supports all students in developing procedural fluency, conceptual understanding, and the ability to apply mathematics.	District and school leaders recognize the importance of both implementing a high-quality mathematics curriculum and using instructional materials that support that curriculum.	District and school leaders are working toward developing a high-quality mathematics curriculum and an implementation plan which includes identifying instructional materials that support curriculum implementation.	District and school leaders have adopted both a high-quality curriculum and instructional materials and support the classroom implementation through ongoing professional learning and collaboration time for teachers and staff.	District and school leaders continuously review curriculum implementation and utilization of instructional materials, gathering feedback from classroom observations/visits, teachers, and students to ensure alignment with equity goals and student needs.

Section B: Classroom Implementation

Introduction

Teachers play a pivotal role in shaping equitable mathematics education. Their decisions and actions can either foster or inhibit equitable teaching and learning opportunities within their classroom. While district decisions and policies may sometimes limit teacher decisions and actions, teachers can advocate for best practices that allow for equitable teaching and learning opportunities within their classroom. This section provides tools to guide teachers in assessing their practices through structured reflection. The emphasis is on supporting the three pillars outlined in the position statement, **(B.1) mathematical identities**, **(B.2) modernizing programming**, and **(B.3) aligning systems** as well as **(B.4) the essential conditions** that must be established as a foundation. By utilizing this tool, teachers can provoke thoughtful analysis, implement actionable improvements, and advocate for district-wide systems to ensure equitable outcomes for all students.

Progression of Practice

This reflection tool was not designed to evaluate individual teachers, but rather demonstrates a progression of actions creating more equitable structures aligned with the Equity in Mathematics Position Statement. Progress happens at varying rates across different indicators, depending on each classroom's, school's or district's unique context. Each section includes an introduction and progression of practice (see table below). A glossary of terms has been included to provide common language.

Awareness	Organizing	Implementing	Refining
The teacher demonstrates **awareness** of this practice and/or is **still exploring** how to implement it.	The teacher has started to **enact a practice** or **organize a plan** to address this practice, however, has **not yet implemented it consistently**.	The teacher uses the practice and has begun to **form habits around the indicators.**	The teacher reflects using **data and other feedback** to evaluate the effectiveness of the practice, **make necessary adjustments** to the practice/plan, and **consistently implements adjustments**.

Questions for Reflection ~

- **B.1 Support Math Identities**. How do current classroom practices support the development of positive mathematical identities for all students? How do current teaching practices affirm students as capable math learners? What opportunities exist for fostering student agency in mathematics classrooms? How effectively are culturally responsive, asset-based strategies integrated into instruction?
- **B.2 Modernize Math Programming.** What steps have been taken to ensure mathematics instruction aligns with future-ready demands? To what extent does the implementation of the current district mathematics curriculum align with future-ready demands such as data literacy and problem-solving? How relevant is the mathematics instruction to students' interests, experiences, and future career opportunities? Are teaching methods diverse, inclusive, and accessible to all students?
- **B.3 Align and Advance Systems.** Are classroom systems that actively sort students, resulting in limited opportunities and lowered expectations, being actively identified and refined? If so, how? How well do assessment practices align with instructional goals and pedagogy? How do classroom teachers enact the district's vision for mathematics education?
- **B.4 Essential Conditions.** How effectively are feedback and data incorporated into the refinement of equitable practices? How does the classroom environment and instructional practices highlight student strengths and eliminate deficit perspectives? How are mathematics and literacy prioritized equally in resources (planning, instructional time, materials, etc.) allocation and professional learning? How are assessments used to improve student learning and provide actionable feedback? To what extent is the district adopted high-quality mathematics curriculum consistently implemented within classrooms?

Reflection Methods

1. **Stakeholder Surveys:** Gather perspectives from colleagues, students, and families to identify strengths and gaps.
2. **Data Analysis:** Use performance data and feedback trends to assess progress.
3. **Collaborative Workshops:** Participate in sessions where educators reflect and share equity-focused strategies.
4. **Self-Reflection:** Periodically reflect on alignment between classroom practices, curriculum implementation, and assessment practices with equity goals.
5. **Ongoing Feedback Loops:** Establish regular opportunities to incorporate feedback into decision-making processes.

By engaging in these reflection methods, teachers can make informed decisions that align with the commitments outlined in the Equity in Mathematics Education statement.

Implementation Rubric

B1. Support Math Identities

The goal of this section is for teachers to foster environments that build strong, positive mathematical identities for all students. Classrooms should be places where students see themselves as capable and empowered learners, engaging with mathematics in meaningful ways that promote agency, perseverance, and collaboration.

Indicator	Descriptor	Awareness	Organizing	Implementing	Refining
B1.1 Ensure that all students see themselves as capable math learners	Teachers use asset-based language and implement day-to-day teaching practices that foster positive mathematical identities for all.	Teachers recognize the importance of building positive mathematical identities in all students, ensuring that all students see themselves as capable of success in mathematics.	Teachers are beginning to build positive mathematical identities in all students, ensuring that all students see themselves as capable of success in mathematics.	Teachers consistently use instructional practices that cultivate and affirm positive mathematical identities in all students, ensuring that all students see themselves as capable of success in mathematics.	Teachers regularly reflect on their practices, using student feedback and performance to adjust their approach, ensuring that all students continue to develop strong, positive mathematical identities.
B1.2 Create opportunities for student agency in all classrooms	Teachers ensure that all students have equitable access to meaningful learning by cultivating a positive and inclusive learning environment, embedding structures that capitalize on multiple means of engagement and discussion that value student thinking; thus creating opportunities for student agency.	Teachers recognize that student agency is critical for fostering engagement in mathematics and are exploring ways to empower students as active participants in their learning.	Teachers are beginning to integrate strategies (e.g. decision-making, problem-solving, and meaningful collaboration) that promote students to take ownership of their mathematical learning.	Teachers consistently empower students as active participants in their learning through strategies that promote students to take ownership of their mathematical learning.	Teachers continuously reflect on how to increase student agency, using feedback and data to refine instructional strategies that empower students as active participants in taking ownership of their mathematical learning.

B1.3 Build from students' personal knowledge, experiences, and attitudes	Teachers implement practices that are culturally responsive and asset-based[1], which build upon students' unique backgrounds and talents.	Teachers recognize the importance of implementing instructional strategies that build upon students' diverse personal knowledge, experiences, and attitudes.	Teachers are beginning to integrate instructional strategies that build upon students' diverse personal knowledge, experiences, and attitudes.	Teachers consistently incorporate instructional strategies that build upon students' diverse personal knowledge, experiences, and attitudes.	Teachers reflect and adjust to ensure that instruction remains culturally responsive and asset-based. Strategies are continually refined for leveraging students' knowledge and experiences based on feedback and student outcomes.

B2. Modernize Math Programming

Goal: The goal of this section is for teachers to ensure that mathematics instruction reflects 21st-century demands, preparing students for modern life and careers. Teachers are responsible for creating learning environments that focus on the development of computational reasoning, problem-solving, and real-world applications of mathematics.

Indicator	Descriptor	Awareness	Organizing	Implementing	Refining
B2.1 Modernize content for 21st century demands[2].	Teachers facilitate instruction that provides all students access to grade level content and the opportunity to develop 21st century content and skills (e.g. technological and computational demands, data literacy, computational reasoning, critical thinking, technology, problem-solving, real-world application).	Teachers recognize the need to update mathematics instruction to align with future-ready demands[5] and reduce irrelevant content.	Teachers begin to update lessons to reflect future-ready demands and reduce irrelevant content.	Teachers consistently implement lessons that reflect future-ready demands and reduce irrelevant content.	Teachers continuously reflect on and refine their instructional practices to ensure lessons meet future-ready demands and eliminate irrelevant content.
B2.2 Enhance relevance for students.	Teachers facilitate instruction that provides all students with mathematical experiences that engage them in ways that are meaningful and relevant to their current and future lives.	Teachers are aware that mathematics must be made relevant to students' interests and experiences, and at the secondary level, future career paths and post-secondary opportunities.	Teachers begin to connect instruction to reflect students' interests and experiences, and at the secondary level, future career paths and post-secondary opportunities.	Teachers consistently implement instruction that reflects students' interests and experiences, and at the secondary level, future career paths and post-secondary opportunities.	Teachers reflect on and refine the relevance of their instruction by continuously gathering feedback from students and assessing how well the content connects to their lives.
B2.3 Diversify offerings and pathways of courses	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

B3. Align and Advance Systems

Goal: Teachers have created learning experiences that ensure alignment among standards, curriculum, instruction, and assessment, as well as plan for how these four elements interact and support student learning.

Indicator	Descriptor	Awareness	Organizing	Implementing	Refining
B3.1 Align assessment[7] with instructional goals and pedagogy	Teachers implement equitable assessment practices that align curriculum and instruction.	Teachers understand that assessments should accurately reflect student learning and drive instruction.	Teachers begin to revise assessment practices ensuring that assessments accurately reflect student learning and drive instruction.	Teachers consistently implement equitable assessment practices ensuring that assessments accurately reflect student learning and drive instruction.	Teachers reflect on and refine their assessment practices by using data and student outcomes to make adjustments to ensure they accurately capture student progress, align with classroom learning objectives, and drive instruction.
B3.2 Collaborate to establish consistent vision among K12, postsecondary, and state-level stakeholders.	Teachers provide input and feedback on the creation of a mathematics vision, and their classroom practices are in alignment with the district-adopted vision.	Teachers recognize the need to align their classroom practices with the district vision for mathematics education.	Teachers begin to align their classroom practices with the district vision for mathematics education.	Teachers consistently implement classroom practices that align with the district vision for mathematics education.	Teachers reflect on and adjust classroom practices to fully align with the district vision for mathematics education as well as engage in the feedback process to ensure consistency in the vision for student success and outcomes.

B3.3 Review and reform systems that sort students and limit opportunities and lower expectations	Teachers have eliminated classroom practices[10] that sort students in a way that results in inequitable opportunities and lowered expectations.	Teachers are aware of the need to review and eliminate practices that sort students in a way that results in limited opportunities and lowering expectations, and they understand the need to eliminate such practices.	Teachers begin to restructure their classroom practices to avoid sorting students in a way that results in limited opportunities and lowering expectations.	Teachers consistently use flexible grouping and differentiated instruction to allow all students to engage with challenging mathematical tasks.	Teachers continuously use feedback from students and data to reflect on and refine their instructional practices in order to support high expectations for all learners and create access to equitable opportunities in mathematics.

10. Classroom Sorting Practices: methods where students are grouped based on perceived academic ability, separating them into high, middle, and low achieving groups within a classroom.

B4. Essential Conditions

Goal: Teachers are responsible for creating classroom environments that embody the essential conditions for equitable mathematics instruction. These conditions promote inclusivity, dismantle inequities, and foster a culture of high expectations that empowers all students to succeed in mathematics.

Indicator	Descriptor	Awareness	Organizing	Implementing	Refining
B4.1 Focus on Strengths-Eliminate Deficit Perspectives of Students	Teachers implement classroom practices that promote and act on views and language that are asset-based[1] to acknowledge the strengths students bring to the learning of mathematics.	Teachers recognize the importance of replacing deficit perspectives with asset-based practices, which value and build upon students' strengths, experiences, and cultural knowledge.	Teachers are beginning to integrate asset-based practices, which value and build upon students' strengths, experiences, and cultural knowledge.	Teachers consistently implement asset-based practices, which value and build upon students' strengths, experiences, and cultural knowledge.	Teachers continuously use feedback from students and data to reflect on and refine their instructional practices to reinforce an asset-based perspective and support positive student identities.
B4.2 Create Structural Alternatives to Tracking[6, 7]	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
B4.3 Prioritize Math on Equal Footing with Literacy	Teachers prioritize mathematics through their own professional learning and planning to ensure sufficient instructional time for their students to engage with the mathematical content deeply.	Teachers recognize the need to allocate time and resources to ensure mathematics is consistently emphasized and valued within their daily instruction.	Teachers begin allocating time and resources to ensure mathematics is consistently emphasized and valued within their daily instruction.	Teachers consistently allocate time and resources to ensure mathematics is consistently emphasized and valued within their daily instruction.	Teachers continuously reflect on and refine instructional practices to ensure mathematics is consistently emphasized and valued within their daily instruction. They endeavor to have students view mathematics as a critical and valued discipline.

B4.4 Assess to Improve Student Learning	Assessments should include opportunities for students to engage with the kinds of mathematics known to be essential for all students. Grading practices use assessments to their full potential in order to support student learning.	Teachers recognize that assessments and grading practices should guide instruction and support student learning, rather than serving solely as measures of performance.	Teachers begin to integrate assessments and grading practices that guide instruction and support student learning, rather than serving solely as measures of performance.	Teachers consistently implement and use assessments and grading practices to guide instruction, support student learning, and provide feedback that promotes student growth.	Teachers continuously reflect on and refine the effectiveness of their assessment and grading practices to ensure they align with equity goals, improve learning outcomes, and value diverse capacities for all students.
B4.5 Consistently Implement High-Quality Curriculum	Teachers implement a high-quality mathematics curriculum and use instructional materials that are equitable, coherent, and aligned with state standards, which supports all students in developing procedural fluency, conceptual understanding, and the ability to apply mathematics.	Teachers recognize the importance of both implementing a high-quality mathematics curriculum and using instructional materials that support that curriculum with integrity.	Teachers begin to plan for and integrate a high-quality mathematics curriculum and collaborate with colleagues to ensure a shared understanding of curriculum goals and use of instructional materials that align to these goals.	Teachers consistently use both a high-quality curriculum and instructional materials to engage students in relevant tasks, implement equitable and student-centered instruction, and effectively collaborate with colleagues to foster a guaranteed and valuable learning experience for students.	Teachers continuously reflect on and refine, individually and collaboratively, their implementation of the curriculum and utilization of instructional materials, through gathering feedback and data in order to ensure alignment with equity goals and student needs.

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