

The OCTM Executive Board has identified a focus for the organization in 2010, **supporting and collaborating with educators in high-need schools across Ohio**. We will be working to do this within all activities and services throughout the year. In the upcoming OCTM Newsletter, I describe some of the details of our plan and in this article I want to direct your attention to the three book series: *Mathematics for Every Student: Responding to Diversity*

Ten years ago the National Council of Teachers of Mathematics published *Principles and Standards for School Mathematics* in which they established an Equity Principle which stated 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.

“All” includes students of all races, genders, economic levels and abilities. Last year NCTM published a series of three books entitled *Mathematics for Every Student: Responding to Diversity* (Grades Pre-K-5, 6-8, and 9-12). The series editor was **Carol Malloy** from the University of North Carolina at Chapel Hill and the Volume Editors were **Julie Sliva Spitzer** (Grades Pre-K-5), **Mark W. Ellis** (6-8), and **Alfinio Flores** (9-12).

The articles in the three series present cases of classroom practice, instructional strategies, and teacher development, all designed to address ways of promoting student learning in diverse classrooms. It is clear in all of the articles that the strategies and practices that enhance the mathematical learning of students who have been unsuccessful in the past are equally beneficial to the students who have been traditionally successful. I encourage all teachers to order the book in the series that applies to your grade band.

The editors have provided the following synopses of the first article in each series.

The first article in the Pre-K-5 series uses vignettes to illustrate the authors' suggestions for best practices to support the involvement of English language learners (ELL's) with mathematical discussions. The discussions are rich with details about why and how the practices support the learning of ELL's.

The first article in the 6-8 series raises questions about the traditional ways students in the United States have been labeled proficient or not in school mathematics. In particular, the author asks readers to consider the intent behind such concepts as "ability" and "differentiation", challenging us to think about creating possibilities for all students to succeed in mathematics.

The first article in the 9-12 series shows how teachers can create a learning environment that allows students to lead mathematical discussions. Such discussions involve many students and the teacher helps students tie together mathematical concepts. The students in charge of the discussion prompt reflection, ask open-ended questions, and ask for explanations. Students also work in small groups in which they contribute to the small-group discussion and thinking. This practice is crucial for students who may have difficulty speaking in whole-group format.

It is my hope that teachers in Ohio will read these articles and the subsequent articles in the books and use the ideas presented by the authors as a basis of discussion in SIG's, at faculty meeting at their schools, in correspondence with other teachers, and in practice in their own classrooms. Please contact me with any comments, questions, or suggestions about these articles.