CPM Equity Principles

CPM envisions a world where mathematics is viewed as intriguing and useful, and is appreciated by all; where powerful mathematical thinking is an essential, universal, and desirable trait; and where people are empowered by mathematical problem solving and reasoning to solve the world's problems.

CPM's mission is to empower mathematics students and teachers through exemplary curriculum, professional development, and leadership. We recognize and foster teacher expertise and leadership in mathematics education. We engage all students in learning mathematics through problem solving, reasoning, and communication.

CPM uses the following principles to guide our path toward this vision and mission.

1. **The goal of teaching is to help all students transition from dependent to independent learners.**
   CPM recognizes that instructional methods that emphasize compliance and rote memorization (e.g., direct instruction) are ineffective practices when working with dependent learners. Historically, the education system in the United States has been organized to produce dependent learners, especially in schools and classes serving students of color, immigrant students, and students from low socioeconomic backgrounds. Instruction for *all* students should include opportunities for students to explore, become curious, investigate, and productively struggle. These practices form the basis for conceptual understanding, foster long-term retention of ideas, and support the transition from dependent to independent thinking. CPM strives to provide tasks that are cognitively demanding, team-worthy, relevant, and engaging, and to support teachers to provide empowering instruction so that all students have the opportunity to grow and succeed as independent learners.

2. **Relationships are of vital importance.**
   CPM recognizes that students' transformation into independent learners requires developing a positive learning partnership with their teacher. Students are more willing to take intellectual risks if they trust their teacher and see them as an ally. Teachers are more able to react appropriately to students when they understand their needs and backgrounds; they should seek out and embrace opportunities to gain these insights. To maximize the impact of instruction, CPM encourages teachers to become *warm demanders* while building a community in which students trust their teacher and each other. This never happens without intentional, ongoing teacher effort grounded in asset-based views of students. Classroom activities and routines that foster mutual trust and build community should not be glossed over but instead be carefully planned, enacted, and reflected upon. CPM strives to design curricula and professional learning opportunities that help teachers generate trust, build rapport, and create connections with their students.

3. **Student uniqueness is an asset, not a deficit.**
   CPM recognizes that students come from different and sometimes multiple cultures, have unique ways of learning and communicating, and may demonstrate their understanding in a variety of ways. CPM views the heterogeneity of students' backgrounds and learning profiles as assets. Addressing the multiple perspectives that students bring allows each learner to excel by applying their individual strengths while also deepening a classroom's collective mathematical sense-making. Educational environments should build upon the students' heterogeneous experiences and perspectives and avoid one-size-fits-all learning. CPM strives to help teachers create such environments in their classrooms, with the goal of acknowledging and appreciating each student's unique needs and strengths.

4. **Reflection is a crucial part of growth.**
   CPM recognizes that the biases, lenses, values, and backgrounds of its employees influence their work. CPM encourages employees to reflect on these influences with the goal of mitigating their impact on curriculum design and work with teachers. CPM also recognizes that these influences are present in the greater educational system. CPM encourages teachers and other stakeholders to individually and collaboratively reflect on how biases, lenses, values, and backgrounds influence their work as they plan, teach, and assess.

CPM EDUCATIONAL PROGRAM

Beliefs About Access And Equity In Mathematics

Inspiring Connections was written with productive beliefs about access and equity in mind. Consider the following unproductive and productive beliefs:

Unproductive Beliefs	Productive Beliefs
Only high-achieving or gifted students can reason about, make sense of, and persevere in solving challenging problems.	All students are capable of making sense of and persevering in solving challenging problems. More students need to be given the support and opportunity to reach higher levels of mathematical success and interest.
Students living in poverty lack the cognitive, emotional, and behavioral characteristics to participate and achieve in mathematics.	Effective teaching practices have the potential to open up greater opportunities for higher-order thinking and for raising the mathematics achievement of all students, including low-income students.
Math learning is independent of students' culture, conditions, and language, and teachers do not need to consider any of these factors to be effective.	Effective math instruction leverages students' culture, conditions, and language to support and enhance math learning.
Independent practice is more important than teamwork and collaboration.	Collaborative activities and co-constructing knowledge in the classroom value collective cultures and limit individualism and competition.
Students who are not fluent in the English language are less able to learn mathematics and therefore must be in a separate track for English language learners.	Students who are not fluent in English can learn the language of mathematics at grade level or beyond when appropriate instructional supports are used.
Mistakes show misunderstanding and need to be corrected.	Mistakes contain correct thinking. Teachers should highlight the right ideas behind the mistakes.
Tracking promotes students' achievement by allowing students to be placed in groups where they can make the greatest learning gains.	The practice of placing low-achieving students in "low-level" or "slower-paced" groups should be eliminated.

Sources:
Leinwand, S., Brahier, D. J., & Huinker, D. (2014). *Principles to Actions: Ensuring Mathematical Success for All*. National Council of Teachers of Mathematics.
Cintron, S. M., Wadlington, D., & ChenFeng, A. (2016). *A Pathway to Equitable Math Instruction: Dismantling Racism in Mathematics Instruction*. Equitable Math.