

“Productive or Unproductive Beliefs” (Key)

(NCTM, 2014)

1. Students possess different innate levels of ability in mathematics, and these cannot be changed by instruction. Certain groups or individuals have it while others do not. (**Unproductive**)
2. Access and equity in mathematics at the school and classroom levels rest on beliefs and practices that empower all students to participate meaningfully in learning mathematics and to achieve outcomes in mathematics that are not predicted by or correlated with student characteristics, as race, class, ethnicity, sex, beliefs, and proficiency in the dominant language. (**Productive**)
3. Equity is the same as equality. All students need to receive the same learning opportunities so that they can achieve the same academic outcomes. (**Unproductive**)
4. All students are capable of making sense of and persevering in solving challenging mathematics problems and should be expected to do so. Many more students, regardless of gender, ethnicity, and socioeconomic status, need to be given the support, confidence, and opportunities to reach much higher levels of mathematical success and interest. (**Productive**)