

# **BELIEF STATEMENTS**

## **GROUP A**

- Curriculum must be aligned to the spirit of the standards.
- How does standards-based grading fit in. What are we communicating to students and families – breaking standards too far apart, continuum of steps.
- Continuum of steps vertically
- Indicators of quality in instructional materials
- Teachers need professional development around CCSS and the “spirit” at the same time as learning “curriculum”?
- Time with colleagues must be built into implementation plan
- Over time there is a rhythm
- Variety of pacing, content , coverage, students produce
- Bellingham Promise, 5 D+, publisher criteria
- Less topic coverage more in depth is better
- Consistent progression
- Previous grade review and remediation
- Break apart screening process into areas of expertise:
- Conceptual, procedural, application, exercises vs problems

## GROUP B

- In Bellingham Public Schools we develop students who are mathematically proficient through
  - A comprehensive coherent mathematics program based on CCSS- Mathematics
  - An assessment system that informs practice at the classroom level
  - Building level District level?
  - Successful & equitable classroom experiences with instruction that I based on best practices
  - PD focused on teacher understanding of mathematics and how students learn

## Group C

- We think these are fine, but CCSS ideas need to be added:
  - Focus – major work of each grade
  - Coherence – within and between
  - Rigor – balance between conceptual understanding, procedural fluency, application
- Standards for mathematical/practice
  - Make sense of problems and persevere in solving them
- Create an environment where students can develop into confident mathematicians

## GROUP D

### Categories

Teaching and Learning

Professional Development

Curriculum

Assessment

### Ideas of Categories

- Teaching & Learning
  - Balance between conceptual, procedural & application
  - Equity / technology
  - Focused, coherent, rigorous
- Professional Development
  - Appropriate, on-going development opportunity & collaboration with others to improve instruction.
- Curriculum - CCSC / 5 Dimensions / Bellingham Promise
- Assessment: Balanced – conceptual, procedural & application

## **GROUP E**

- Mathematics is important for life, career, and college readiness
- Students are provided opportunities and support to learn at their own pace; students can close holes in their understanding. Students are provided opportunities to advance their understanding in a variety of ways

## GROUP F

- We believe – Equity, Instruction (PD), Learning, Curriculum, Assessment, Technology
- All students will have access to excellent, equitable, accessible and challenging mathematics program. A quality mathematics program provides support for student learning that is responsible to their prior knowledge, intellectual strengths and experiences.
- Mathematics teachers will have a deep understanding of mathematics and of what students need to know and be able to do in mathematics. Teachers will be committed to supporting the success of individual students as independent learners and be committed to their own continuous learning and self-improvement.
- Students learn mathematics by using prior knowledge and experiences to practice and apply grade level content. They learn new concepts by thinking critically, communicating effectively, problem solving actively while striving to be independent learners in an investigative learning environment.
- Formative assessment will drive instruction. Evidence from a variety of sources will be used to guide instruction and create an accurate picture of student conceptual, procedural skills and application.
- Every student will have access to technology that will facilitate their understanding of mathematics. Technology tools will be readily available for all students. Teachers will ensure that students are capable of using technology to explore mathematics concepts.

## **Draft PreK-12 Math Committee Belief Statements**

In Bellingham Public Schools, we believe mathematic semantics is important for life, career and college readiness, therefore we are committed to:

- Offering access for all students to an excellent, equitable, accessible and challenging mathematics program. A quality mathematics program provides support for student learning that is responsible to their prior knowledge, intellectual strengths and experiences.
- Ensuring all teachers of mathematics have a deep understanding of mathematics and of what students need to know and be able to do in mathematics. Teachers will be committed to supporting the success of individual students as independent learners and be committed to their won continuous learning and self-improvement.
- Establishing classrooms where students learn mathematics by using prior knowledge and experiences to practice and apply grade level content. They learn new concepts by thinking critically, communicating effectively, problem solving actively while striving to be independent learners in an investigative learning environment.
- Using formative assessments to drive instruction. Evidence from a variety of sources will be used to guide instruction and create an accurate picture of student conceptual, procedural skills and application.
- Providing access to technology that will facilitate students' understanding of mathematics. Technology tools will be readily available for all students. Teachers will ensure that students are capable of using technology to explore mathematics concepts.