

**King Middle School  
Math Vision Statement  
August, 2015 DRAFT**

**In math classrooms at King, students believe that:**

- Everyone can do math and persevere to the highest levels.
- A growth mindset leads to success.
- Mistakes are valuable and encourage brain growth and learning.
- Depth and understanding are more important than speed.
- Mathematics problems are solved using many different insights and methods.
- Mathematicians make connections and communicate their reasoning clearly.
- Mathematics has value in their lives because they are learning to think quantitatively and abstractly.
- An inquiry relationship with mathematics involves approaching math with curiosity, courage, confidence & intuition.

**In King Mathematics Classrooms, Teachers:**

***Believe that everyone can do math and achieve to high levels***

Students are given growth mindset messages at all times, through the ways they are grouped together, the tasks they work on, the messages they hear, and the assessment and grading.

***Meet the instructional needs of a diverse group of learners***

Mathematics tasks with a low point but a very high ceiling – so that students are constantly challenged and working at the highest and most appropriate level for them.

Mathematics tasks involve more than one method or area of mathematics, and often, but not always, represent real world problems and applications.

***Provide multiple means and opportunities to assess student learning***

Students are assessed formatively – to inform learning – not summatively to give a rank with their peers. Students should regularly receive diagnostic feedback on their work, instead of grades or scores. Summative assessments are best used at the end of courses.

***Reflect on their mathematics practice through communication***

Students and teachers talk to each other about ideas – Why did I choose this method? Does it work with other cases? How is the method similar or different to methods other people used? Work on mathematics tasks that can be solved in different ways and/or with different solutions.

Adapted From:

Jo Boaler, Professor of Mathematics Education, Stanford University  
Common Core Mathematics Practice Standards

In King Math Classrooms, Students:

- Understand that everyone can do math and persevere to the highest levels.
- Apply reasoning to solve problems with different insights and methods.
- Ask questions and make mistakes to encourage brain growth and learning.
- Justify their thinking by making connections and communicating effectively.
- Focus on learning and know that depth is more important than speed.
- Apply the mathematics process to model quantitative and abstract thinking in the real world.
- Develop an inquiry relationship with mathematics, approaching math with curiosity, courage, confidence & intuition.
- Believe growth mindset leads to success.

In King Mathematics Classrooms, Teachers:

*Believe that everyone can do math and achieve to high levels*

Students are given growth mindset messages at all times, through the ways they are grouped together, the tasks they work on, the messages they hear, and the assessment and grading.

*Meet the instructional needs of a diverse group of learners*

Develop mathematics tasks with a low entry point but a very high ceiling – so that students are constantly challenged and working at the highest and most appropriate level for them.

Develop on mathematics tasks that are complex, involve more than one method or area of mathematics, and that often, but not always, represent real world problems and applications.

*Provide multiple means and opportunities to assess student learning*

Students are assessed formatively – to inform learning – not summatively to give a rank with their peers. Students should regularly receive diagnostic feedback on their work, instead of grades or scores. Summative assessments are best used at the end of courses.

*Reflect on their mathematics practice through communication*

Students and teachers talk to each other about ideas – Why did I choose this method? Does it work with other cases? How is the method similar or different to methods other people used? Work on mathematics tasks that can be solved in different ways and/or with different solutions.

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