

MATHEMATICS DEPARTMENT MISSION STATEMENT

The mission of the Clearview School District Mathematics Department is to insure that all students are well prepared for success in whatever college, career or life path they choose.

To that end, we provide appropriate course sequences that are presented in supportive learning environments, **designed to help students develop the skills needed to effectively manage their own learning.**

Our instruction emphasizes the specific understandings and skills required to appreciate and confidently use mathematical computations, reasoning, structures, strategies, and models to investigate, persevere with, and thoughtfully respond to complex problems and decisions. This often includes appropriately using or questioning information from all sources.

Our mission reflects the *Framework for 21st Century Learning*¹, and the *Common Core State Standards for Mathematical Practice*² that mathematics educators at all levels should seek to develop in their students. These practices rest on critical “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*³: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

1. <http://www.p21.org/overview>
2. <http://www.corestandards.org/the-standards/mathematics/introduction/standards-for-mathematical-practice/>
3. National Research Council. (2001). *Adding It Up: Helping Childre Learn Mathematics*, J. Kilpatrick, J. Swafford, and B. Findell (Eds.). Mathematics Learning Study Committee, Center for Education, Washington, DC: National Academy Press.