Adlai E. Stevenson High School Mathematics Division
2012-2017

Mission Statement
The Stevenson High School Mathematics Division will provide the highest quality mathematics education for every student.

Vision Statement

I. Curriculum

In order to ensure “the highest quality mathematics education for every student,” the Mathematics Division recognizes that curriculum, instruction, and assessment are dynamic, intellectually challenging, and attentive to the diverse needs of students. The Mathematics Division dedicates itself to developing and implementing a clearly articulated, coherent curriculum focused on important and meaningful mathematics. A mathematics curriculum includes what is to be learned, how it will be taught, and how learning will be assessed. To attain this vision:

A. Teachers foster the development of problem solving and reasoning skills through the use of mathematical models and multiple representations (e.g., numerical, visual, graphical, algebraic, and verbal).

B. Students are provided the opportunity to demonstrate and apply skills, knowledge, and understanding in a variety of formats.

C. Teachers select and implement mathematical tasks to engage students’ interest and intellect.

D. Teachers continuously evaluate and revise curriculum to ensure mathematical ideas are connected and integrated across courses and between levels.

E. Teachers continuously create and implement assessments to monitor student learning and progress towards explicit learning targets, guide instruction, and support programmatic decisions.

F. Teachers make appropriate decisions about the use of technology to enhance instruction and learning of mathematical concepts and proficiencies.

G. Curriculum reflects state and national standards.
II. Equity and Access for All Students

In order to ensure “the highest quality mathematics education for every student,” the Mathematics Division establishes high expectations for all students and provides the support required to help them meet those expectations. Every student is recognized as a valued individual, and the creation of support systems allows each student to attain these high standards. Faculty and staff understand the importance of pursuing equity; therefore, they provide each individual student with appropriate levels of support to meet or exceed expectations. To attain this vision:

A. Faculty and staff provide all students with opportunities and resources to meet high expectations for learning mathematics.

B. Faculty and staff provide all students with necessary support and interventions to ensure achievement of academic expectations, as well as including appropriate social and emotional development.

C. Faculty and staff encourage all students to be responsible, persevere, and excel intellectually as they actively engage in learning mathematics.

D. Faculty and staff collaborate as the primary means for ensuring an equitable learning experience for all students.

E. Faculty and staff provide all students access and encouragement to explore and take advantage of the variety of opportunities in the mathematics curriculum.

F. Students’ experiences in mathematics provide the skills and knowledge necessary to be able to select from a variety of post-secondary options and future career choices.
III. Building a Professional Learning Community

In order to ensure “the highest quality mathematics education for every student,” the Mathematics Division commits to collaborative practices that ensure continuous improvement and progress toward the vision. The collective expertise and passionate commitment to learning drives individuals to excellence in teaching mathematics. To attain this vision:

A. Faculty and staff commit to develop and contribute to highly effective collaborative teams to best serve and support all students in the learning of mathematics.

B. Faculty and staff actively promote and uphold the Mathematics Division’s mission, vision, and goals.

C. Faculty and staff commit to continuous improvement, collective inquiry, evidence-based decision-making, while reflecting on their impact on learning.

D. Teachers engage in ongoing articulation with curricular teams, other divisions, members of professional organizations and other schools.

E. Faculty and staff reflect on personal and professional development to create goals that lead to continued learning and growth.

F. The mathematics division leadership team provides a support system for all Faculty to ensure their professional growth and monitors progress toward the shared mission and vision.
IV. Culture of Learning

In order to ensure “the highest quality mathematics education for every student,” the Mathematics Division establishes a safe, caring environment and fosters a culture that is highly collaborative, enabling everyone to engage in ongoing learning. The Mathematics Division dedicates itself to meaningful teaching and learning of mathematics. Such a culture maximizes learning, builds mutual respect between all members of the learning community, and supports high levels of collaboration. To attain this vision:

A. Teachers must understand what students know and need to learn, and then challenge and support them.

B. Teachers and students understand learning is dynamic and requires student engagement and collaboration in an environment that fosters positive relationships.

C. Teachers orchestrate classroom discourse and learning activities in ways that promote the investigation and growth of mathematical ideas.

D. Teachers create a culture of inquiry where students ask questions to deepen their understanding of mathematical concepts.

E. Teachers and students reflect on their own progress and growth and seek out the necessary resources to support learning.

F. Teachers and students recognize that mathematics is learned through the reasoning and making sense of mathematical concepts.

G. Teachers and students engage in the learning of mathematics outside the classroom.

H. Teachers remain current in best practices in mathematics pedagogy.

I. All members recognize and appreciate the diversity in the greater school community, encourage mutual respect, and promote social awareness among all school stakeholders.
V. Community Engagement

In order to ensure “the highest quality mathematics education for every student,” the Mathematics Division values the importance of strong collaborative relationships with its extended community – families, residents, businesses, government agencies, and other educational systems. Stevenson recognizes its position as a leading professional learning community and actively participates in state, national, and global educational initiatives. To attain this vision:

A. Faculty and staff will encourage parents to take an active role in the mathematics education of their children, monitor their children’s academic performance, and work collaboratively and positively with faculty and staff to maximize their children’s educational experience.

B. Faculty and staff are committed to ongoing and timely communication with parents and other stakeholders of student progress.

C. Faculty will share and collaborate with the larger community of mathematics educators.

D. Teachers seek ways to engage the community in the mathematics the students are learning and the ways in which it is learned.

E. Faculty and staff advocate for the mathematics teaching profession and promote mathematics as a critical reasoning tool.