



Brevard Public Schools Vision Statement for Math Instructional Materials

VISION:

Through intentional use of district-adopted curriculum aligned to state benchmarks, high-quality instruction, and a focus on discourse and reasoning, BPS mathematics classrooms will empower all students to think critically, reason mathematically, and grow with confidence.

Teachers will be supported through ongoing professional learning to ensure deep understanding and effective use of instructional materials as designed. Teachers will foster classrooms where student questioning, productive struggle, reflection, and meaningful feedback are essential components of learning. Instruction will promote conceptual understanding, coherence, and rigor through daily engagement in grade-level, benchmark-aligned tasks. Mistakes will be valued as opportunities to deepen understanding and strengthen mathematical thinking.

Students will actively engage in mathematical reasoning by sharing and comparing representations, participating in structured discourse, and justifying their thinking. Scaffolding will be intentional and used only when necessary to maintain access for students who are struggling while preserving the cognitive demand of the task.

School and district leaders will create the conditions for instructional success by aligning schedules/resources/professional learning, protecting instructional time and rigor, and monitoring implementation through evidence of student thinking and working.

GROUNDING DOCUMENTS/RESEARCH:

Notes and take-aways from instructional walks with Impact Florida and BPS staff, Impact Florida's Executive Summary from the instructional walks, cadre discussions during 1st Impact Florida meeting, results and presentations from principals at Data Com, results from PM2 and iReady D2, FAST data, state benchmarks, instructional guides, BIG-M and BIG-MI

GLOSSARY:

Define key words from the vision that may be misinterpreted or require further clarification:

Intentional use

Productive struggle

Meaningful feedback

Structured discourse

Scaffolding

Student Actions (looks-like)	Teacher Actions (looks-like)	Leader Actions (looks-like)
Students are actively engaged and doing the work Students will think critically, participate in mathematical understanding, and grow in their own confidence. Students demonstrate an understanding of how math is used in real world settings and how math is a part of everyday life.	Teachers are supported with understanding the grade-level benchmarks, how to use questions to promote student learning, how to use specific feedback, and what to do when students have a misconception. Teachers will plan and practice lessons prior to delivering instruction to students. Teachers provide students an opportunity to engage in problem solving activities, mathematical reasoning and discourse.	School-based admin will support opportunities to plan and practice, schedule training that support the benchmarks, observe and provide specific feedback to teachers, and monitor data to set actionable next steps for improvement with teachers and/or students. Triangulate data to determine PL needed. Support district PL days/ nights by encouraging teachers to attend. District coaches will support school-based coaches and teachers with continued PL based on the newly adopted curriculum, district created resources, and data to monitor progress. District leaders will continue to walk classrooms with administrators to observe trends in teacher delivery and student participation, monitor data, and support district PL trainings for admin and teachers.