

My Mathematics Creed

Doris Fulwider

I believe that ALL students can achieve at a high level in mathematics, so
I will foster a growth mindset by providing an appropriate challenge for *every* student
every day.

I believe that mathematics is more than rules and procedures, so
I will guide students to look beyond *WHAT* the answers are to *WHY* they make sense.

I believe that mathematics is multi-dimensional, so
I will provide for students a *balance* of experiences intended to develop computational
and procedural skills, a deep conceptual understanding, and problem-solving skills.

I believe that students must experience a sense of disequilibrium in order to grow, so
I will encourage children to *value* and *embrace* mistakes, productive struggle, and
failure.

I believe that math class is about learning, not performing, so
I will use assessments to inform instruction.

I believe in a student-centered approach to teaching math, so
I will encourage inquiry and ask students to take ownership of their learning.

I believe that depth is more important than speed, so
I will balance acceleration with enrichment, asking students to think deeply *every* day.

Most importantly, I believe that math is an open, beautiful, and creative subject full of
interesting patterns and connections, so
I will share my passion for mathematics, sincerely hoping that all students will learn to
love the subject and appreciate its beauty.