



Goal of Initiative

- ✓ To ensure that all Arizona students develop *proficiency** in mathematics

Objectives of Initiative

- ✓ Promote a mathematics curriculum that is research-based and standards driven
- ✓ Cultivate statewide mathematics leadership that promotes mathematics education
- ✓ Design professional development structures that deepen teacher content knowledge and strengthen delivery of instruction
- ✓ Use assessment data to drive decision making, design instruction, and provide intervention
- ✓ Develop and strengthen statewide partnerships to maximize the impact of resources on students' proficiency in mathematics

**Mathematical proficiency* is defined as having five essential components, or strands
(National Research Council, 2001):

- *conceptual understanding* – comprehension of mathematical concepts, operations, and relations
- *procedural fluency* – skill in using procedures flexibly, accurately, efficiently, and appropriately
- *strategic competence* – ability to formulate, represent, and solve mathematical problems
- *adaptive reasoning* – capacity for logical thought, reflection, explanation, and justification
- *productive disposition* – propensity to see mathematics as sensible, useful, and worthwhile, partnered with a belief in perseverance and success