

NEWFOUNDLAND AND LABRADOR STANDARDS OF PRACTICE FOR MATHEMATICS TEACHING (NLSPMT)

Professional Knowledge	1	Know learners and how they learn	1.1 Characteristics of students Know students' physical, social-emotional, and intellectual development and characteristics to improve their learning.	1.2 Diverse backgrounds Select and implement teaching strategies that are responsive to the learning strengths and needs of diverse learners.	1.3 How students learn Use professional learning community structures to determine how students learn best, and what evidence based practices will be used.	1.4 Universally designed strategies Plan and implement learning opportunities that engage students and address current policy and legislative requirements.	1.5 Differentiated instruction Develop engaging learning opportunities that incorporate various strategies to meet the specific learning needs of all students.	
	2	Know the content and teaching strategies	2.1 Content knowledge of the mathematics curriculum Possess a strong knowledge base of the mathematics content and a thorough understanding of the curricula and the curricula continuum.	2.2 Teaching strategies for mathematics Use sound pedagogical strategies to develop engaging mathematical learning experiences.	2.3 Content organization Organize mathematics curriculum content into coherent, teaching and learning practices making connections when appropriate.	2.4 Mathematical literacy and numeracy strategies Apply mathematical knowledge and the understanding of effective teaching strategies to support students' growth in mathematical literacy and numeracy.	2.5 Use of technology and concrete materials Make mathematical learning more relevant through the meaningful integration of technology and concrete materials.	2.6 Ethnomathematics Use a variety of cultural, geographical, and historical references to explore the teaching and learning of mathematics.
Professional Practice	3	Plan and implement effective and responsive teaching and learning	3.1 Curriculum guide Use the curriculum guides to focus mathematics instruction.	3.2 Challenging learning goals Set explicit, relevant, accessible, and achievable learning goals for all students.	3.3 Mathematical processes Sustain integration of the mathematical processes into teaching and learning.	3.4 Mathematical discourse Use effective verbal and non-verbal communication strategies to support educational equity - understanding, participation, engagement, and achievement of all students.	3.5 Informed planning Use mathematical knowledge and evidence, including feedback and assessment data from students, to inform planning.	3.6 Families/caregivers in the educative process Plan for appropriate and contextually relevant opportunities for families/caregivers to be involved in mathematical learning.
	4	Assess, provide feedback, and report on learning	4.1 Assessment Develop, select, and use a variety of assessments, both formative and summative.	4.2 Interpretation of data Use assessment data to analyze and evaluate understanding of content and development of skills.	4.3 Feedback to students Provide timely, effective, responsive, and constructive feedback to students about their learning.	4.4 Accurate reporting Report growth and achievement clearly, accurately, and respectfully to students and families/caregivers.		
	5	Create and maintain supportive, safe, and inclusive learning environments	5.1 Participation of students Establish and implement inclusive and positive interactions to engage and support all students in rich mathematical learning.	5.2 Learning environment Establish and maintain an environment where time is spent on mathematical learning tasks.	5.3 Growth mindset Nurture a growth mindset both in and out of the classroom to build a positive mathematics culture.			
Professional Engagement	6	Engage in professional learning	6.1 Professional learning goals Identify and plan mathematical professional learning goals using the <i>Newfoundland and Labrador Standards of Practice for Mathematics Teaching</i> and a variety of professional resources.	6.2 Professional learning engagement Participate in professional learning from a variety of resources to enhance mathematical knowledge and pedagogical practice.	6.3 Engagement with colleagues Participate in professional learning communities and apply constructive feedback from colleagues to improve professional knowledge and practice.			
	7	Engage professionally with colleagues, families/caregivers, and the community	7.1 Professional ethics and responsibilities Follow the standards of conduct and code of ethics as expected of a professional educator.	7.2 Professional and community networks Participate in professional and community networks to broaden knowledge and improve mathematical teaching practice.	7.3 Positive attitudes towards mathematics Demonstrate and promote positive attitudes towards mathematics to influence systemic and societal changes in perspectives.			