



# K-8 MATH

## *Instruction and Departmentalization Model Policy*

### *ExcelinEd Policy Toolkit*

{Title} The (*insert name of Act or policy*)

{Intent} It is the intent of the Legislature is that each student is prepared for success in Algebra I.

#### **A. Definitions**

- (1) Department. The state Department of Education.
- (2) Instructional Materials. Any items, resources, and materials used to provide instruction to students during daily lessons, interventions, tutoring, or self-directed activities.
- (3) Intervention. A specific program, activity, or set of steps used to help students improve in an area of need that may include additional time, high-dosage tutoring, small group instruction, etc.
- (4) Explicit instruction. A purposeful way of overtly instructing students using a clear-cut and finite way of teaching that includes both instructional and delivery procedures.

#### **B. System of Support for Educators.** The Department shall require districts to provide a system of support for all educators who teach math in grades Kindergarten through 8 to ensure they have the knowledge and skill to teach math lessons to all students through any of the following means:

- a. Professional learning aligned to the recommendations of the National Mathematics Advisory Panel for teachers in grades Kindergarten through 8, and for administrators to ensure support of teachers in the classroom, on topics including:
  - i. focusing on foundational math skills, defined as a blending of concepts, procedures, strategies, problem-solving, and disposition; and
  - ii. using an approved assessment system(s) selected by school districts to ensure teachers have the knowledge and skill to administer the assessment and use the assessment data to inform instruction based on student needs.
- b. Job-embedded coaching support for educators who teach math in grades Kindergarten through 8 that shall include the following:
  - i. On-site teacher training on evidence-based math instruction and data-based decision making;
  - ii. Demonstrated lessons; and
  - iii. Co-teaching or observation with immediate feedback for improving instruction.
- c. Educator preparation programs that prepare candidates seeking licensure for elementary education with training and instruction to:
  - i. Effectively teach foundational math skills explicitly and systematically;
  - ii. Implement math instruction using high-quality instructional materials;
  - iii. Provide effective instruction and interventions for students with math difficulty; and
  - iv. Understand and use student data to make instructional decisions.
- d. Departmentalize math instruction, as needed, to ensure all students have effective math instruction.

#### **C. Math micro credential.** The Department shall create a micro credential for K-8 math for experienced and highly skilled teachers continuously improve their practice to meet the ever-increasing math needs of their students. The micro credential shall be a competency-based validation that a teacher has mastered specific classroom math practices and can use it effectively in the classroom.

#### **D. State Board Authority and Responsibilities.** The State Board of Education shall have authority to enforce this chapter.