Math Content Leader Distinction

Demonstrating Math Content Knowledge

The educator connects deep mathematical content knowledge and understanding of the Louisiana Student Standards for Mathematics (LSSM) to the planning and implementation of a Tier 1 math curriculum. Within a Tier 1 math curriculum, the educator applies their knowledge of the key shifts in the mathematics standards -- focus, coherence, and rigor -- in order to engage in purposeful, collaborative planning and implement the curriculum with fidelity in the classroom.

- **ANALYZE** a selected lesson from a Tier 1 math curriculum to demonstrate your knowledge of the Key Shifts in Mathematics
- **DEVELOP** a purposeful plan for facilitating the selected lesson
- **IMPLEMENT** the lesson that you planned
- **EVALUATE** the implementation of your lesson with reflections

Facilitating Mathematically Productive Discussions

As the standards for mathematics have shifted from routine procedures and algorithms to building conceptual understanding, students must be able to reason, justify and model their thinking in mathematics. Achieving this requires that teachers also shift their instruction, so that students are doing more of the cognitive lift. Productive discourse is an instructional tool that facilitates this by allowing teachers to use students' developing thinking to help others master the content. Productive discourse also helps teachers collect important information about what students are thinking and learning that can be used to adjust instruction.

- **ANALYZE** a selected lesson from the Tier 1 math curriculum to prepare to lead a mathematically productive discussion in your class
- **DEVELOP** a monitoring sheet that you can use to record data during the lesson
- **IMPLEMENT** the lesson and gather data
- **EVALUATE** your facilitation of the discussion with reflections

Coherence and Alignment of the LSSM

Mathematics is not a list of disconnected topics, tricks, or mnemonics; it is a coherent body of knowledge made up of interconnected concepts. The educator connects deep mathematical content knowledge and understanding of the Louisiana Student Standards for Mathematics (LSSM) to the planning and implementation of a Tier 1 math curriculum. When educators understand the coherence of the LSSM, they are able to make connections explicit in their lesson design and delivery, and scaffold knowledge for students within and across lessons and grade levels resulting in increased student achievement in math.

- **ANALYZE** a sequence of connected lessons (minimum of 3 lessons)
- **DEVELOP** an intervention plan to support student mastery through the series of lessons
- **IMPLEMENT** the series of lessons
- **EVALUATE** the implementation of your lessons in a narrative reflection

Adult Group Learning Facilitation

Facilitating adult group learning requires a strong grasp of content, purposeful planning, and methods to assess the impact of that learning. Content Leaders will incorporate effective learning models, structures, and processes into their plan and delivery of an adult group learning session. When adult learners are engaged in experiential learning that links directly to their professional learning needs, instructional practices improve and have a direct impact on student achievement.

- **ANALYZE** an upcoming adult group learning session
- **DEVELOP** an annotated Facilitation Guide that will guide the successful facilitation of the session
- **IMPLEMENT** your adult group learning session
- **EVALUATE** the success with reflections

Collaborating with School Leaders to Achieve the School Goals

In order to achieve school goals effectively and efficiently, members of the school community must collaborate to attain shared vision, role clarity and strong processes for carrying out those goals. Content Leaders support the administration as drivers of school goals and support teachers as the implementers of school initiatives towards achieving those goals. Content Leaders should partner with school leaders to:

- develop a shared understanding of the vision and goals for the school and how the Content Leader will contribute to achieving them
- outline the process and structures that the Content Leader will use to deliver the content modules
- set up recurring touch points to discuss progress towards goals and problem solve around issues.

- **ANALYZE** your current school environment by working with your school leader(s)
- **DEVELOP** a plan for how you will deliver the content modules
- **IMPLEMENT** your plan
- **EVALUATE** your implementation with reflections