

LDOE: Acceleration in Mathematics

Planning to Address Unfinished Math Learning

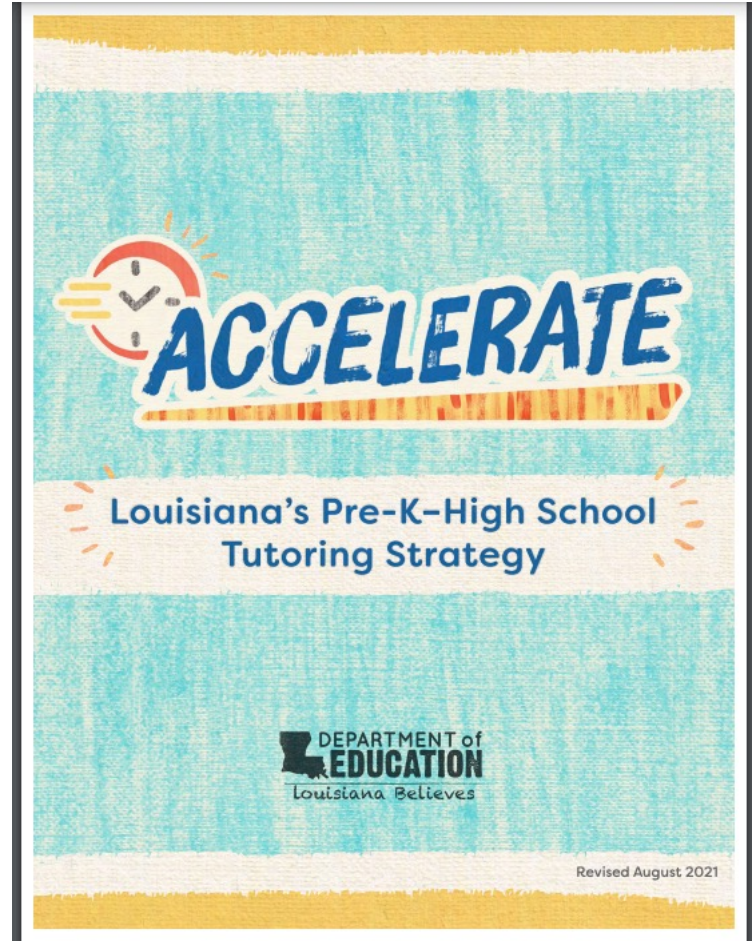
Part 1

Asynchronous Professional Learning Series

— Equity — Access — Excellence —

Accelerate Initiative: Vision

All students can achieve high expectations regardless of their background, family income, or zip code.



Community Agreements



Come as you are



Learning is iterative



Embrace the pause

Learning Outcomes

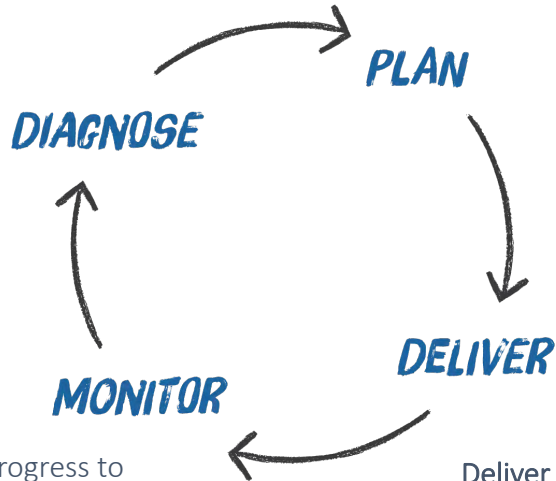
Through today's asynchronous learning, participants will:

- Explore how the Math Planning Guide can support teachers in engaging in collaborative conversations around planning to accelerate students towards on-grade level content in the mathematics classroom.
- Identify practical next steps that will lead to sustainable change and impact student achievement.

Acceleration in Mathematics

Diagnose students' unfinished learning of the prerequisite content and skills.

Plan for timing and content for acceleration support for all students.



Monitor progress to adjust supports based on student performance.

Deliver just-in-time, curriculum-aligned support.

“Acceleration is accomplished when teachers focus on looking forward through the provision of **just-in-time** supports that ensure readiness to engage with grade-level content by building knowledge and **connecting** it to skills in current lessons. When teachers accelerate learning, they diagnose where students are on their path to mastery and put students on a **fast track to accessing on-grade-level content** instead of delaying it through remediation.”

Math Planning Guide Preview

How does this guide support teachers in planning for acceleration in the mathematics classroom?



LDOE: Math Content Leader

Planning Guide

Collaboration, and the use of cyclical, reflective processes among teams of teachers, generates greater results than does individual effort alone. The planning process, when implemented with fidelity, leads to increased professional expertise, alignment of system competencies, sustainability, and success.

Establish the focus for collaborative planning

Purpose: Team members will collaboratively deepen their understanding of what students should know and be able to do based on the *Louisiana Student Standards for Mathematics*.

Time estimate: 2 to 3 minutes

Actions: Use the appropriate *Implement Tier 1 Curriculum* guide and/or the relevant rigor document (see *A Guide to Rigor in Mathematics 2.0*) to determine the targeted standards.

Look-fors

- Did the group...
 - establish conversation expectations, group norms, and desired outcomes?
 - select relevant and timely standard(s)?

Notes:

...ent Standards for Mathematics: A Guide to Rigor in Mathematics 2.0 is available at <https://www.doe.louisiana.gov/education/implementation/grade-level-alignment-to-rigor.pdf>. This document (including the Rigor in Mathematics 2.0) as well as the individual rigor documents for each grade level—e.g., “Kindergarten Alignment to Rigor,” “Grade 1 LSM Alignment to Rigor,” and so on) can be downloaded via this web page: <https://www.doe.louisiana.gov/resources/library/k-12-math-year-long-planning>

The Charles A. Dana Center at
The University of Texas at Austin

Content Leader Day 5

CLD5-01.1

LDOE: Math Content Leader

Bridge to lesson planning

Purpose: Team members will connect their understanding of the standards to their Tier 1 curriculum and the intent of the standards and the

LDOE: Math Content Leader

Foundational study of the standards

Purpose: Team members will collaboratively deepen their understanding of what students should know and be able to do based on the *Louisiana Student Standards for Mathematics*.

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n, Content Standard, Cluster heading, Domain, and after the standard(s) being studied. (ap.) Describe how the focus grade-level or course stand the standard(s). Use the rigor document to do to demonstrate their stives, student-friendly “I can...” statements).

(s)?
(s)?
in the previous grade-level or course standards?
ng introduced?
de or course?
to do to demonstrate (regarding content, hematics?

...rtunities to meet the identified skills and arning more engaging and meaningful for
ms?
nifest in the lesson?
g for students who master the content?

LDOE: Math Content Leader

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LDOE: Math Content Leader

Leader Day 5

CLD5-01.2

CLD5-01.3

Establish the Focus for Collaborative Planning

LDOE: Math Content Leader

Planning Guide

Collaboration, and the use of cyclical, reflective processes among teams of teachers, generates greater results than does individual effort alone. The planning process, when implemented with fidelity, leads to increased professional expertise, alignment of system competencies, sustainability, and success.

Establish the focus for collaborative planning

Purpose: Select standards to be discussed. Establish conversation expectations, group norms, and desired outcomes. Participants may benefit from having read the standards and gathered curricular resource materials prior to the planning session.

Time estimate: 2 to 3 minutes

Actions: Use the appropriate *Implement Tier 1 Curricula* guide and/or the relevant rigor document (see *A Guide to Rigor in Mathematics 2.0²*) to determine the targeted standards.

Look-fors

- Did the group...
 - establish conversation expectations, group norms, and desired outcomes?
 - select relevant and timely standard(s)?

Notes:

Establish the Focus for Collaborative Planning



Establish the Focus for Collaborative Planning

Look-fors

- Did the group...
 - establish conversation expectations, group norms, and desired outcomes?
 - select relevant and timely standard(s)?

Notes:

Establish the Focus for Collaborative Planning

Reflection Questions

- Why is it important to take the time to establish the focus at the start of each math PLC or planning session?
- How were the standards that will be discussed identified?
- What norms would be most beneficial to set the stage for productive shared learning in your PLCs or planning sessions?

Foundational Study of the Standards

LDOE: Math Content Leader

Foundational study of the standards

Purpose: Team members will collaboratively deepen their understanding of what students should know and be able to do based on the *Louisiana Student Standards for Mathematics*.

Time estimate: 10 to 15 minutes

Process

- Analyze the targeted standard(s)—examine Introduction, Content Standard, Cluster heading, Domain, and Conceptual Category—to ensure a common understanding of the standards.
- Identify related standards in the grades/courses before and after the standard(s) being studied. (Tip: use the LSSM Acceleration Guides or Coherence Map.) Describe how the focus grade-level or course standards differ from the adjacent standards.
- Describe the components of rigor addressed by the targeted standard(s). Use the rigor document (*A Guide to Rigor in Mathematics 2.0²¹*) to better understand the standard(s).
- Develop clear, specific, measurable statements that describe what students do to demonstrate their knowledge. (e.g., success criteria, learning targets/objectives, student-friendly “I can...” statements).

<https://www.louisianabelieves.com/resources/library/k-12-math-year-long-planning>

The screenshot shows the Louisiana Department of Education website. At the top left is the logo with the text "DEPARTMENT of EDUCATION" and "Louisiana Believes" below it. To the right is a "Select Language" dropdown menu. Below the logo is a navigation bar with links: HOME, ABOUT US, BESE, NEWSROOM, LIBRARY, and CONTACT US. A search bar contains the text "MATH PLANNING" and a magnifying glass icon. Below the navigation bar is a dark grey banner with white text: "EDUCATORS . EARLY CHILDHOOD . TEACHING + LEARNING . MEASURING RESULTS . GRADUATION PATHWAYS . SCHOOL CHOICES . FUNDING". On the left side, there is a dark blue sidebar with white text listing various categories: "BROWSE BY CATEGORY", "DATA CENTER", "CLOSING THE EQUITY GAP", "COUNSELOR TOOLBOX LIBRARY", "FAMILY SUPPORT TOOLBOX LIBRARY", "FEDERAL SUPPORT AND GRANTEE RELATIONS LIBRARY", "HIGH SCHOOL PERFORMANCE", and "PANDEMIC RELIEF GUIDANCE AND RESOURCES LIBRARY". The main content area has a light green background with a map of Louisiana. It features a large heading "K-12 MATH PLANNING RESOURCES" and a sub-heading "UNDERSTAND THE STANDARDS". Below the sub-heading is a table with a header "File" and several rows of links: "K-12 Louisiana Student Standards for Math PDF", "K-8 Louisiana Student Standards for Math by Domain PDF", "Math Focus Documents", "Rigor Documents", and "Teachers Companion Documents 2.0".

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MATH PLANNING 🔍

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K-12 MATH PLANNING RESOURCES

UNDERSTAND THE STANDARDS


| File |
|--|
| K-12 Louisiana Student Standards for Math PDF |
| K-8 Louisiana Student Standards for Math by Domain PDF |
| Math Focus Documents |
| Rigor Documents |
| Teachers Companion Documents 2.0 |

Analyze the Targeted Standard

Examine the Introduction, Content Standard, Cluster Heading, Domain, and Conceptual Category

- Teacher Companion Documents 2.0

5.NF.A.1





Louisiana
STUDENT
STANDARDS
MATHEMATICS

Louisiana Student Standards: Companion Document for Teachers
Grade 5 Math

Number and Operations—Fractions (NF)

A. Use equivalent fractions as a strategy to add and subtract fractions.
In this cluster, the terms students should learn to use with increasing precision are **fraction, equivalent, sum, difference, unlike denominator, numerator, benchmark fraction, estimate, reasonableness, and mixed number.**

| Louisiana Standard | Explanations and Examples |
|--|---|
| <p>5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> | <p>Component(s) of Rigor: Conceptual Understanding, Procedural Skill and Fluency</p> <p>Remediation - Previous Grade(s) Standard: 4.NF.A.1, 4.NF.B.3</p> <p>5th Grade Standard Taught in Advance: none</p> <p>5th Grade Standard Taught Concurrently: none</p> <p>Students should apply their understanding of equivalent fractions developed in fourth grade and their ability to rewrite fractions in an equivalent form to find common denominators. This process should come after students have used visual fraction models (area models, number lines, etc.) to build understanding. The use of visual fraction models allows students to reason about a common denominator prior to using the algorithm. For example, when adding $\frac{1}{3} + \frac{1}{6}$, grade 5 students should apply their understanding of equivalent fractions and their ability to rewrite fractions in an equivalent form to find common denominators. While simplifying fractional answers is not required, simplifying should be allowed.</p> <p>Example:</p> <p style="text-align: center;"> $\frac{1}{3} + \frac{1}{6}$  $\frac{1}{3}$ is the same as $\frac{2}{6}$ </p> <p>I drew a rectangle and shaded $\frac{1}{3}$. I knew that if I cut every third in half then I would have sixths. Based on my picture, $\frac{1}{3}$ equals $\frac{2}{6}$. Then I shaded in another $\frac{1}{6}$ with a different color. I ended up with an answer of $\frac{3}{6}$, which is equal to $\frac{1}{2}$.</p> <p>Based on the algorithm in the standard, when solving $\frac{1}{3} + \frac{1}{6}$, multiplying 3 and 6 gives a common denominator of 18. Students would make equivalent fractions $\frac{6}{18} + \frac{3}{18} = \frac{9}{18}$ which is also equal to one-half.</p> <p>Teacher Note: While multiplying the denominators will always give a common denominator, this may not result in the smallest denominator.</p> |



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Identify Related Standards

...in the grades/courses before and after the target standard. Describe how they differ.

- Teacher Companion Documents 2.0



Louisiana Student Standards: Companion Document for Teachers
Grade 5 Math

Number and Operations—Fractions (NF)

A. Use equivalent fractions as a strategy to add and subtract fractions.

In this cluster, the terms students should learn to use with increasing precision are **fraction, equivalent, sum, difference, unlike denominator, numerator, benchmark fraction, estimate, reasonableness, and mixed number.**

Louisiana Standard

5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with

Explanations and Examples

Component(s) of Rigor: Conceptual Understanding, Procedural Skill and Fluency

Remediation - Previous Grade(s) Standard: 4.NF.A.1, 4.NF.B.3



5th Grade Standard Taught in Advance: none

5th Grade Standard Taught Concurrently: none

Identify Related Standards

...in the grades/courses before and after the target standard. Describe how they differ.

- Teacher Companion Documents 2.0
- LSSM Acceleration Guidance

Grade 5 Learning Acceleration Guidance

Learning acceleration will ensure students have the skills they need to equitably access and practice on-grade level content. This chart is a reference guide for teachers to help them more quickly identify the specific prerequisite and co-requisite standards necessary for every Grade 5 math standard. Students should spend the large majority of their time on the major work of the grade (■). Supporting work (■) and, where appropriate, additional work (■) can engage students in the major work of the grade.

| 5 th Grade Standard | Previous Grade(s) Standards | 5 th Grade Standards Taught in Advance | 5 th Grade Standards Taught Concurrently |
|--|-----------------------------|---|---|
| 5.OA.A.1 Use parentheses or brackets in numerical expressions, and evaluate expressions with these symbols. | | | |
| 5.OA.A.2 Write simple expressions that record calculations with whole numbers, fractions and decimals, and interpret numerical expressions without evaluating them. <i>For</i> | | 5.OA.A.1 Use parentheses or brackets in numerical expressions, and evaluate expressions with these symbols. | 5.NF.B.5 Interpret multiplication as scaling (resizing). a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the |

Identify Related Standards

...in the grades/courses before and after the target standard. Describe how they differ.

- Teacher Companion Documents
- LSSM Acceleration Guidance
- Coherence Map

<https://achievethecore.org/coherence-map/>

5.NF.A.1

The screenshot displays a coherence map for the standard 5.NF.A.1. The central panel shows the target standard: **5.NF.A.1** - Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. An example task is provided: $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. The map shows related standards in adjacent grades (4.NF.A.1, 4.NF.B.3, 4.MD.A.2, 4.MD.B.4) and adjacent clusters (5.NBT.B.7, 5.NF.A.2, 6.EE.B.7, 7.NS.A.1). Each standard is accompanied by a brief description and a 'View Standard' link.

Components of Rigor and Instructional Implications

- Teacher Companion Documents 2.0



Louisiana Student Standards: Companion Document for Teachers
Grade 5 Math

Number and Operations—Fractions (NF)

A. Use equivalent fractions as a strategy to add and subtract fractions.

In this cluster, the terms students should learn to use with increasing precision are **fraction, equivalent, sum, difference, unlike denominator, numerator, benchmark fraction, estimate, reasonableness, and mixed number.**

| Louisiana Standard | Explanations and Examples |
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| 5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with | <p>Component(s) of Rigor: Conceptual Understanding, Procedural Skill and Fluency</p> <p>Remediation - Previous Grade(s) Standard: 4.NF.A.1, 4.NF.B.3</p> <p>5th Grade Standard Taught in Advance: none</p> <p>5th Grade Standard Taught Concurrently: none</p> |

5.NF.A.1

Components of Rigor and Instructional Implications

- Teacher Companion Documents 2.0
- A Guide to Rigor in the Mathematics Classroom/Rigor Documents



Grade 5 Guide to Rigor

| LSSM – 5 th Grade | | Explicit Component(s) of Rigor | | |
|------------------------------|--|--------------------------------|------------------------------|-------------|
| Code | Standard | Conceptual Understanding | Procedural Skill and Fluency | Application |
| 5.NBT.B.7 | Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; justify the reasoning used with a written explanation. | ✓ | ✓ | |
| 5.NF.A.1 | Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.) | ✓ | ✓ | |
| 5.NF.A.2 | Solve word problems involving addition and subtraction of fractions. | | | ✓ |
| 5.NF.A.2a | Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. | | | ✓ |

Foundational Study of the Standards

Look-fors

- Did the group...
 - Determine key learning expected from the standard(s)?
 - Identify specific strategies called for by the standard(s)?
 - Identify expected prerequisite skills or strategies from the previous grade-level or course standards?
 - Determine new strategies, skills, or key content being introduced?
 - Identify strategies or skills being finalized in this grade or course?
 - Determine what students should know and be able to do to demonstrate (regarding content, practices, and rigor) that they have learned the mathematics?

How does the team's foundational study of the standard align with the preplanning you did for standard 5.NF.A.1?



Foundational Study of the Standards



Insert Part 1: Clip 2 handoff Video

Foundational Study of the Standards

Reflection Questions

- What are the benefits of engaging in a foundational study of the standards as a team prior to planning daily lessons?
- How does a team foundational study of the standards support teachers in accelerating students and providing just-in-time support?
- Why is it important for an accelerate tutor to participate in these conversations?

Bridge to Lesson Planning

Bridge to lesson planning

Purpose: Team members will connect their understanding of the standards to their Tier 1 curriculum resources so they can make instructional decisions that best meet the intent of the standards and the needs of all students.

Time estimate: 20 to 30 minutes

Process

- Choose appropriate lesson(s).
 - Use the appropriate *Implement Tier 1 Curricula* guide to identify whether other lessons address the same standard(s). Preview these lessons to clarify which aspects of the standard(s) each lesson addresses.
- Study the lesson(s).
 - Review all components of the lesson. Work through every mathematics problem.
- Annotate the lesson(s).
 - Determine what problems or sets of problems should be omitted, expanded, or adjusted. Determine whether instructions for problem sets require revisions to better meet the intent of the standards. Think through the correct answers and some of the strategies that students might use to get to them.
 - Determine strategies for instruction for each part of the lesson(s)—whole-class (WC), group work (GW), individual work (IW).
 - Determine instructional moves—appropriate tools, manipulatives, opportunities for student discourse, and so on—needed to ensure student engagement.
 - Think through potential “hot spots,” or places where students are likely to get stuck or have misconceptions. Determine a plan to probe student thinking and support student learning without lowering the cognitive demand on the students. Use the *Acceleration Guides* to help identify foundational standards that may be necessary to fill gaps in learning.
 - Determine how the lesson could best be facilitated to bring out the identified Standards for Mathematical Practice (SMPs).
 - Identify opportunities for formative assessment of student understanding.
 - Determine how you will support students with unfinished learning and how you will extend learning for students who master the content.

NTS COMMON CORE MATHEMATICS CURRICULUM Lesson 9 5•3


T: Say the answer that makes this addition sentence true.
C: 3 eighths + 3 eighths = 6 eighths

NOTES ON MEANS REPRESENTATION:
Some may feel like this. Consider if Hannah's pattern, how far she has to reach a...

Lesson 9
Objective: Add fractions making like units numerically.

Suggested Lesson Structure

| | |
|---------------------|---------------------|
| Fluency Practice | (10 minutes) |
| Application Problem | (10 minutes) |
| Concept Development | (30 minutes) |
| Student Debrief | (10 minutes) |
| Total Time | (60 minutes) |



Fluency Practice (10 minutes)

- Adding and Subtracting Fractions with Like Units 4.NF.3a (1 minute)
- Sprint: Add and Subtract Fractions with Like Units 4.NF.3a (9 minutes)

Adding and Subtracting Fractions with Like Units (1 minute)

Note: This quick fluency activity reviews adding and subtracting like units mentally.

T: I'll say an addition or subtraction sentence. You say the answer. 2 fifths + 1 fifth.
S: 3 fifths.
T: 2 fifths - 1 fifth.
S: 1 fifth.
T: 2 fifths + 2 fifths.
S: 4 fifths.
T: 2 fifths - 2 fifths.
S: Zero.
T: 3 fifths + 2 fifths.
S: 1.
T: I'm going to write an addition sentence. You say whether it is true or false.
T: (Write $\frac{3}{7} + \frac{2}{7} = \frac{5}{7}$)
S: True.
T: (Write $\frac{3}{7} + \frac{3}{7} = \frac{6}{14}$)
S: False.

NOTES ON MULTIPLE MEANS OF REPRESENTATION:
Provide written equations alongside the oral presentation. Colored response cards (green represents true and red represents false) can help scaffold responses to the statement. "Tell me if it's true or false." This statement might also be simplified to "Is it right?" to which English language learners may respond "yes" or "no."

engage^{ny} 144

EUREKA MATH Lesson 9: Add Fractions making like units numerically engage^{ny} 143

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Bridge to Lesson Planning: Clip 1

As you watch consider...

- Which of the annotations do we hear the team discussing?
- Which of the “look-fors” do they accomplish?



Look-fors

- Did the group...
 - Determine whether the problems in the lesson provide students opportunities to meet the identified skills and strategies necessary to achieve the intent of the standard(s)?
 - Determine instructional strategies and moves needed to make the learning more engaging and meaningful for students?
 - Identify potential student misconceptions?
 - Anticipate possible strategies that students might use to solve problems?
 - Identify how the Standards for Mathematical Practice (SMPs) will manifest in the lesson?
 - Plan to support students with unfinished learning?
 - Plan to increase the complexity, open-endedness, or level of thinking for students who master the content?

Bridge to Lesson Planning: Clip 1



Insert Part : Clip 3 handoff Video

Bridge to Lesson Planning: Clip 1

Reflection Questions

- What is the role of the facilitator?
- How do the established norms support this team in engaging in collaborative conversations?
- How will this conversation help these teachers accelerate students towards on grade-level content?

Bridge to Lesson Planning: Clip 2

As you watch consider...

- What do you notice about the tone of the conversation?
- Which of the “look-fors” do you observe?

Look-fors

- Did the group...
 - Determine whether the problems in the lesson provide students opportunities to meet the identified skills and strategies necessary to achieve the intent of the standard(s)?
 - Determine instructional strategies and moves needed to make the learning more engaging and meaningful for students?
 - Identify potential student misconceptions?
 - Anticipate possible strategies that students might use to solve problems?
 - Identify how the Standards for Mathematical Practice (SMPs) will manifest in the lesson?
 - Plan to support students with unfinished learning?
 - Plan to increase the complexity, open-endedness, or level of thinking for students who master the content?



Bridge to Lesson Planning: Clip 2



Insert Part 1: Clip 4 handoff Video

Bridge to Lesson Planning: Clip 2

Reflection Questions

- How do structured planning sessions using the Math Planning Guide surface opportunities for professional growth and development?
- How do these types of conversations support teachers in accelerating students in the math classroom?

Bridge to Lesson Planning: Clip 3

As you watch consider...

- How does the team use discourse as a strategy to overcome “hot spots”?
- Which of the “look-fors” do you observe?



Look-fors

- Did the group...
 - Determine whether the problems in the lesson provide students opportunities to meet the identified skills and strategies necessary to achieve the intent of the standard(s)?
 - Determine instructional strategies and moves needed to make the learning more engaging and meaningful for students?
 - Identify potential student misconceptions?
 - Anticipate possible strategies that students might use to solve problems?
 - Identify how the Standards for Mathematical Practice (SMPs) will manifest in the lesson?
 - Plan to support students with unfinished learning?
 - Plan to increase the complexity, open-endedness, or level of thinking for students who master the content?

Bridge to Lesson Planning: Clip 3



Insert Part 1: Clip 5 handoff Video

Bridge to Lesson Planning: Clip 3

Reflection Questions

- How did the team use discourse as a strategy to overcome “hot spots”?
- How will this type of conversation help teachers provide just-in-time support to students?

Bridge to Lesson Planning: Clip 4

As you watch consider...

- How does the team ensure high quality math instruction for **all** students?
- What connections can you make between the conversation in this clip and the Acceleration Cycle?
- Which of the “look-fors” do you observe?



Look-fors

- Did the group...
 - Determine whether the problems in the lesson provide students opportunities to meet the identified skills and strategies necessary to achieve the intent of the standard(s)?
 - Determine instructional strategies and moves needed to make the learning more engaging and meaningful for students?
 - Identify potential student misconceptions?
 - Anticipate possible strategies that students might use to solve problems?
 - Identify how the Standards for Mathematical Practice (SMPs) will manifest in the lesson?
 - Plan to support students with unfinished learning?
 - Plan to increase the complexity, open-endedness, or level of thinking for students who master the content?

Bridge to Lesson Planning: Clip 4

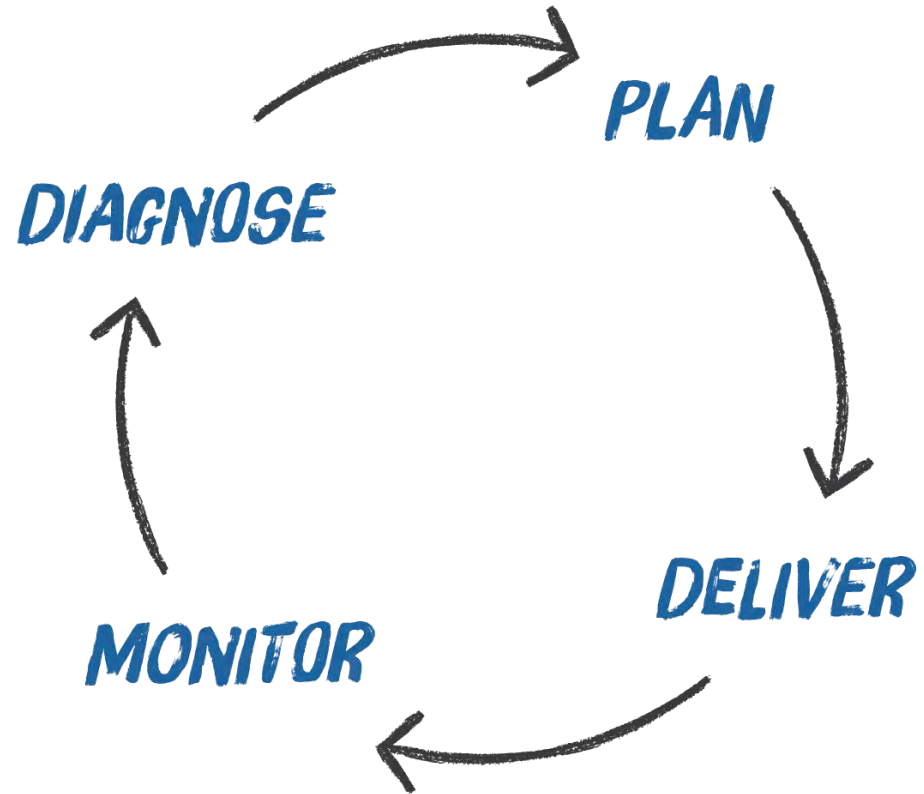


Insert Part 1: Clip 6 Video

Bridge to Lesson Planning: Clip 4

Reflection Questions

- How does the team ensure high quality math instruction for **all** students?
- What connections can you make between the conversation in this clip and the Acceleration Cycle?



Learning Outcomes

Through today's asynchronous learning, participants will:

- ✓ Explore how the Math Planning Guide can support teachers in engaging in collaborative conversations around planning to accelerate students towards on-grade level content in the mathematics classroom.
- Identify practical next steps that will lead to sustainable change and impact student achievement.

Next Steps...

- Share your knowledge
- Collaborate
- Make a plan
 - Be reasonable
 - Anticipate barriers and identify solutions
 - Adapt as needed
- Ask for help
- Watch “Planning to Address Unfinished Math Learning: Part 2”

Additional Support/Resources

Louisiana Believes

- Accelerate <https://www.louisianabelieves.com/academics/accelerate>
- Accelerate Math https://www.louisianabelieves.com/docs/default-source/accelerate/accelerate-math.pdf?sfvrsn=433c6618_14
- K-12 Math Planning Resources <https://www.louisianabelieves.com/resources/library/k-12-math-year-long-planning>

Questions? Comments?
Want to know more?

Contact
STEM@la.gov