**Responsibility 4: Promote teachers’ (not yourself or your students) delivery and understanding of the school curriculum (provide specific mathematics) through collaborative long-range and short-range planning.**

Artifact 1:

The state of Georgia and Gwinnett County have shifted the math standards for the 2023-2024 school year. Additionally, the majority of the fifth-grade team at our school will be new to the grade level for the coming school year. After attending Math Institute at the beginning of the summer, and getting to dive deeply into the new standards and the changes, the current math instructional coach at Burnette and I thought it would be beneficial to have documents that drilled down on each standard and what one could expect to see to show student mastery of each. For this reason, we are working to create “Analyzing the Standards” documents for each standard prior to the commencement of each unit. As these are incredibly robust documents, this is a long-term goal for us. This folder contains an Analyzing the Standards document for the first three standards we will cover in fifth-grade for the 2023-2024 school year (Artifacts 1a-1c). These documents contain a vertical progression for teachers to refer to in order to direct instruction at the beginning of the unit. Teachers will be able to base introductory lessons on and draw from previously learned concepts. There are also Indicators of Achievements (IOA) for each standard and substandard. The goal in including these is to direct teachers in understanding the end learning goal for each student based on the standard, including what they should know and be able to do. Additionally, this includes concrete, representational, and abstract instructional strategies for teachers to implement in their classrooms for teacher understanding. Finally, a few common misconceptions are listed to serve to draw teachers’ attention to what to look for during instruction. In creating these for each standard and unit, we hope to help teachers more fully understand the standard that they are teaching and the expectations of student learning.

Artifact 2:

At the beginning of each school year, each math content lead for each grade level develops a pacing guide for the units they will cover for the year. This serves as a short-term road map for the flow of instruction throughout the year. Considering the new standards, this has changed drastically for the 2023-2024 school year. However, instead of pacing for the entire year, we have decided to pace for each nine weeks, to ensure there is sufficient time to cover each standard effectively within the allotted time frame. This pacing guide is included in this folder as Resp 4\_Artifact 2a. From that pacing guide, I have created the unit plans for each unit (Resp 4\_Artifact 2b). This ensures teachers have a lesson plan skeleton to follow to ensure they are addressing each subpoint of the math standards. Teachers are free to tweak these unit plans for their own classroom lesson plans and to meet the needs of their students. In an effort to make sure teachers know what to expect from their students, we have also created the summative assessment for each unit. Each teacher completes the summative before coming to collaborative planning and it is discussed among the grade level math teachers. This helps us, as a group, to identify how our individual students will perform or where we think they will have misconceptions. From this planning session, I am able to come up with the small group instructional moves (Resp 4\_Artifact 2d) that accompany each unit. These help to identify specific disconnects teachers find in our students’ understanding and provides small group activities or informal formatives to provide additional student support and ascertain student understanding. These resources aid each fifth-grade teacher in confidently presenting and instructing within the new Georgia State Standards and curriculum.