




# ALABAMA NUMERACY ACT

## Responsibilities of K-5 Mathematics Teachers





**1 INSTRUCTIONAL TIME**

Dedicate an average minimum of 60 minutes per day for Tier 1 mathematics instruction, for a minimum of 164 instructional hours per year (ANA, p.14).





**2 INSTRUCTIONAL RESOURCES**

Use approved comprehensive mathematics curricula for core instruction recommended by the Elementary Task Force, in addition to high quality print and online resources to carefully plan units and lessons based on grade-level mathematics content standards (ANA, p.14).





**3 BUILDING FLUENCY**

Build fluency with procedures on a foundation of conceptual understanding, strategic reasoning, and problem solving over time (ANA, p.14).



**4 MANIPULATIVES**

Provide students access to tools, including any available technology, that support mathematical thinking (ANA, p.14).



**5 THE LEARNING ENVIRONMENT**

Provide a learning environment that promotes student reasoning, student discourse, and student questioning and critiquing the reasoning of their peers (ANA, p.14).

# ALABAMA NUMERACY ACT

## Responsibilities of K-5 Mathematics Teachers



### 6 EFFECTIVE TEACHING

Consistently implement the evidence-based mathematics teaching practices as recommended by the Elementary Task Force (ANA, p.15).



### 7 DETERMINING NEXT STEPS

Gather evidence of student understanding to inform the planning of next instructional steps (ANA, p. 15).



### 8 FEEDBACK

Provide students with descriptive and timely feedback on assessments to include strengths, weaknesses, and next steps for progress toward learning targets (ANA, p.15).



AN ELEMENTARY SCHOOL TEACHER SHOULD NOT ENGAGE IN ANY PRACTICE THAT MINIMIZES SENSE MAKING AND UNDERSTANDING OF MATHEMATICS CONCEPTS (ANA, P.15).

