

# Mathletics Teacher Certification Getting Started Guide

Mathletics



## Download

- Access your Mathletics Certification Pack from [mathletics.com/certification](https://mathletics.com/certification)



## Self Certification

- Refer to the Mathletics Self Certification Assessment Grid and mark off achieved outcomes



## Learn

- Undertake relevant training from the suite of training options available in order to achieve remaining outcomes



## Validation and Recognition

- Complete the online self-certification assessment tool
- Receive your Mathletics certification



## Build Momentum

- Continue to move along the Certification Pathway
- Encourage colleagues to participate in the initiative
- Follow our Mathletics blog for further updates, insights, tips and tricks

### What is a Mathletics Certified Teacher?

#### Mathletics Certified Teachers Demonstrate:

- ✓ An ability to engage, teach and assess using Mathletics
- ✓ An up to date knowledge of the range of Mathletics teacher tools and how they can positively impact teaching and learning
- ✓ Successful integration of Mathletics results and a desire to learn innovative ways of Mathletics adoption

**DOWNLOAD** the Mathletics Certification Pack from [mathletics.com/certification](https://mathletics.com/certification)

**PARTICIPATE** by attending a webinar, workshop or learn via our Help Hub (support.3plearning.com) and FAQ

**COMPLETE** the online assessment tool for final certification

### Contact the Team at:

leadeducator@3plearning.com



3P Learning

# Mathletics Teacher Certification Self Certification Assessment Grid



| Name | School | School Certification Code |
|------|--------|---------------------------|
|      |        |                           |

| Mathletics Certification 1 | Mathletics Certification 2 | Mathletics Lead Educator |
|----------------------------|----------------------------|--------------------------|
|----------------------------|----------------------------|--------------------------|

## OVERALL OBJECTIVE

|   |   |  |
|---|---|--|
| My students use Mathletics as part of their learning process to improve results | I use Mathletics to develop my students as learners and ensure maximum individual results | I integrate Mathletics to target and improve whole school numeracy goals |
|---|---|--|

## STUDENT ENGAGEMENT OUTCOMES

| My students regularly use Mathletics for learning |  |                          | Each of my students has their own targeted learning pathway |   |                          | My students belong to a connected learning community at home and at school |  |                          |
|---|--|--------------------------|---|---|--------------------------|--|--|--------------------------|
| 11.1  | My students access Live Mathletics independently at school and at home   | <input type="checkbox"/> | 12.1  | My students' engagement is maintained with regular recognition of achievements eg presentation of certificates, special trophies, class parties | <input type="checkbox"/> | ILE.1  | I coordinate participation in class or school events   | <input type="checkbox"/> |
| 11.2  | My students access Mathletics curriculum activities independently at school and at home                                      | <input type="checkbox"/> | 12.2  | My students use Mathletics to find the information they need to answer a question eg using Support and Maths A-Z                                | <input type="checkbox"/> | ILE.2  | I administer in-school Mathletics competitions   | <input type="checkbox"/> |
| 11.3  | My students understand the points and rewards systems, know how to earn a certificate and I acknowledge their success        | <input type="checkbox"/> | 12.3  | My students can select activities from their core curriculum and Something Easier activities to direct their learning                           | <input type="checkbox"/> | ILE.3  | I provide teachers with strategies to keep students engaged in their mathematics learning  | <input type="checkbox"/> |
| 11.4  | My students are encouraged to repeat curriculum activities, and are aware that questions are randomly generated and adaptive | <input type="checkbox"/> | 12.4  | My students use their curriculum results to reflect on their learning and what they need to do to progress                                      | <input type="checkbox"/> | ILE.4  | I define and implement school-wide recognition strategies for greater school engagement  | <input type="checkbox"/> |
| 11.5  | My students use Support or Maths A-Z when they need help   | <input type="checkbox"/> | 12.5  | I use Live Mathletics to model and teach number strategies to my class  | <input type="checkbox"/> | ILE.5  | Student achievement in Mathletics is acknowledged throughout the school  | <input type="checkbox"/> |
| 11.6  | My students reflect on and connect their maths learning with Mathletics  | <input type="checkbox"/> |   |   |                          | ILE.6  | I support whole school engagement through involving parents, communicating success stories and updating the school community with developments in Mathletics | <input type="checkbox"/> |
| 11.7  | My students' parents are invited to receive weekly email reports of their child's progress                                   | <input type="checkbox"/> |   |   |                          |  |  |                          |

# Mathletics Teacher Certification Self Certification Assessment Grid



| Mathletics Certification 1  |  |                          | Mathletics Certification 2   |  |                          | Mathletics Lead Educator                               |   |                          |
|---|--|--------------------------|--|--|--------------------------|--|---|--------------------------|
| TEACHING OUTCOMES   |  |                          |  |  |                          |  |   |                          |
| I use the Mathletics teacher console resources to enrich the learning process for my students |  |                          | I use a range of Mathletics resources and strategies to develop independent learners |  |                          | I support all teachers in using Mathletics effectively |   |                          |
| 11.8  | I use Student View for whole class and group teaching      | <input type="checkbox"/> | 12.6   | I regularly create, edit and adjust groups in my class to cater for the changing needs of individual learners                                | <input type="checkbox"/> | ILE.7  | I provide new teacher training and ongoing teacher training as part of the school professional development program                                | <input type="checkbox"/> |
| 11.9  | I use eBooks in Library as an additional teaching resource | <input type="checkbox"/> | 12.7   | I integrate eBooks/ rich tasks/interactives in my lesson to teach mathematical concepts and problem solving strategies                       | <input type="checkbox"/> | ILE.8  | I support teachers in moving through the Mathletics Certification pathway   | <input type="checkbox"/> |
| 11.10   | I use Assign to set activities for my students             | <input type="checkbox"/> | 12.8   | I use Assign, Results and Reports to provide feedback to my students   | <input type="checkbox"/> | ILE.9  | I ensure that the use of Mathletics is included in school mathematics planning  | <input type="checkbox"/> |
|   |  |                          | 12.9   | I regularly use Assign to set support and core activities for individuals and groups in my class   | <input type="checkbox"/> | ILE.10   | I provide expert assistance to colleagues in integrating Mathletics technologies to improve results in my school                                  | <input type="checkbox"/> |
|   |  |                          | 12.10  | I use the Course area to provide personal learning pathways for my students  | <input type="checkbox"/> | ILE.11   | I keep abreast of Mathletics product development to provide my school community with regular insights and updates regarding teaching and learning | <input type="checkbox"/> |
|   |  |                          | 12.11  | I use Mathletics to develop different mathematical skills eg problem solving, mental and written calculation strategies, fact recall         | <input type="checkbox"/> |  |   |                          |
|   |  |                          | 12.12  | I use Mathletics with a range of teaching and learning strategies eg group work, whole class teaching, peer teaching, collaborative learning | <input type="checkbox"/> |  |   |                          |
|   |  |                          | 12.13  | I use the pre-made lesson plans to introduce, explore and reinforce new concepts   | <input type="checkbox"/> |  |   |                          |

# Mathletics Teacher Certification Self Certification Assessment Grid



| Mathletics Certification 1                                    |   |                          | Mathletics Certification 2  |   |                          | Mathletics Lead Educator  |  |                          |
|---|---|--------------------------|---|---|--------------------------|---|--|--------------------------|
| <b>ASSESSMENT OUTCOMES</b>                                    |   |                          |   |   |                          |   |  |                          |
| I use the Mathletics teacher console resources for assessment |   |                          | I use Mathletics results to inform my teaching both formatively and summatively |   |                          | I monitor numeracy progress across the school and implement support to teachers |  |                          |
| 11.11   | I use Reports to review progress in curriculum topics and Live Mathletics | <input type="checkbox"/> | 12.14   | I use Assign, Results and Reports to identify whole class, group or individual strengths and weaknesses and use this data to inform my mathematics planning | <input type="checkbox"/> | 11E.12  | I use School usage to review whole school progress and to provide feedback to teachers                               | <input type="checkbox"/> |
| 11.12   | I use Tests and topic tests as part of the learning process               | <input type="checkbox"/> | 12.15   | I adjust Mathletics courses, Live Mathletics levels and class groupings, based on data from Results and Reports for individuals, groups and classes         | <input type="checkbox"/> | 11E.13  | I use class and school results to inform long term mathematics planning  | <input type="checkbox"/> |
|   |   |                          | 12.16   | I use Reports to export and use results as part of my overall assessment of students  | <input type="checkbox"/> | 11E.14  | I interpret student assessments to identify areas of improvement or trends and to provide strategies for remediation | <input type="checkbox"/> |
|   |   |                          | 12.17   | I use Tests and topic tests for diagnostic, formative and summative assessment  | <input type="checkbox"/> | 11E.15  | I provide expert training for teachers in using Assign, Results and Reports to assess their classes                  | <input type="checkbox"/> |
|   |   |                          | 11E.16  | I provide teachers with a Mathletics assessment plan eg how to assess and when  | <input type="checkbox"/> |   |  |                          |
|   |   |                          | 11E.17  | I have accessed training resources to support my learning through the Help Hub  | <input type="checkbox"/> |   |  |                          |
|   |   |                          | <b>MY COMMUNITY</b>   |   |                          |   |  |                          |
|   |   |                          | I use Mathletics to build a school community of maths learning                  |   |                          |   |  |                          |
|   |   |                          | 12.18   | I share my Mathletics learnings with colleagues   | <input type="checkbox"/> |   |  |                          |
|   |   |                          | 12.19   | I share my experience in integrating Mathletics in the community  | <input type="checkbox"/> |   |  |                          |

### Mathletics Certification Lead Educator

I integrate Mathletics to target and improve whole school numeracy goals

#### Student Engagement Outcomes

My students belong to a connected learning community at home and at school

| Indicators |   | Tips for Success   |
|------------|---|--|
| ILE.1      | I coordinate participation in class, cohort or school events                              | Register one or more classes, year levels or the entire school in 3P Learning challenges   |
|            |   | Promote competitions over school announcements, parent letters or school social media channels   |
|            |   | Make signing in easy for junior students by simplifying passwords  |
|            |   | Acknowledge student or class appearance in the Hall of Fame by taking a screenshot and celebrating either by email or in class                                     |
| ILE.2      | I administer in-school Mathematics competitions   | Use the Live Mathletics v Class and v School options to run a school or class based competition  |
|            |   | Longer range competitions based on total class points will incorporate mental arithmetic and curriculum results  |
|            |   | Challenge other classes in your school to be top ranked on the Mathletics Hall of Fame   |
|            |   | Organise a school or class competition using Live Mathletics   |
|            |   | Create Class of the Term awards based on certificates and Live Mathletics tallies  |
| ILE.3      | I provide teachers with strategies to keep students engaged in their mathematics learning | Secondary students appreciate assessment marks for Mathletics participation when completing assigned activities  |
|            |   | Integrate Mathletics rewards with your in-school reward system   |
|            |   | Motivators for students include Live Mathletics or Multiverse game time at the end of a curriculum lesson and free access to Mathletics as a reward                |
|            |   | Direct teachers to use Mathletics eBooks to find ideas to connect mathematics with real life experiences   |
|            |   | Demonstrate a lesson for your colleagues to share great teaching ideas   |
|            |   | Consider opening up library or computer lab access to students   |
|            |   | Mentoring - have older students mentor younger students during first term. Older students improve their literacy and numeracy skills by supporting junior students |
|            |   | Consider locking upper primary and secondary students out of lower levels in Live Mathletics   |
|            |   | Encourage students by running a class competition with the winning class rewarded with a small prize or certificate  |
| ILE.4      | I define and implement school-wide recognition strategies for greater school engagement   | Use trophies, bracelets and certificates to recognise school achievement   |
|            |   | Regular newsletter recognition of students   |
| ILE.5      | Student achievement in Mathletics is acknowledged throughout the school                   | Class Wall of Fame displaying certificates   |
|            |   | Mathlete of the Week   |

### Mathletics Certification Lead Educator

#### Student Engagement Outcomes

My students belong to a connected learning community at home and at school

| Indicators |   | Tips for Success  |
|------------|---|---|
| ILE.6      | I support whole school engagement by involving parents, communicating success stories and updating the school community with developments in Mathletics | Recommend parents to register for free weekly email reports on student progress at <a href="http://www.mathletics.com/parent">www.mathletics.com/parent</a>                               |
|            |   | Share a Mathletics success story in the newsletter (highest points achiever for the school for the week or announcement of Gold Certificate earners)                                      |
|            |   | Invite your school admin or district contacts to experience Mathletics in your class or school  |
|            |   | Offer Mathletics taster sessions for parents - highlight support features eg incorporating Mathletics in Meet the Teacher Night, set up a Mathletics station during the school open house |

#### Teaching Outcomes

I support all teachers in using Mathletics effectively

| Indicators |   | Tips for Success  |
|------------|---|---|
| ILE.7      | I provide new teacher training and ongoing teacher training as part of the school professional development program                                | Conduct new teacher training or regular 10 minute sessions in year level or school meetings   |
|            |   | Supply new teachers with a user guide from the Help Hub   |
|            |   | Regularly communicate updates and focus areas which are in line with school priorities  |
|            |   | I facilitate mathematics PD sessions in my school, district or conventions and use mathletics as part of my workshop                          |
|            |   | Schedule regular discussion on how to best integrate and implement learning technologies to support maths learning                            |
| ILE.8      | I support teachers in moving through the Mathletics Certification pathway   | Let your colleagues know they can earn a PD Certificate   |
|            |   | Run sessions to share best practices and support teachers in meeting Certification assessment criteria  |
|            |   | Direct new teachers to the Help Hub at <a href="http://support.3plearning.com">support.3plearning.com</a>                                     |
|            |   | Display Mathletics Certification banners and logos on social media  |
| ILE.9      | I ensure that the use of Mathletics is included in school mathematics planning  | Involve your school leaders or Principal when planning numeracy curriculum to incorporate Mathletics  |
|            |   | Use curriculum alignment documents when designing yearly and unit maths plans   |
|            |   | Plan to use Mathletics in virtual classrooms and distance learning arrangements   |
| ILE.10     | I provide expert assistance to colleagues in integrating Mathletics technologies to drive innovation and improve results in my school             | Demonstrate how to integrate Mathletics using mobile devices  |
|            |   | Facilitate Mathletics PD sessions for teachers during school/district PD days   |
|            |   | Demonstrate Mathletics on a projector or interactive whiteboard   |
| ILE.11     | I keep abreast of Mathletics product development to provide my school community with regular insights and updates regarding teaching and learning | Ensure colleagues have their email address logged in the Mathletics Admin Console in order to receive Mathletics updates and training options |
|            |   | Follow Mathletics on Twitter and Facebook and share interesting news  |
|            |   | Share insights with Mathletics colleagues, leaders and/or parents   |

### Mathletics Certification Lead Educator

#### Assessment Outcomes

I monitor numeracy progress across the school and implement support to teachers

| Indicators |   | Tips for Success  |
|------------|---|---|
| ILE.12     | I use school reports to review progress and achievement and to provide feedback to teachers                       | Monitor class and school usage and highlight any topic strengths and weaknesses at all staff or grade team meetings   |
|            |   | Identify exceptional users and allow them to share their usage and results at staff meetings  |
|            |   | Filter by date range to see a snapshot of classes who may need extra support in engaging students with Mathletics   |
| ILE.13     | I use class and school results to inform long term mathematics planning   | Use Tests to benchmark whole-school performance and identify areas for development  |
|            |   | Work with your colleagues at the end of each term to analyse Mathletics results in order to inform student and class development                                      |
|            |   | Look at trends in results to help remediate mathematical misunderstandings and identify areas for school improvement  |
| ILE.14     | I interpret student assessments to identify areas of improvement or trends and provide strategies for remediation | Use outcome-based reporting in Tests to inform teaching   |
|            |   | Help teachers to identify what activities in the eBooks are suitable to use in class to remediate common misunderstandings  |
| ILE.15     | I provide expert training for teachers in using Assign, Results and Reports to assess their classes               | Have an open-door policy for teachers who need help with using Mathletics to assess student performance   |
| ILE.16     | I provide teachers with a Mathletics assessment plan eg how to assess and when                                    | Use Mathletics assessments to prepare students for school/regional/provincial assessment and provide teachers with training on how to schedule tests and view results |

#### My Training

| Indicators |  | Tips for Success  |
|------------|--|---|
| ILE.17     | I have accessed training resources to support my learning through the Help Hub | Visit the Help Hub at <a href="https://support.3plearning.com">support.3plearning.com</a> |
|            |  | I have participated in Mathletics PD: webinars, workshops, inhouse PD                     |