

505-3-.27. Mathematics Education Program

Nature of Amendment(s):

☒ Substantive
☐ Clarification
☐ Further Definition

Discussion:

It is proposed that GaPSC Rule 505-3-.27 Mathematics Education Program, dated August 15, 2023, be AMENDED to add the requirements set forth in the Math Matters Act (HB1030), passed in the 2026 legislative session.

Current/Amended Sections(s):

(Additions are underlined in bold type; deletions are marked through.)

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach Mathematics in grades 6-12, and supplements requirements in GaPSC [Rule 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#) and in GaPSC Rule [505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE](#).

(2) Requirements.

- (a) To receive approval, a GaPSC-approved educator preparation provider shall offer an educator preparation program described in program planning forms, catalogs, and syllabi addressing the **four strands of mathematical proficiency (real world problem solving skills, procedural fluency, conceptual understanding, and productive dispositions), and the ability to implement evidence-based math instruction, provide effective instruction and interventions for students who need intervention, and understand and use student data to make instructional decisions; and the** following standards adapted from the standards published in 2020 by the National Council of Teachers of Mathematics (NCTM) and the National Standards for Personal Financial Education published in 2021 by the Council for Economic Education and Jump Start.
1. Knowing and Understanding Mathematics. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications within and among mathematical domains of Number; Algebra and Functions; Calculus; Statistics and Probability; Geometry, Trigonometry, and Measurement.
 - (i) Essential Concepts in Number. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of number including flexibly applying procedures, using real and rational numbers in contexts, developing solution strategies, and evaluating the correctness of conclusions. Major mathematical concepts in Number include number theory; ratio, rate, and proportion; and structure, relationships, operations, and representations.
 - (ii) Essential Concepts in Algebra and Functions. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of algebra and functions including how mathematics can be used systematically to represent patterns and relationships including proportional reasoning, to analyze change, and to model everyday events and problems of life and society. Essential Concepts in Algebra and Functions include algebra that connects mathematical structure to symbolic, graphical, and tabular descriptions; connecting algebra to functions; and developing families of functions as a fundamental concept of mathematics. Additional Concepts should include algebra from a more theoretical approach, including relationships between structures (e.g.,

groups, rings, and fields) as well as formal structures for number systems and numerical and symbolic calculations.

- (iii) **Essential Concepts in Calculus.** Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of calculus, including the mathematical study of the calculation of instantaneous rates of change and the summation of infinitely many small factors to determine some whole. Essential Concepts in Calculus include limits, continuity, the Fundamental Theorem of Calculus, and the meaning and techniques of differentiation and integration.
 - (iv) **Essential Concepts in Statistics and Probability.** Candidates demonstrate and apply understandings of statistical thinking and the major concepts, procedures, knowledge, and applications of statistics and probability including how statistical problem solving and decision making depend on understanding, explaining, and quantifying the variability in a set of data to make decisions. They understand the role of randomization and chance in determining the probability of events. Essential Concepts in Statistics and Probability include quantitative literacy, visualizing and summarizing data, statistical inference, probability, and applied problems.
 - (v) **Essential Concepts in Geometry, Trigonometry, and Measurement.** Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of geometry, including using visual representations for numerical functions and relations, data and statistics, and networks, to provide a lens for solving problems in the physical world. Essential Concepts in Geometry, Trigonometry, and Measurement include transformations, geometric arguments, reasoning and proof, applied problems, and non-Euclidean geometries.
2. **Knowing and Using Mathematical Processes.** Candidates demonstrate, within or across mathematical domains, their knowledge of and ability to apply the mathematical processes of problem solving; reason and communicate mathematically; and engage in mathematical modeling. Candidates apply technology appropriately within these mathematical processes.
- (i) **Problem Solving.** Candidates demonstrate a range of mathematical problem-solving strategies to make sense of and solve non-routine problems (both contextual and non-contextual) across mathematical domains.
 - (ii) **Reasoning and Communicating.** Candidates organize their mathematical reasoning and use the language of mathematics to express their mathematical reasoning precisely, both orally and in writing, to multiple audiences.
 - (iii) **Mathematical Modeling and Use of Mathematical Models.** Candidates understand the difference between the mathematical modeling process and models in mathematics. Candidates engage in the mathematical modeling process and demonstrate their ability to model mathematics.
3. **Knowing Students and Planning for Mathematical Learning.** Candidates use knowledge of students and mathematics to plan rigorous and engaging mathematics instruction supporting students' access and learning. The mathematics instruction developed provides fair, culturally responsive opportunities for all students to learn and apply mathematics concepts, skills, and practices.
- (i) **Student Differences.** Candidates identify and use students' individual and group

differences when planning rigorous and engaging mathematics instruction that supports students' meaningful participation and learning.

- (ii) **Students' Mathematical Strengths.** Candidates identify and use students' mathematical strengths to plan rigorous and engaging mathematics instruction that supports students' meaningful participation and learning.
 - (iii) **Positive Mathematical Identities.** Candidates understand that teachers' interactions impact individual students by influencing and reinforcing students' mathematical identities, positive or negative, and plan experiences and instruction to develop and foster positive mathematical identities.
4. **Teaching Meaningful Mathematics.** Candidates implement effective teaching practices to support rigorous mathematical learning for a full range of students. Candidates establish rigorous mathematics learning goals, engage students in high cognitive demand learning, use mathematics-specific tools and representations, elicit and use student responses, develop conceptual understanding and procedural fluency, and pose purposeful questions to facilitate student discourse.
- (i) **Establish Rigorous Mathematics Learning Goals.** Candidates establish rigorous mathematics learning goals for students based on mathematics standards and practices.
 - (ii) **Engage Students in High Cognitive Demand Learning.** Candidates select or develop and implement high cognitive demand tasks to engage students in mathematical learning experiences that promote reasoning and sense making.
 - (iii) **Incorporate Mathematics-Specific Tools.** Candidates select mathematics-specific tools, including technology, to support students' learning, understanding, and application of mathematics and to integrate tools into instruction.
 - (iv) **Use Mathematical Representations.** Candidates select and use mathematical representations to engage students in examining understandings of mathematics concepts and the connections to other representations.
 - (v) **Elicit and Use Student Responses.** Candidates use multiple student responses, potential challenges, and misconceptions, and they highlight students' thinking as a central aspect of mathematics teaching and learning.
 - (vi) **Develop Conceptual Understanding and Procedural Fluency.** Candidates use conceptual understanding to build procedural fluency for students through instruction that includes explicit connections between concepts and procedures.
 - (vii) **Facilitate Discourse.** Candidates pose purposeful questions to facilitate discourse among students that ensures each student learns rigorous mathematics and builds a shared understanding of mathematical ideas.
5. **Assessing Impact on Student Learning.** Candidates assess and use evidence of students' learning of rigorous mathematics to improve instruction and subsequent student learning. Candidates analyze learning gains from formal and informal assessments for individual students, the class as a whole, and subgroups of students disaggregated by demographic categories, and they use this information to inform planning and teaching.
- (i) **Assessing for Learning.** Candidates select, modify, or create both informal and formal assessments to elicit information on students' progress toward rigorous mathematics

learning goals.

- (ii) **Analyze Assessment Data.** Candidates collect information on students' progress and use data from informal and formal assessments to analyze progress of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories toward rigorous mathematics learning goals.
 - (iii) **Modify Instruction.** Candidates use the evidence of student learning of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories to analyze the effectiveness of their instruction with respect to these groups. Candidates propose adjustments to instruction to improve student learning for each and every student based on the analysis.
6. **Social and Professional Context of Mathematics Teaching and Learning.** Candidates are reflective mathematics educators who collaborate with colleagues and other stakeholders to grow professionally, to support student learning, and to create mathematics learning environments that meet the learning needs of each student.
- (i) **Promote Differentiated Learning Environments.** Candidates seek to create responsive learning environments by identifying beliefs about teaching and learning mathematics, and associated classroom practices that ensure individual mathematical learning needs are met for each student.
 - (ii) **Promote Positive Mathematical Identities.** Candidates reflect on their impact on students' mathematical identities and develop professional learning goals that promote students' positive mathematical identities.
 - (iii) **Engage Families and Community.** Candidates communicate with families to share and discuss strategies for ensuring the mathematical success of their children.
 - (iv) **Collaborate with Colleagues.** Candidates collaborate with colleagues to grow professionally and support student learning of mathematics.
7. **Teaching Financial Literacy.** Candidates demonstrate and apply understandings of the six major financial literacy concepts of earning income, spending, saving, investing, managing credit, and managing risk to plan rigorous and engaging instruction supporting students' practical application of financial literacy knowledge and skills. The financial literacy instruction developed provides fair, culturally responsive opportunities for all students to learn and apply financial literacy concepts, skills, and practices. The six major concepts of financial literacy are defined as follows:
- (i) **Earning Income.** Most people earn wage and salary income in return for working, and they can also earn income from interest, dividends, rents, entrepreneurship, business profits, or increases in the value of investments. Employee compensation may also include access to employee benefits such as retirement plans and health insurance. Employers generally pay higher wages and salaries to more educated, skilled, and productive workers. The decision to invest in additional education or training can be made by weighing the benefit of increased income-earning and career potential against the opportunity costs in the form of time, effort, and money. Spendable income is lower than gross income due to taxes assessed on income by federal, state, and local governments.
 - (ii) **Spending.** A budget is a plan for allocating a person's spendable income to necessary and desired goods and services. When there is sufficient money in their budget, people may decide to give money to others, save, or invest to achieve future goals. People can often improve their financial well-being by making well-informed spending

decisions, which includes critical evaluation of price, quality, product information, and method of payment. Individual spending decisions may be influenced by financial constraints, personal preferences, unique needs, peers, and advertising.

- (iii) **Saving.** People who have sufficient income can choose to save some of it for future uses such as emergencies or later purchases. Savings decisions depend on individual preferences and circumstances. Funds needed for transactions, bill-paying, or purchases, are commonly held in federally insured checking or savings accounts at financial institutions because these accounts offer easy access to their money and low risk. Interest rates, fees, and other account features vary by type of account and among financial institutions, with higher rates resulting in greater compound interest earned by savers.
 - (iv) **Investing.** People can choose to invest some of their money in financial assets to achieve long-term financial goals, such as buying a house, funding future education, or securing retirement income. Investors receive a return on their investment in the form of income and/or growth in value of their investment over time. People can more easily achieve their financial goals by investing steadily over many years, reinvesting dividends, and capital gains to compound their returns. Investors have many choices of investments that differ in expected rates of return and risk. Riskier investments tend to earn higher long-run rates of return than lower-risk investments. Investors select investments that are consistent with their risk tolerance, and they diversify across a number of different investment choices to reduce investment risk.
 - (v) **Managing Credit.** Credit allows people to purchase and enjoy goods and services today, while agreeing to pay for them in the future, usually with interest. There are many choices for borrowing money, and lenders charge higher interest and fees for riskier loans or riskier borrowers. Lenders evaluate creditworthiness of a borrower based on the type of credit, past credit history, and expected ability to repay the loan in the future. Credit reports compile information on a person's credit history, and lenders use credit scores to assess a potential borrower's creditworthiness. A low credit score can result in a lender denying credit to someone they perceive as having a low level of creditworthiness. Common types of credit include credit cards, auto loans, home mortgage loans, and student loans. The cost of post-secondary education can be financed through a combination of grants, scholarships, work-study, savings, and federal or private student loans.
 - (vi) **Managing Risk.** People are exposed to personal risks that can result in lost income, assets, health, life, or identity. They can choose to manage those risks by accepting, reducing, or transferring them to others. When people transfer risk by buying insurance, they pay money now in return for the insurer covering some or all financial losses that may occur in the future. Common types of insurance include health insurance, life insurance, and homeowner's or renter's insurance. The cost of insurance is related to the size of the potential loss, the likelihood that the loss event will happen, and the risk characteristics of the asset or person being insured. Identity theft is a growing concern for consumers and businesses. Stolen personal information can result in financial losses and fraudulent credit charges. The risk of identity theft can be minimized by carefully guarding personal financial information.
8. **Secondary Field Experiences and Clinical Practice.** Secondary mathematics candidates engage in a planned sequence of field experiences and clinical practice in a variety of settings under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a wide range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics supervised by

an EPP supervisor, with secondary mathematics teaching experience or an equivalent knowledge base.

- (b) The program shall prepare candidates who meet the Secondary (6-12) standards for the teaching of reading as specified in GaPSC Rule [505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE](#) (paragraph (3) (e)).

Authority O.C.G.A. 20-2-200.