Georgia Professional Standards Commission

Educator Preparation Guidance for Programs Impacted by The Math Matters Act (HB 1030, 2026)

Version 1.0

November 2026

Table of Contents

TABLE OF CONTENTS ..... ERROR! BOOKMARK NOT DEFINED.

PURPOSE **3**

BACKGROUND **3**

MATHEMATICAL PROFICIENCY **3**

THE FOUR STRANDS **3**

THE FOUR STRANDS DEFINED **3**

CONNECTING THE STATUTORY FRAMEWORK TO THE RESEARCH BASE ERROR! BOOKMARK NOT DEFINED.

Purpose

Georgia Professional Standards Commission (GaPSC) Educator Preparation Rules establishes the requirements and standards for all programs preparing individuals for Georgia educator certification. The purpose of this guidance document is to assist Educator Preparation Providers (EPPs) with the appropriate interpretation, adherence, and application of requirements and standards related to mathematics in the following Educator Preparation Program Rules, 505-3-.14 Elementary Education (P-5), 505-3-.19 Middle Grades Education, Mathematics Education 505-3-.27, and K-5 Mathematics Endorsement 505-3-.92.

EPPs should consider this document as an important resource for understanding rule language and for the appropriate application in planning and implementation for course content and overall program planning and design.

Questions about this guidance should be directed to the EPP's assigned GaPSC Education Specialist.

Background

Educator Preparation rules Elementary Education (505-3-.14), Middle Grades Education (505-3-.19), Mathematics Education (505-3-.27), and K-5 Mathematics Endorsement (505-3-.92) include mathematics standards. The mathematics standards in these rules have been revised to comply with the requirements delineated in HB1030, the Math Matters Act (2026). The revisions to these standards ensure teachers of mathematics are prepared to use evidence-based math instruction aligned with the four strands of mathematical proficiency defined in the law, to provide effective instruction and interventions for students who need intervention, and to use student data to make instructional decisions.

Mathematical Proficiency

The Four Strands

The rules in accordance with the Math Matters Act require candidates completing teacher certification programs to have the knowledge and skills to teach math including the four strands of mathematical proficiency. The four strands come from ExcelinEd's 2025 Comprehensive K-8 Math Model Policy.

The Four Strands Defined

Real-World Problem Solving – connecting math to students' lives

Procedural Fluency – the ability to perform math procedures with speed, accuracy, efficiency, and flexibility

Conceptual Understanding – knowing how and why math works

Productive Dispositions – seeing math as sensible, useful and worthwhile

Connecting the Statutory Framework to the Research Base

The EPP should know and understand that the statutory list containing the four strands is a subset of the complete framework for the knowledge, skills, abilities, and beliefs that constitute mathematical proficiency.

The National Research Council's 2001 report entitled Adding It Up: Helping Children Learn Mathematics defined five strands. Those five strands include conceptual understanding, procedural fluency, strategic competence (formulating, representing, and solving problems), adaptive reasoning (logical thought, reflection, explanation, and justification), and productive disposition. The five strands are not isolated concepts but represent a whole and are interdependent.