


Figure 2.7. Leadership Actions Supporting Teachers’ Mathematics Curriculum Knowledge

Actions Supporting Teachers’ Mathematics Curriculum Knowledge	Evidence of Action	Current Status	Possible Next Steps
Ensure teachers and teams understand how and why focus, depth, and coherence make a mathematics curriculum effective.	Teachers and teams have a range of available opportunities to develop an understanding of the mathematics curriculum knowledge that relates to what their students are expected to learn.		
Develop and deepen understandings of learning progressions of key mathematical topics within a grade and across grades.	Teachers and teams routinely plan and implement lessons and units that reflect a coherent focus on important mathematical ideas.		
Organize the provincial or state curriculum content expectations for each grade or course into feasible teaching guides that link content standards, big ideas, and instructional resources.	Teacher and teams make consistent and effective use of regularly updated grade-level or course teaching guides.		
Create opportunities for teachers to investigate the curriculum at their grade level and across grade levels to fully understand the curriculum they expect students to learn.	Classroom observations consistently reveal accurate, appropriate, and effective sequencing of the mathematics being taught.		

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