



Lead Educator Program

Getting Started Guide

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 www.3plearning.com/usa/mathleticscertification

PARTICIPATE by attending a webinar, workshop or learn via our FAQ and in-product guides

COMPLETE the online assessment tool for final certification

Contact the School Support Team at

E: usa@3plearning.com

P: 866 387 9139

Mathletics Teacher Certification

Download

- ✓ Access your Mathletics Certification Pack from www.3plearning.com/usa/mathleticscertification

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



Lead Educator Program Self Certification Assessment Grid

Name:	My School:	School Certification Code: *
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	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	<i>My students regularly use Mathletics for learning</i>	<i>Each of my students has their own targeted and individual learning pathway</i>	<i>My students belong to a connected learning community at home and at school</i>
Indicators	My students access Live Mathletics independently at school and at home <input type="checkbox"/>	My students' engagement is maintained with regular recognition of achievement eg presentation of certificates, trophies, class parties <input type="checkbox"/>	I coordinate participation in class or school events such as World Maths Day <input type="checkbox"/>
	My students access Mathletics curriculum activities independently at school and at home <input type="checkbox"/>	My students can use Mathletics to find the information they need to answer a question eg using Support, Concept Search, Dictionary <input type="checkbox"/>	I administer in-school competitions <input type="checkbox"/>
	My students understand the points and rewards systems, know how to earn a certificate and I acknowledge their success <input type="checkbox"/>	My students can identify and select activities which will help them to progress and access Harder/Easier activities <input type="checkbox"/>	I provide teachers with strategies to keep students engaged in their mathematics learning <input type="checkbox"/>
	My students are encouraged to repeat curriculum activities and are aware that the questions are randomly generated <input type="checkbox"/>	My students use their curriculum results to reflect on their learning and identify what they need to do to progress <input type="checkbox"/>	I define and implement school wide recognition strategies <input type="checkbox"/>
	My students use Support when they need help <input type="checkbox"/>	I use Live Mathletics to model and teach number strategies to my class <input type="checkbox"/>	Student achievement in Mathletics is acknowledged throughout the school <input type="checkbox"/>
			I support whole school engagement by involving parents, communicating success stories and updating the school community with developments in Mathletics <input type="checkbox"/>



Lead Educator Program Self Certification Assessment Grid

	Mathletics Certification 1	Mathletics Certification 2	Mathletics Lead Educator
TEACHING OUTCOMES	<i>I use the Mathletics teacher console resources to enrich the learning process for my students</i>	<i>I use a range of Mathletics resources and strategies to develop independent learners</i>	<i>I support all teachers in using Mathletics effectively</i>
Indicators	I use the Teacher Demonstration feature for whole class and group teaching <input type="checkbox"/>	I regularly create, edit and adjust groups in my class to cater for the changing needs of individual learners <input type="checkbox"/>	I provide new teacher training and ongoing teacher training as part of the school professional development program <input type="checkbox"/>
	I use eBooks as an additional teaching resource <input type="checkbox"/>	I integrate eBooks / interactives in my lesson to teach mathematical concepts and problem solving strategies <input type="checkbox"/>	I support teachers in moving through the Mathletics Certification Pathway <input type="checkbox"/>
	I use Results to set tasks for my class <input type="checkbox"/>	I use Results and Reports to provide feedback to my students <input type="checkbox"/>	I ensure that the use of Mathletics is included in school mathematics planning <input type="checkbox"/>
		I regularly use Results to set support, core and extension activities for individuals and groups in my class <input type="checkbox"/>	I provide expert assistance to colleagues in integrating Mathletics technologies to drive innovation and improve results in my school <input type="checkbox"/>
		I use the Course area to provide personal learning pathways for my students <input type="checkbox"/>	I keep abreast of Mathletics product development to provide my school community with regular insights and updates regarding teaching and learning <input type="checkbox"/>
		I use Mathletics to develop different mathematical skills eg problem-solving, mental and written calculation strategies, fact recall <input type="checkbox"/>	
		I use Mathletics with a range of teaching and learning strategies eg group work, whole class teaching, peer teaching, collaborative learning and individual study <input type="checkbox"/>	
		I use the Lessons feature to introduce, explore and reinforce new concepts <input type="checkbox"/>	



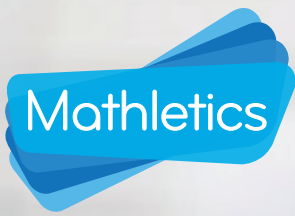
Lead Educator Program Self Certification Assessment Grid

	Mathletics Certification 1	Mathletics Certification 2	Mathletics Lead Educator
ASSESSMENT OUTCOMES	<i>I use the Mathletics teacher console resources for assessment</i>	<i>I use Mathletics results to inform my teaching both formatively and summatively</i>	<i>I monitor numeracy progress across the school and implement support to teachers</i>
Indicators	I use Reports to review progress in curriculum topics and Live Mathletics <input type="checkbox"/>	I use 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"/>	I use school usage to review whole school progress and to provide feedback to teachers <input type="checkbox"/>
	I use Assessments and topic tests as part of the learning process <input type="checkbox"/>	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"/>	I use class and school results to determine long term mathematics planning <input type="checkbox"/>
		I export and use Mathletics Results as part of my end of semester or end of year assessment <input type="checkbox"/>	I interpret student assessments to identify common misconceptions and provide strategies for remediation <input type="checkbox"/>
		I use Assessments and topic tests for diagnostic, formative and summative assessment <input type="checkbox"/>	I provide expert training for teachers in using Results and Reports to assess student progress <input type="checkbox"/>
			I provide teachers with a Mathletics assessment plan eg how to assess and when <input type="checkbox"/>

* ¹ Call your School Support Team now on 866 387 9139 to obtain your code.

² Certification Level 2 may be commenced after achieving Level 1. You may complete Lead Educator Certification independent of Certification Level 1 or 2.

Think you have achieved your Certificate level? Go to www.3plearning.com/usa/mathleticscertification



Lead Educator Program

Tips For Success

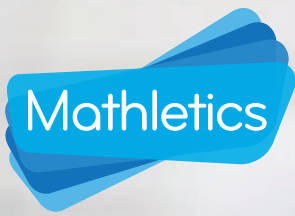
Certification 1

My students use Mathletics as part of their learning process to improve results

STUDENT ENGAGEMENT OUTCOMES

My students regularly use Mathletics for learning

Indicators	TIPS FOR SUCCESS
My students access Live Mathletics independently at school and at home	Encourage students to play against their classmates in V Class or V School
	Remind students to go for accuracy as well as speed
	Recommend students target their Bonus level in Live Mathletics
	Create shortcuts on the school computers for easy access to Mathletics
	Start a lesson using Live Mathletics to get the students thinking mathematically
My students access Mathletics curriculum activities independently at school and at home	Encourage your class to spend 15 minutes on Mathletics activities for homework
	Let students know that you can view their results in your teacher console
	Encourage students by reminding them they earn more points when completing curriculum activities
My students understand the points and rewards systems, know how to earn a certificate and I acknowledge their success	Acknowledge Bronze certificate earners in class. 1000 points earned in a week gains a Bronze certificate
	Present Silver or Gold certificates in assembly
	Establish a class or school Wall of Fame by displaying certificates
	Encourage students to make their way onto the National and World Halls of Fame on the Mathletics home page
My students are encouraged to repeat curriculum activities and are aware that the questions are randomly generated	Go for Gold! Students are rewarded with avatar credits when they improve their results - tell them to click Try Again to strive for mastery (85%)
My students use Support when they need help	Put students in control of their own learning by accessing step-by-step support



Lead Educator Program

Tips For Success

Certification 1

TEACHING OUTCOMES

I use the Mathletics teacher console resources to enrich the learning process for my students

Indicators	TIPS FOR SUCCESS
I use the Teacher Demonstration feature for whole class and group teaching	Display Teacher Demonstration on your IWB or data projector and use it as a teaching tool
	Access Live Mathletics to compete against your students
I use eBooks as an additional teaching resource	Print a worksheet to support teaching of a concept in group rotations
	Interactives embedded within eBooks are ideal to visually support concepts
	Create custom workbooks to cater for individual needs
I use Results to set tasks for my class	Set less tasks more frequently especially for younger students
	Ensure students are working on the activities that support your teaching program

ASSESSMENT OUTCOMES

I use Mathletics teacher console resources for assessment

Indicators	TIPS FOR SUCCESS
I use Reports to review progress in curriculum topics and Live Mathletics	Report Generator is ideal for mid and end of year parent updates
	Use Results to identify class progress and understanding
I use Assessments and topic tests as part of the learning process	Prepare for National testing by setting easy, medium and hard practice papers for students
	Set an existing test relevant to your teaching program and use the results to determine teaching direction
	Consider setting benchmark tests for whole class or individual students



Lead Educator Program

Tips For Success

Certification 2

I use Mathletics to develop my students as learners and ensure maximum individual results

STUDENT ENGAGEMENT OUTCOME

Each of my students has their own targeted and individual learning pathway

Indicators	TIPS FOR SUCCESS
My students' engagement is maintained with regular recognition of achievements eg presentation of certificates, special trophies and class parties	Incorporate Mathletics results as a percentage of a student's overall class mark
	Let students know that tests earn them double points
	Using IWB and Teacher Demonstration, play reward games together in class (you will need to earn gold bars first to unlock games)
	Arrange your class into teams and tally weekly results in visual charts. Allow students to take responsibility to record and track data
My students can use Mathletics to find the information they need to answer a question eg using the Support, Concept Search, Dictionary	Encourage student inquiry to deepen their concept knowledge
	Develop students' initiative taking skills by encouraging appropriate tool selection to solve a question or problem
My students can identify and select activities which will help them to progress, and access Harder/Easier activities	Raise student awareness of their mastery progress and put students in control of their learning
	Remind students to repeat an activity three times to ensure consolidation of concepts and improved understanding
	Encourage students to strive for Human Calculator status at each level in Live Mathletics
My students use their curriculum results to reflect on their learning and identify what they need to do to progress	Students can target their progress by checking their gold bar or medal status
	Students who reflect on their activity progress report after each activity improve their results by identifying incorrect/correct answers
	Acknowledge those students who have achieved mastery having repeated activities more than once
	Suggest students target red bar or red medal activities - these are yet to be mastered
I use Live Mathletics to model and teach number strategies to my class	Plan class or group activities using Live Mathletics in Teacher Demonstration
	Encourage students to strive for Human Calculator status in each level
	Use Live Mathletics to demonstrate and identify number strategies to improve speed and accuracy eg jump, skip and compensation strategy

Certification 2

TEACHING OUTCOMES

I use a range of Mathletics resources and strategies to develop independent learners

Indicators	TIPS FOR SUCCESS
I regularly create, edit and adjust groups in my class to cater for the changing needs of individual learners	Group students by ability and assign them an appropriate course
	Create core, extension and remedial groups within your class
I integrate eBooks / interactives in my lesson to teach mathematical concepts and problem solving strategies	Use an IWB to explore individual concepts within eBooks or illustrate them by manipulating the interactives
	Print single pages or entire eBooks to introduce or reinforce learning
I use Results and Reports to provide feedback to my students	Let your students know that you can see their results and all their attempts
	Use reports as an opportunity to open goal setting dialogue with your students
	Set appropriate minimum levels in Live Mathletics to encourage progression from levels 1-10
I regularly use Results to set support, core and extension activities for individuals and groups in my class	Set tasks for your students to provide an in class focus and support your lesson
	Be mindful when setting tasks not to overload your students Set less tasks more frequently for best results
	Improve class results by resetting activities to move students towards mastery
I use the Course area to provide personal learning pathways for my students	Modify Course content to suit to individual or group requirements
I use Mathletics to develop different mathematical skills eg problem-solving, mental and written calculation strategies, fact recall	Select appropriate activities from eBooks, curriculum activities and Live Mathletics and use the examples to create discussions about efficient numeracy strategies
I use Mathletics with a range of teaching and learning strategies eg group work, whole class teaching, peer teaching, collaborative learning and individual study	Strategies may include reflection journals, thinking journals and jigsaw or group work approaches
	Complete a curriculum activity together as a model for your class then set the same activity using Results so that it comes up automatically for them to complete independently
	Use Support as an explicit teaching aid (using easy, medium and hard examples)
I use the Lessons feature to introduce, explore and reinforce new concepts	Pre-prepare lessons using a range of curriculum activities, videos and interactives that help to cater for all learning styles



Lead Educator Program

Tips For Success

Certification 2

ASSESSMENT OUTCOMES

I use Mathletics results to inform my teaching both formatively and summatively

Indicators	TIPS FOR SUCCESS
<p>I use Results and Reports to identify whole class, group or individual strengths and weaknesses and use this data to inform my mathematics planning</p>	<p>Early reflection on student results and reports helps to target and support learning</p>
	<p>Consider setting an Are You Ready? or topic test prior to teaching a new topic to measure your students' readiness</p>
	<p>Refer to the recommendations in Live Mathletics to set minimum levels in Live</p>
<p>I adjust Mathletics courses, Live Mathletics levels and class groupings based on data from Results and Reports for individuals, groups and classes</p>	<p>Create personal student learning throughout the year by reflecting on results and supporting students accordingly</p>
	<p>Set minimum levels in Live Mathletics throughout the school term and then remove them during the school holidays. Whole class groups can be locked out of lower levels in Live Mathletics by choosing "select all"</p>
	<p>Show or hide topics in your Course to control the pace of delivery and ensure your students focus on the key concepts you are teaching</p>
	<p>Reveal new topics just prior to teaching. Leave topics taught visible for revision</p>
	<p>Match activities to your scope and sequence when developing custom courses</p>
<p>I export and use Mathletics results as part of my end of semester or end of year assessments</p>	<p>By saving exported results at both mid-year and end of year, reporting can reflect student improvement</p>
	<p>Include the results in reporting progress to parents</p>
<p>I use Assessments and topic tests for diagnostic, formative and summative assessment</p>	<p>Identify student strengths and weaknesses by setting Are You Ready? Tests and Assessments topic tests relevant to your teaching program</p>
	<p>Benchmark students by scheduling tests early in the school year and resetting mid year to measure improvements</p>