



INSTRUCTIONAL LEADER GUIDE

Supporting Teachers with Magma Math

Guidance for coaches, department leads, and administrators on implementation, data-driven instruction, and sustained improvement

What Successful Implementation Looks Like

In successful implementations, Magma Math plays a natural role in day-to-day instruction. Teachers use it consistently to enhance student feedback, support data-driven instruction, and aid mathematical discourse. Students show their thinking on the canvas as a matter of routine, and teachers respond to what they see in the data—adjusting instruction, pulling small groups, and celebrating strong reasoning.

Assignments can be created by district leaders, instructional coaches, or teachers, depending on what suits the district best. Some districts centralize assignment creation to ensure consistency and reduce teacher planning load. Others give teachers full autonomy, with coaches providing templates and guidance. Many find a middle ground—district-created common formative assessments paired with teacher-created daily practice. There is no single right model, but the most effective implementations share a few things: intentional planning, consistent use, and leadership that supports teachers with data and coaching.

Implementation Checklist

Use this checklist to plan your rollout and ensure the foundational pieces are in place before teachers begin using the platform with students.

1. Rostering and Technical Setup

Complete rostering, whitelisting, and technical setup before teacher onboarding begins. Ensure SSO (Clever, ClassLink, Google, Microsoft, Canvas, Schoology) is configured and tested. If your campus uses iPads, install the Magma Math app in advance. Resolve access issues before teachers and students encounter them—technical friction on day one undermines confidence in the platform.

2. Plan Teacher Onboarding

Onboarding can be facilitated directly by Magma Math, delivered through your instructional coaches in a train-the-trainer model, or a combination of both. Whichever approach you choose, make sure teachers leave onboarding knowing how to create or

access assignments, navigate the Heatmap, and review student work through Playback. Hands-on practice during onboarding is more effective than a walkthrough of features.

3. Building Champions Across the District

Identify early adopters—teachers, coaches, or building-level administrators—who can model effective use of the platform for their colleagues. Champions don't need to be experts on day one; they need to be willing to use the platform consistently, share what they're learning, and speak to it authentically in team meetings and professional learning. Support them with priority access to training, regular check-ins, and opportunities to present their classroom data and student work to peers. A teacher who can show colleagues how they used the Heatmap to catch a misconception and respond in real time is more persuasive than any external training. As champions build confidence, they become your most sustainable lever for spreading effective practice across the district.

4. Using Instructional Data for PLCs

Once teachers are using the platform regularly, bring instructional data into professional learning community meetings. Teachers can compare Heatmaps across classrooms, review common errors on the same assignment, and discuss student solutions together. This shifts PLC conversations from sharing impressions to analyzing evidence—and gives teams a shared basis for planning instructional responses.

5. Collaborative Assignment Planning

Establish a plan for how assignments will be created and distributed. This can be led by individual teachers, coordinated by instructional coaches, or managed centrally from the district through scope and sequence pacing. Many districts find that a shared baseline of assignments—with room for teachers to supplement—provides the best balance of consistency and flexibility.

Driving Consistency with Common Formative Assessments

One of the most effective leadership strategies is to use Magma Math's district platform to push **common formative assessments (CFAs)** to all classrooms. CFAs give every student the same assessment at the same point in the pacing, which produces comparable data across classrooms and schools.

What CFAs Give Leaders

- **Lowered threshold for teachers:** When CFAs are pre-built and pushed to classrooms, teachers don't have to figure out what to assign or how to assess. They can focus on teaching and responding to data.

- **Streamlined planning:** CFAs aligned to the district’s scope and sequence ensure that assessment happens at the right time, on the right content, without individual teachers having to coordinate.
- **Cross-classroom visibility:** Leaders can compare student performance on the same assessment across classrooms and schools. This reveals where students are thriving and where they’re struggling—and whether the patterns are classroom-specific or systemic.
- **Data for coaching decisions:** CFA results help leaders prioritize their time and focus their support. The data highlights where students need additional reinforcement and where coaching conversations are most likely to move the needle.

VIEW		METRIC		
Classes		Schools	Average	Median
SCHOOL	LESSON 1	LESSON 2	LESSON 3	UNIT TEST A
School 1	55% 10/10 students	62% 10/10 students	70% 10/10 students	73% 10/10 students
School 2	31% 10/10 students	29% 10/10 students	20% 10/10 students	19% 10/10 students
School 3	65% 9/10 students	71% 9/10 students	70% 9/10 students	68% 9/10 students
School 4	0% 0/10 students	0% 0/10 students	0% 0/10 students	0% 0/10 students

District dashboard: common formative assessment results across classrooms, showing performance comparison and patterns

Using CFA Data in PLCs

Common formative assessments strengthen PLC conversations by providing comparable evidence of student thinking from the same content, at the same time, across multiple classrooms. Use this protocol to structure data conversations:

- **Review the evidence:** Pull Heatmap data and student work samples from the most recent CFA across all classrooms in the team. Focus on the 2–3 problems where students struggled most.
- **Identify the pattern:** Is the misconception showing up across all classrooms, or concentrated in specific ones? Is it conceptual (students don’t understand the idea) or procedural (students understand but make execution errors)?
- **Plan the response together:** Decide as a team what the instructional response should be—a shared reteach strategy, a targeted follow-up assignment, or additional time on the concept before moving on.

- **Set the next look-for:** What will you watch for in the next CFA or classroom visit to know whether the response worked?

Coaching from CFA Data

Use CFA results to structure coaching conversations with individual teachers:

- What did the CFA data reveal about student understanding in your classroom? Which standards showed strength, and where did students struggle?
- What patterns do you see in student work? Are there misconceptions that showed up across multiple students?
- How did you respond to what you saw? Did you reteach, pull a small group, or assign targeted follow-up?
- What support do you need—help reading the data, translating it into instructional moves, or building student expectations around showing their work?

Implementation Partnership

Magma Math works directly with your district to plan an implementation that fits your core curriculum, your current district structure, and your goals. We partner with you to ensure that leaders, coaches, and teachers all receive the training they need to make the implementation effective and sustainable.

This includes aligning Magma Math content to your scope and sequence, setting up the district platform and common formative assessments, and providing onboarding tailored to each role—so leaders understand how to use the data, coaches know how to support teachers, and teachers are confident in the classroom from day one. The goal is implementation with fidelity: consistent use, grounded in your curriculum, supported by real data, and sustained over time.