**Administrator and Coach Math Walkthrough Tool**

* These are look-fors while visiting math classrooms.
* ***Not all*** 8 Math Teaching Practices will always be observed in the classroom within one lesson.
* Notes: Consider reflection questions post-observation that begin with “I noticed..” or “I wonder..”
* *For example,* I noticed some students shared their strategies more than others; how can you engage more students next time?

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| **Math Teaching Practices** | **Observed** | **Not Observed** |
| 1. **Establish math goals to focus on learning.** | | |
| Teacher establishes math goals based on grade-level content standards. |  |  |
| Students understand the expectations and mathematical purpose of the lesson. |  |  |
| **Notes:** | | |
| 1. **Implement tasks that promote reasoning and problem solving** | | |
| Teacher provides a high-quality math task. |  |  |
| Teacher engages students in instructional routines. |  |  |
| **Notes:** | | |
| 1. **Use and connect math representations.** | | |
| Teacher connects different student representations to move student thinking forward. |  |  |
| Students use a combination of pictures/diagrams, tables, equations, graphs, and technology to demonstrate a problem solution and are being displayed. |  |  |
| **Notes:** | | |
| 1. **Facilitate meaningful math discourse.** | | |
| Students justify/explain their thinking. |  |  |
| Students share and compare strategies and their reasoning. |  |  |
| Teacher encourages student interaction and discourse. |  |  |
| **Notes:** | | |
| 1. **Pose purposeful questions.** | | |
| Teacher asks focusing questions to move students’ thinking forward. |  |  |
| Teacher poses questions to make students’ understanding (including misconceptions) visible and adapts the lesson to support understanding. |  |  |
| **Notes:** | | |
| 1. **Build procedural fluency from conceptual understanding.** | | |
| Students have access to tools and can select them as needed. (manipulatives, calculators, number lines, graph) |  |  |
| Students can solve problems using more than one strategy. |  |  |
| Teacher encourages students to look for patterns and make connections to help develop conceptual understanding. |  |  |
| **Notes:** | | |
| 1. **Support productive struggle.** | | |
| Students persevere in solving problems. |  |  |
| Teacher fosters a productive disposition to develop student identity and agency. |  |  |
| **Notes:** | | |
| 1. **Elicit and use evidence of student thinking.** | | |
| Teacher uses multiple tasks and activities to collect relevant evidence of student thinking. |  |  |
| Teacher uses questioning strategies to collect relevant evidence  of student thinking- from more students, more often, and more systematically. |  |  |
| Teacher uses evidence of student thinking to adjust instruction throughout the lesson. |  |  |
| **Notes:** | | |