Teacher_____

Quick Practice:		for a data the basis of a scholar sector to the data set		
	lick practice,		ited in the i	first five minutes of EVERY MATH LESSON as a warm up activity.
Connections	\checkmark	Teacher Observations	\checkmark	Student Observations
Students accurately record and represent their understanding of critical content in linguistic and/or nonlinguistic ways. Students develop automaticity with skills, strategies, or processes by engaging in appropriate practice activities		Teacher has prepared Quick Practice materials for easy access and use.		Once routine has been introduced and practiced, student leaders lead the routine.
		Quick Practice fluency routines begin each lesson.		Students are familiar with the Quick Practice and follow the student leader's example.
		Quick Practice is limited to approximately 5 minutes.		Students explore numbers visually, auditory, and kinesthetically.
Using Engagement Strategies				

Student Leaders:

Everyone in the math classroom is a learner and a teacher. Student leaders facilitate the Daily Routine and Quick Practice segments of math learning. Student leaders are an integral part of math discussion in the classroom. The goal being 70% student talk and 30% teacher talk.

Connections	\checkmark	Teacher Observations	\checkmark	Student Observations
Interacting w/ New Knowledge Helping Students Practice and Deepen New Knowledge Communicating High Expectations for Each Student to Close the Achievement Gap.		Teacher supports students to develop as student leaders.		Student voice is prominent in the classroom.
		Teacher is comfortable relinquishing some classroom control to students.		Student Leaders are modeling, clarifying, and explaining mathematical thinking to others.
		Teacher has become a learner and teacher in the classroom.		Student Leaders accept leadership responsibilities in the classroom.

Teacher_____

Date _____

Helping Community:

A helping community is a way of doing business in Math Expressions. Teachers have fostered a risk-free environment.

Teachers and students understand that an incorrect answer has value as it allows students to learn 'why' and avoid making the same error in the future.

This risk-free environment provides a platform for Math Talk.

Connections	\checkmark	Teacher Observations	\checkmark	Student Observations
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom. Communicating High Expectations for Each Student to Close the Achievement Gap.		Teacher orchestrates collaborative instructional conversations focused on the students' mathematical thinking.		Students perceive the classroom as, a risk-free environment.
		Teacher supports the sense-making of all classroom members.		Each student takes responsibility for his/her learning.
		Teacher has established a collaborative classroom culture that encourages values such as responsibility and respect for others.		Students show respect for every student in the classroom.

Teacher_____

Date ______

Kindergarten through Second Grade Only

Daily Routines:						
Math Expressions Daily Routine is followed EVERY DAY according to directions found in teacher manual. Daily Routine occurs outside of math block						
instruction and sho	uld take abou	ut ten minutes. (Could replace former calendar tim	e routine)	Whole group routine is <i>led by student leaders</i> .		
Connections	\checkmark	Teacher Observations	\checkmark	Student Observations		
Students develop automaticity with skills, strategies, and processes by engaging in appropriate practice activities. Using Engagement Strategies.		Teacher assures that the Daily Routine is done outside of the math block for approximately 10 minutes each day.		Once the routine has been introduced and practiced, student leaders lead the routine.		
		Teacher has prepared Daily Routine materials for easy access and use.		Students are familiar with the Daily Routines and follow the student leader's example.		
Using Formative Assessment to Track Progress		Daily Routine materials are visible in the classroom.		Students are engaged in the activity and show respect for the student leader.		

Building Concepts:				
		th with three phases of learning:		
 Student generate 	ed methods			
 Research based r 	methods			
Formal math met	thods			
Leading to the knowle	edge that ther	e are several correct methods for solving every math site	uation and e	ach has advantages and disadvantages.
Teachers use flexible	groupings to I	maximize student interaction, and sharing of problem un	Iderstanding	and reasoning.
Teachers have an unc	derstanding th	at conceptual understanding leads to procedural fluency	y. This proces	ss includes targeted practice and fluency checks.
Teachers and student and are able to explai			ations. Teac	chers and students understand which story problem type is being used,
Connections	\checkmark	Teacher Observations	\checkmark	Student Observations
Communicating Learning Goals and Feedback All levels of Standards-Based Instruction will be utilized. • Interacting w/ New Knowledge • Helping Students Practice and Deepen New Knowledge • Helping Students Generate and Test Hypotheses		Teacher identifies different solution methods used by students, introduces mathematically desirable and accessible methods, and allows students to choose a method depending on his/her place in the learning path.		Students recognize that there may be several correct methods for solving a math situation, with advantages and disadvantages to each. They are able to choose the one that works best for them.
		There is evidence of teacher planning for flexible groupings (student pairs, small groups, board work) to maximize student differentiation.		Students use math drawings as a sense-making link between formal mathematics and informal sensory experiences.
		Teachers use targeted practice and fluency checks to assess student conceptual understanding and fluency.		Students use math drawings and visual models and tools to represent a word problem situation.
Using Engagement Strategies Using Formative Assessment to Track Progress.		Teacher understands that knowing about problem types can be useful in solving them.		Students solve word problems by understanding, representing, and solving, and then checking for reasonableness.

Date ______

Teacher

Date _____

Math Talk:

Teachers use intentional questions and activities to enable student use of Math Talk to exchange mathematical ideas and problem-solving strategies.

Students use Math Talk to ask for and receive help, and errors can be identified, discussed, and corrected.

Math Talk enables students to become active helpers and questioners, creating student-to-student talk that stimulates engagement and community.

Teachers use Math talk to do continual formative assessment, to modify instruction, and address errors or extend good mathematical thinking.

Math Talk = "Solve and Discuss" (Solve, Explain, Question and Justify)

Connections	\checkmark	Teacher Observations	\checkmark	Student Observations
Communicating Learning Goals and Feedback All levels of Standards-Based Instruction will be		Teacher uses intentional questioning to promote student Math Talk.		Students exchange mathematical ideas and problem-solving strategies in a variety of situations. (work in pairs, small group, whole class)
utilized. Interacting w/ New Knowledge Helping Students Practice and Deepen New Kaowledge		Teacher uses Math Talk to identify errors, and discuss and correct them.		Students see mistakes as learning opportunities. They are comfortable asking for and receiving help.
Knowledge • Helping Students Generate and Test Hypotheses Using Engagement Strategies		Teacher "stays out of the way" to help students interact more directly with each other.		Student math drawings accompany student verbal explanations.
Using Formative Assessment to Track Progress. Communicating High Expectations for Each Student to Close the Achievement Gap.		Productive student-to-student discussion is monitored and supported by the teacher to determine next steps and assess student understanding.		Using Math Talk, students are active helpers and questioners.

Date ______