**Mathematics Classroom Walk-through Form**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course/level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_ Text/Lesson:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Plan which areas and/or indicators to focus on during the observation.*

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| **CLEAR AND FOCUSED RIGOROUS INSTRUCTION** | **Notes** | | | | |
| * Explicit instruction is provided, with clear goals, directions, vocabulary, modeling, and guided practice. |  | | | | |
| * Connections are made between concepts, facts, and procedures. |
| * Understanding is developed from the concrete to the abstract. |
| * Mathematical properties are generalized from patterns, other properties, and/or reasoning. |
| * Students analyze, synthesize, apply, or extend math knowledge. |
| * Students reflect on, explain, and justify answers and processes. |
| * Students apply math to model and solve real-world problems. |
| * Students build fluency and flexibility with numbers and procedures. |
| * Learning is monitored with frequent checks for understanding. |
| * Instruction is adjusted or targeted based on identified needs. All students are provided appropriate levels of challenging work. |
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| **ACTIVE ENGAGEMENT FOCUSED ON OBJECTIVES** |  | | | | | |
| * Questions to promote problem solving and reasoning are posed. |  | | | | | |
| * Students respond to deeper level questions orally and in writing. |
| * Student responses are clarified, connected, and/or extended. |
| * Whole- and small-group discussions are facilitated and focused on the learning objectives. |
| * Visuals, manipulatives, realia, and movement are used. |
| * Specific and timely feedback is provided. |
| * An active pace is maintained, with students anticipating routines. |
| * Answer checking among peers and self-assessment are fostered. |
| * A positive attitude towards math is maintained and question asking is promoted in a safe risk-taking environment. |

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| **PREPARATION AND PLANNING** |  |
| * A coherent unit plan is used with clear overarching objectives and expected performance outcomes. |  |
| * A coherent lesson plan is used with a clear objective, sequence of instruction, engagement strategies, and check for understanding. |
| * Seating is arranged to foster attentiveness and collaboration. |
| * Assessment data is analyzed and used to plan interventions. |
| * The content taught is aligned to standards. |