**JMCSS Instructional Framework: Math**

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| Teacher Name: | Administrator Name: |
| Date of Walk-Through: | Date of Coaching Conversation: |
| Conversation Notes and Feedback | |
| *Notes:*            *Feedback:* | |

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| **Instructional Practice Guide** | Feedback |
| **Standard Alignment:** The lesson reflects the demands of the standards. |  |
| **Core Action 1: Ensure the work of the lesson reflects the shifts required.** | |
| 1. The lesson focuses on grade-level standard(s) or part(s) thereof.    * The lesson focuses grade-level standard(s) or progression leading to that grade-level standard(s).    * Off grade-level standard(s) are clearly aimed at helping students meet the standard(s) as written. |  |
| 1. The lesson intentionally relates new concepts to students’ prior skills and knowledge.    * The lesson explicitly builds on students’ prior skills and knowledge and students articulate these connections. |  |
| 1. The lesson intentionally targets the aspect(s) of rigor for the standard (conceptual understanding, procedural skill and fluency, and/or application).    * Standard: C (Conceptual) P (Procedural Fluency) A (Application)    * Lesson: C (Conceptual) P (Procedural Fluency) A (Application) |  |
| **Core Action 2: Employ instructional practices that allow all students to learn the content of the lesson.** | |
| 1. The teacher makes the mathematics of the lesson explicit by using explanations, representations, and/or examples. The mathematics is clear and correct.  * A variety of instructional techniques and examples are used to make the mathematics of the lesson clear. * When applicable, manipulatives are used to make the mathematics clear to support the conceptual understanding. * Brief informational videos may be appropriate depending on the standard(s) being taught. |  |
| 1. The teacher provides opportunities for all students to work with and practice grade-level problems and exercises.  * Students are given opportunities to work with grade-level problems and exercises. |  |
| 1. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding.  * Students are asked to address vocabulary and/or show evidence to multiple entry points to the task they are completing. * There are checks for understanding used throughout the lesson to assess progress and misconceptions of all students and adjustments to instruction are made in response, as needed. |  |
| **Core Action 3: Provide all students with opportunities to exhibit mathematical practices while engaging with the content of the lesson.** | |
| 1. Students explain their developing thinking about the content of the lesson through the high-quality questions and problems that the teacher poses. Teacher asks students to elaborate on their explanations.  * Wait time is provided. * Tasks are chunked into smallest units possible in order to provide for maximum opportunities for feedback. * During whole group instruction, the teacher utilizes cold calling, life-lines, and no opt-outs to ensure all students have multiple opportunities to engage. * When students are working alone or with a partner, the teacher utilizes “Praise, Prompt, and Leave” to provide feedback. * The teacher utilizes information gained from assessing and advancing questions and circulating among a majority of the students to determine if re-teaching is necessary within each chunk. |  |
| 1. Despite initial difficulty, students persevere in solving challenging problems and struggle productively.  * The teacher does not accept “general” statements (Right is Right) as evidence, but pushes for clear and specific evidence that adequately backs up a student’s response. * During whole group instruction, the teacher cold calls on students and pushes them for the best evidence possible. * When students are working alone or with a partner, the teacher utilizes “Praise, Prompt, and Leave” to push students who need re-direction or whose responses need to be more specific. * The teacher utilizes information gained from questioning and circulating among a majority of the students to determine if re-teaching is necessary within each chunk. |  |
| 1. The teacher creates the conditions for student conversations where students are encouraged to talk about each other’s thinking. Students talk about and ask questions about each other’s thinking, in order to clarify or improve their own mathematical understanding.    * Math discussions use technical vocabulary and/or students are using accountable talk stems. |  |
| **Mastery: Teaching to mastery of all students is targeted throughout the lesson** | |