JMCSS Instructional Framework: Math

Starter

Approximately 7-12 minutes

Greeting:

- Teacher greets students as they enter with a smile

Focusing Activity:

- Learning begins when students enter the room
  - A focusing activity (bell-ringer, do now, etc.) is posted or ready for students before they enter
  - "3 to 5"
    - 3 to 5 questions of increasing complexity answered, or
    - 3 to 5 sentences written
  - The focusing activity is related to a previous or the current lesson
  - All students are seated and begin work without direction from the teacher
- The focusing activity is reviewed or discussed

Objectives/Agenda:

- Current learning objectives and agenda for the class are posted & communicated
  - Based on the standard(s) being taught

Engagement

Chunking:

- Utilized to break lessons into small segments in order to provide frequent feedback and identify any areas that need re-teaching

Gradual Release:

- I do, we do, you do (small "chunk" alone or in pairs while teacher formatively assesses/checks for understanding and re-teaches as needed), you do alone (independent practice to display mastery)
  - There will be multiple cycles of this process in one lesson

Teacher Talk and Student Work:

- Students are actively engaged with the teacher or other students (Avoid the void)
  - Teacher talk:
    - Cold calling, life-lines, no opt-outs
    - Students SLANT
      - Sit up, Lean Forward, Ask and Answer Questions, Note Key Information, and Track the Speaker
  - Students working:
    - Teacher purposefully circulates and utilizes Praise, Prompt, and Leave to check for understanding and provide feedback
    - Can you reach every student in 8 steps?
    - Working in pairs is given preference over small groups due to increased engagement opportunities
    - Think, Write, Pair, Share

Ending

Approximately 7-12 minutes

Closing Assessment:

- Brings closure to the lesson
- Teacher uses formative assessments to:
  - Inform instruction: What do I teach tomorrow?
  - Target review
  - Focus remediation
- "3 to 5"
  - 3 to 5 questions answered, or
  - 3 to 5 sentences written

Time-Keeping Strategy:

- Teacher has identified a time-keeping strategy

Standard Alignment: The lesson reflects the demands of the standards.	Yes Partially No
Core Action 1: Ensure the work of the lesson reflects the shifts required.	
A. 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.	Yes Partially No
B. 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.	Yes Partially No
C. 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)	Yes Partially No
Core Action 2: Employ instructional practices that allow all students to learn the content of the lesson.	
A. 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.	Yes Partially No
B. 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.	Yes Partially No
C. 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.	Yes Partially No
Core Action 3: Provide all students with opportunities to exhibit mathematical practices while engaging with the content of the lesson.	
A. 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.	Yes Partially No
B. 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.	Yes Partially No
C. 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.	Yes Partially No
Mastery: Teaching to mastery of all students is targeted throughout the lesson	

Teacher Name:	Administrator Name:
Date of Walk-Through:	Date of Coaching Conversation:

Conversation Notes and Feedback on "How" (Starter, Engagement, or Ending)

Questions to ask:

Feedback:

Conversation Notes and Feedback on "What" (Core Action and Indicator from the IPG)

Questions to ask:

Feedback: