Key Levers Walkthrough Tool for Instructional Leaders: 3-5 Math

DIVISION OF ELEMENTARY & SECONDARY EDUCATION

5 Key Levers:

- Structures for Learning
- Math Aligned Content
- Math Teacher Instructional Practices
- Student Practice
- Assessment & Differentiation

Ratings:

- ***Strong Evidence:*** Most look-fors are observed with skillful application.
- ***Partial Evidence:*** Some look-fors are observed with skillful application.
- ***Little Evidence:*** Little evidence of look-fors are observed or inconsistent application
- ***No Evidence***: No evidence of look-fors are observed in application.

Key Levers	Indicators			
Structures For Learning	**1.** Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used. **Look Fors:** • Students participate in meaningful activities throughout the lesson. • Students volunteer responses and ask appropriate questions. • Routines and transitions require minimal teacher prompting or redirection. • The lesson is well-paced; the teacher works to maximize time spent on instructional activities aligned with the learning targets.			
	Strong Evidence	Partial Evidence	Little Evidence	No Evidence
Aligned Content	**2.** The teacher skillfully delivers grade-level appropriate lessons using district-adopted HQIM; lessons reflect grade-level standards. **Look Fors:** • The teacher skillfully uses the district-adopted curriculum, as appropriate, to teach the lesson. • The lesson is aligned within the scope and sequence, ensuring that students will engage with the full curriculum during the school year. • The objective of the lesson aligns with grade-level standards. ○ Lesson modifications are made to strengthen the alignment to the state standards, as appropriate. • Students' work shows past and current foundational skills and connections made by the teacher and/or students to previously taught skills. • Teachers integrate curriculum-embedded strategies in alignment with the aspects of mathematical rigor (conceptual understanding, procedural fluency, and application).			
	Strong Evidence	Partial Evidence	Little Evidence	No Evidence
Teacher Instructional Practices	**3.** The lesson includes adequate opportunities for the teacher to employ instructional practices that allow students to take ownership of the content. **Look Fors:** • There is a clear articulation of the objective to students (stated verbally, written on student work, displayed visually, etc.). • The teacher uses purposeful questions and/or academic mathematical vocabulary during instruction. • The teacher prompts student ownership by allowing student discourse that connects models, representations, and equations. • Teachers provide opportunities for students to select and use relationship strategies, properties of operations, and algorithms to compute, which leads to understanding and accuracy. • The teacher enhances instruction by using visual aids and/or manipulatives (anchor charts, number lines, area models, etc.).			
	Strong Evidence	Partial Evidence	Little Evidence	No Evidence
Student Practice	**4.** The lesson includes adequate time for students to practice targeted skills(i.e., basic fact fluency (multiplication and division), multi-digit operations(addition, subtraction, multiplication and division) and problem-solving).. **Look Fors:** • The teacher provides adequate time for meaningful student practice. • There are multiple opportunities for students to practice targeted skill(s) through reasoning, reflection, representation, and/or pattern relationships. • Students use concrete models, drawings, and equations to describe their thinking (facts, multi-digit operations, fractions, etc.). **OR** practice through authentic problem-solving experiences. • Students use mental fluency and known fact strategies for basic facts **OR** practice through productive fluency experiences (routines, games, centers, individually, etc.)			
	Strong Evidence	Partial Evidence	Little Evidence	No Evidence
Assessment & Differentiation	**5.** The teacher collects and responds to student data to adjust instruction for all student(s). **Look Fors:** • The teacher checks for understanding throughout the lesson and applies strategies in response to student need(s). • A data collection system is in place to track progress (checklist, exit tickets, student interviews, and monitoring of student work, etc.). • The teacher provides on-the-spot feedback, corrections, and confirmations of student responses. • There is small group instruction and/or differentiated tasks to provide students access to grade-level standards.			
	Strong Evidence	Partial Evidence	Little Evidence	No Evidence

Source: *Adapted from the TNTP Mathematics Foundational Skills Look for Tool*