Mathematics Instructional Walkthrough Form

School: _____
Grade/Teacher: _____ Date: _____ Time:_____
Standards of Learning Objective(s): _____
Lesson Objective (Behavior, Conditions, and Criteria for Success):_____

Focus of Instructional Walkthrough:
☐ **Instructional Planning**
☐ **Instructional Delivery**
☐ **Assessment of and for Learning**

Focus: Instructional Planning • Uses student learning data to guide planning • Plans time for realistic pacing • Plans for differentiated instruction • Aligns lesson objectives to curriculum and student needs	**Examples of Evidence:** • Lesson plan includes learning objective (behavior, conditions, and criteria for success), essential vocabulary, and related state learning standard • Lesson plan includes differentiated tasks assigned to groups of students or individual students based on identified student needs • Lesson plan includes formative assessments and essential questions for students • Encourages student verbal and written descriptions of models • Plans tasks for students that require higher-order thinking skills
Evidence:	
Focus: Instructional Delivery • Engages students • Builds on prior knowledge • Differentiates instruction • Reinforces learning goals • Uses a variety of strategies/resources • Uses instructional technology • Communicates clearly	**Examples of Evidence:** • Asks open-ended questions and allows students to use reasoning skills to develop solutions • Presents real-life scenarios, authentic problems, complex tasks, and applications • Presents mathematical concepts and procedures using a variety of representations including pictures, models, graphic organizers • Uses appropriate tools such as technology, calculators, graphing utilities, computer software, manipulatives, measuring instruments, physical materials • Asks various levels of questions from recall to comprehension/synthesis/ analysis/prediction • Uses mathematical vocabulary accurately
Evidence:	

Focus: Assessment of and for Student Learning • Uses pre-assessment data • Uses appropriate assessments • Aligns assessments with standards • Uses a variety of assessment strategies • Uses assessment tools for formative/summative purposes • Gives constructive feedback	**Examples of Evidence:** • Assigns and utilizes journals, presentations • Uses exit slips • Requires students to use mathematical vocabulary in discussions and written explanations • Promotes mathematical discourse (student to student, and teacher to student) • Teaches concepts in context (uses real world scenarios) • Emphasizes reasoning and sense-making by students • Prompts students to elaborate during discussions • Uses student responses to adjust instruction • Encourages students to explore multiple problem-solving strategies and alternate solutions, and to share and justify these when appropriate • Models disposition for solving challenging mathematical problems
Evidence:	

Suggested Next Steps: