

2025-26 Math Look-Fors



Look For	Rating	Evidence
Students are able to explain their strategies, add on to explanations, and respectfully agree or disagree with peers.		
Students are involved in mathematical discourse, by asking questions and giving suggestions, to support their learning and that of their classmates.		



Students compare or analyze strategies and solutions (independently or collaboratively).		
Teacher selects and sequences student thinking to facilitate whole group discussion in order to promote students' understanding of concepts.		
Lesson learning targets shared to students (ie. slides).		
Teacher responds to student questions in a way that keeps the student thinking (productive struggle).		



Teacher elicits and gathers evidence of student understanding at strategic points during instruction in order to move thinking forward.		
Teacher uses questioning to assess and advance students' reasoning and understanding.		
Cooldowns/exit slips are used to assess if learning targets were met.		



Students are able to self-assess their understanding by justifying their solutions.		
Students are provided choice in how they approach a problem and <i>all</i> thinking is honored, even if incorrect.		



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Ratings: Y=Yes; M=Mostly; S=Somewhat; NY=Not Yet; N/A=Not Applicable

BMS 9/12

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Rich & Lily & Dan	Yvonne & Meg	Dave & Coleen
8:20 Meet in the Main Office	8:20 Meet in the Main Office	8:20 Meet in the Main Office
8:25 Haller C 302	8:25 Cook & Brayman B104	8:25 Oslan A202
8:37 Oslan A202	8:37 Haller C 302	8:37 Cook & Brayman B104
8:50 Cook & Brayman B104	8:50 Oslan A202	8:50 Haller C 302
9:00 Meet in the Main Office	9:00 Meet in the Main Office	9:00 Meet in the Main Office

MHS 9/12

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<i>Rich & Keisha & Paul</i>	<i>Yvonne & Jason</i>	<i>If someone else shows up partner w/ Paul</i>
9:45 Meet in the office	9:45 Meet in the office	9:45 Meet in the office
9:55 DeVeau 318	9:55 Martins 313	9:55 Leighton 305
10:07 Leighton 305	10:07 DeVeau 318	10:07 Martins 313
10:19 Martins 313	10:19 Leighton 305	10:19 DeVeau 318
10:35 Meet in the office	10:35 Meet in the office	10:35 Meet in the office

MHS 10/8

Ratings: Y=Yes; M=Mostly; S=Somewhat; NY=Not Yet; N/A=Not Applicable



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Group 1	Group 2	Group 3
12:35 Meet in the office	12:35 Meet in the office	12:35 Meet in the office
12:50 Essence	12:50 Wieslawa	12:50 Mark
1:03 Mark	1:03 Essence	1:03 Wieslawa
1:16 Wieslawa	1:16 Mark	1:16 Essence
1:30 Meet in the office	1:30 Meet in the office	1:30 Meet in the office

BMS 10/8

Ratings: Y=Yes; M=Mostly; S=Somewhat; NY=Not Yet; N/A=Not Applicable



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Group 1	Group 2	Group 3
9:50 Meet in the Main Office	9:50 Meet in the Main Office	9:50 Meet in the Main Office
10:05 Rivera C102	10:05 Simone B306	10:05 Brayman B102
10:18 Brayman B102	10:18 Rivera C102	10:18 Simone B306
10:31 Simone B306	10:31 Brayman B102	10:31 Rivera C102
10:45 Meet in the Main Office	10:45 Meet in the Main Office	10:45 Meet in the Main Office

MHS 11/10

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Lesson learning targets shared to students (ie. slides).		
Teacher responds to student questions in a way that keeps the student thinking (productive struggle).		

Group 1	Group 2	Group 3
9:10 Meet in the office	9:10 Meet in the office	9:10 Meet in the office
9:20 Zheng 317	9:20 Dostie 314	9:20 Frishman 315
9:35 Frishman 315	9:35 Zheng 317	9:35 Frishman 315
9:50 Dostie 314	9:50 Frishman 315	9:50 Dostie 314
10:05 Meet in the office	10:05 Meet in the office	10:05 Meet in the office

BMS 11/12

Ratings: Y=Yes; M=Mostly; S=Somewhat; NY=Not Yet; N/A=Not Applicable



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Group 1	Group 2	
9:45 Meet in the Main Office	9:45 Meet in the Main Office	
9:55 Sydney	9:55 Jen	
10:13 Jen Change period	10:13 Oslan Change period	
10:25 Oslan	10:25 Sydney	
10:37 Meet in the Main Office	10:37 Meet in the Main Office	