Mathematics Instructional Practice Guide (*Adapted from Achieve the Core*)

Grade_____ Teacher/s_____ # of Students_____

Core Action	Indicators	Notes
Core Action 1 ***Ensure the work of the enacted lesson reflects the Focus, Coherence, and Rigor required by college- and career-ready standards in mathematics.***	**The lesson:** A. Focuses on the **grade-level standards**. **B.** Appropriately **relates** new **content** to math content **within or across grades.** C. Intentionally targets the aspect(s) of Rigor-**Rigorous Tasks** *(conceptual understanding, procedural skill and fluency, application)*	**Mathematical learning goal:** **Standard(s) addressed in this lesson:**
Core Action 2 ***Employ instructional practices that allow all students to learn the content of the lesson.***	**The teacher:** A. **Makes the mathematics** of the lesson **explicit** through the use of explanations, representations, tasks, and/or examples.	**Rating** **4**- A variety of instructional techniques and examples are used to make the mathematics of the lesson clear. **3**- Examples are used to make the mathematics of the lesson clear. **2**- Instruction is limited to showing students how to get the answer. **1**- Instruction is not focused on the mathematics of the lesson.
	B. Strengthens ALL students' understanding of the content by **strategically sharing students' representations and/or solution methods.**	**4**- Student solution methods are shared, and connections to the mathematics are explicit and purposeful. If applicable, connections between the methods are examined. **3**- Student solution methods are shared, and some mathematical connections are made between them. **2**- Student solution methods are shared, but few connections are made to strengthen student understanding. **1**- Student solution methods are not shared.
	C. **Deliberately checks for understanding** throughout the lesson to surface misconceptions and opportunities for growth, and adapts the lesson.	**4**- There are checks for understanding used throughout the lesson to assess progress of all students, and adjustments to instruction are made in response, as needed. **3**- There are checks for understanding used throughout the lesson to assess progress of some students; minimal adjustments are made to instruction, even when adjustments are appropriate. **2**- There are few checks for understanding, or the progress of only a few students is assessed. Instruction is not adjusted based on students' needs. **1**- There are no checks for understanding; therefore, no adjustments are made to instruction.
	D. Facilitates a **summary of the lesson**.	**4**- The lesson includes a summary with references to student work and discussion that reinforces the mathematics. **3**- The lesson includes a summary with a focus on the mathematics. **2**- The lesson includes a summary with limited focus on the mathematics. **1**- The lesson includes no summary of the mathematics.

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Core Action 3 ***Provide all students with opportunities to exhibit mathematical practices while engaging with the content of the lesson.***	**The teacher:** **A.** Cultivates reasoning and **problem solving** by allowing students to **productively struggle**.	**The students:** **A. Persevere** in solving problems in the face of difficulty.	**Rating** **4**- Teacher provides many opportunities, and most students take them. **3**- Teacher provides many opportunities, and some students take them; or teacher provides some opportunities and most students take them. **2**- Teacher provides some opportunities, and some students take them. **1**- Teacher provides few or no opportunities, or few or very few students take the opportunities provided.
	B. Poses questions and problems that prompt students to explain their thinking. **-Rich/Rigorous Task**	**B. Share their thinking** beyond just stating answers.	**4**- Teacher provides many opportunities, and most students take them. **3**- Teacher provides many opportunities, and some students take them; or teacher provides some opportunities and most students take them. **2**- Teacher provides some opportunities, and some students take them. **1**- Teacher provides few or no opportunities, or few or very few students take the opportunities provided.
	C. Creates the conditions for **student conversations** where students are encouraged to talk about each other's thinking.	**C. Talk and ask questions** about each other's thinking, in order to clarify or improve their own mathematical understanding	**4**- Teacher provides many opportunities, and most students take them. **3**- Teacher provides many opportunities, and some students take them; or teacher provides some opportunities and most students take them. **2**- Teacher provides some opportunities, and some students take them. **1**- Teacher provides few or no opportunities, or few or very few students take the opportunities provided.
	D. Connects and develops students' informal language and mathematical ideas to **precise mathematical language and ideas.**	**D.** Use increasingly precise **mathematical language** and ideas.	**4**- Teacher provides many opportunities, and most students take them. **3**- Teacher provides many opportunities, and some students take them; or teacher provides some opportunities and most students take them. **2**- Teacher provides some opportunities, and some students take them. **1**- Teacher provides few or no opportunities, or few or very few students take the opportunities provided.

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