

Observer:

Curriculum:

Date:

**Highly effective math classrooms are those in which students:**

- Engage with a **Tier 1 curriculum** regularly and effectively (Priority 1)
- Receive appropriate and timely supports that allow them to spend a majority of their time in on-grade-level work (Priority 2)
- Spend the bulk of their time doing math and talking about math (Priority 3)

Observer Actions	Look-Fors	Teacher 1 (y/n)	Teacher 2 (y/n)	Teacher 3 (y/n)
<b>Indicator 1: Students use the instructional materials every day</b>	<b>A. Tier 1 curricular materials are present in the classroom.</b>			
	<b>B. Teachers are using the Tier 1 curriculum as intended.</b> During the walk-through, use a smartphone or tablet to pull up the teacher version of the lesson (e.g., Eureka can be found on the <a href="#">Great Minds</a> website). Is the teacher following discussion notes or prompts in the curriculum, using examples from the curriculum, and/or having students work problems from the curriculum? <i>Note: Teacher should be teaching an on-grade-level lesson (e.g., use the <a href="#">Louisiana Guide to Implementing Eureka</a> to determine this).</i>			
	<b>C. Students are consistently doing the math to the level demanded by the Tier 1 curriculum.</b> Flip through student workbooks to determine if students have used the materials consistently over time.			
	<b>D. Pacing is on schedule so that students will engage with the full curriculum during the school year.</b> Access the calendar in the <a href="#">Louisiana Guide to Implementing Eureka</a> .			

Indicator 2: Students receive appropriate and timely supports that allow them to spend a majority of their time in on-grade-level work	E. Curriculum-recommended supports/scaffolds (e.g., the <a href="#">Eureka Remediation Tools</a> ) are being used for students who are struggling with the math or who have special needs.			
Indicator 3: Students spend the bulk of their time doing math and talking about math	F. Students spend a majority of the time actively doing math, not just watching the teacher or copying math on the board.			
	G. Students have multiple opportunities to talk about their mathematical thinking and build on each other’s reasoning.			

Notes: