

Observer:

Curriculum:

Date:

Grade Level:

The Curriculum Implementation Observation Tool is designed to be a quick check for indicators of effective curriculum implementation. This tool should be used to drive conversations between the observer and the teacher on methods to improve implementation in the classroom.

Highly effective math classrooms are those in which students:

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

| Observer Actions | Look-Fors | Teacher 1 (y/n) | Teacher 2 (y/n) | Teacher 3 (y/n) |
|---|--|-----------------|-----------------|-----------------|
| Indicator 1: Students spend the majority of the class time solving curriculum-based math problems and explaining their reasoning. | A. Tier 1 curricular materials are being used in the classroom. | | | |
| | B. Students spend a majority of the time solving math from the curriculum. <i>If students spend a majority of the time watching the teacher work math problems, this indicator should earn a “no.”</i> | | | |
| | C. Students have opportunities to talk about their mathematical thinking and build on each other’s reasoning. | | | |
| Indicator 2: Pacing is on schedule so that students will engage with the full curriculum during the school year. | D. Within the year long scope-and-sequence, pacing is on schedule so that students will engage with all grade-level standards. <i>Access pacing guidance in the Louisiana Guides to Implementing specific curriculum.</i> | | | |
| | E. Daily pacing allows students to consistently do a majority of the math problems/tasks in the curriculum, including the conceptual understanding and application problems. <i>Flip through the students’ workbooks to determine if students have been completing on-grade-level content, including the conceptual understanding and application problems, consistently over time.</i> | | | |
| Indicator 3: All students do on-grade-level work with supports on prerequisite math as needed. | F. All students are engaged in the on-grade-level math work from the curriculum. <ul style="list-style-type: none"> ● If no: How many students are not engaged in the on-grade-level math work from the curriculum? <ul style="list-style-type: none"> ○ What are those students doing? (prerequisite math work aligned to the day’s lesson, computer generated math work, other_____) | | | |