

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.	<b>A. Tier 1 curricular materials are being used in the classroom.</b>			
	<b>B. Students spend a majority of the time solving math from the curriculum.</b> <i>If students spend a majority of the time watching the teacher work math problems, this indicator should earn a “no.”</i>			
	<b>C. Students have opportunities to talk about their mathematical thinking and build on each other’s reasoning.</b>			
Indicator 2: Pacing is on schedule so that students will engage with the full curriculum during the school year.	<b>D. Within the year long scope-and-sequence, pacing is on schedule so that students will engage with all grade-level standards.</b> <i>Access pacing guidance in the <a href="#">Louisiana Guides to Implementing</a> specific curriculum.</i>			
	<b>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.</b> <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.	<b>F. All students are engaged in the on-grade-level math work from the curriculum.</b> <ul style="list-style-type: none"> <li>• If no: How many students are not engaged in the on-grade-level math work from the curriculum? <ul style="list-style-type: none"> <li>○ What are those students doing? (prerequisite math work aligned to the day’s lesson, computer generated math work, other_____)</li> </ul> </li> </ul>			