

Florida Instructional Walkthrough Tool: Math



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CONDITIONS FOR LEARNING

The teacher creates a supportive and flexible learning environment that fosters student engagement.

	0 Not Yet	1 Somewhat	2 Mostly	3 Yes
Teacher provides flexible options (i.e., differentiated, challenging tasks that allow students to actively pursue a solution both individually and in groups) so that all students have the opportunity to access and engage with instruction, as well as demonstrate their learning.				
The physical environment allows for a positive student engagement and collaboration (i.e., seating arrangements for group work, accessible math manipulatives, and visible anchor charts and word walls).				
Teacher provides specific, constructive, encouraging feedback to students.				
Teacher provides appropriate time for student processing, productive struggle and reflection.				
Teacher encourages students to ask questions of other students and of the teacher.				
Teacher affirms the value of mistakes and positions them as essential learning opportunities.				

TOTAL AVERAGE: _____

Notes:

HIGH-QUALITY MATHEMATICAL CONTENT

The enacted lesson reflects the Florida B.E.S.T. Standards for Mathematics.

	0 Not Yet	1 Somewhat	2 Mostly	3 Yes
The enacted lesson focuses on grade level or course Florida B.E.S.T. benchmark(s).				
The enacted lesson appropriately connects mathematical concepts within and/or across grades as appropriate.				
The mathematical thinking, concepts, and solutions presented by the teacher are accurate.				
Teacher uses precise and consistent mathematical language in instruction.				
The majority of materials used for instruction are from district-approved resources.				

TOTAL AVERAGE: _____

Notes:

HIGH-QUALITY INSTRUCTION

Teachers employ instructional practices that allow all students to learn the content of the lesson.

	0 Not Yet	1 Somewhat	2 Mostly	3 Yes
The teacher provides opportunities for all students to work with tasks aligned to the grade-appropriate benchmark(s).				
The teacher provides a relevant context aligned to the grade-appropriate benchmark(s).				
The teacher delivers instruction—explicit, inquiry-based, or a blend of both—that is purposefully aligned to the grade-level benchmark(s).				
The teacher strengthens all students' understanding of the content by having a variety of students share their representations/ solution methods				
and elicits discussion about different methods and representations.				
The teacher deliberately checks for understanding throughout the lesson				
and adapts the lesson according to student understanding.				
The teacher asks questions				
to deepen understanding of the intended learning.				
The teacher provides opportunities for students to collaborate.				
The teacher facilitates the summary of mathematics with reference to student work and discussion in order to reinforce the focus of the lesson.				

TOTAL AVERAGE: _____

Notes:

MATHEMATICAL THINKING AND REASONING

Students exhibit mathematical thinking and reasoning skills while engaging with the content of the lesson.

	0 Not Yet	1 Somewhat	2 Mostly	3 Yes
Students actively participate in effortful learning both individually and collectively (MTR.1.1).				
Students demonstrate understanding by representing problems in multiple ways (MTR.2.1)				
Students complete tasks with mathematical fluency (MTR.3.1)				
Students engage in discussions that reflect on the mathematical thinking of self and others (MTR.4.1)				
Students use patterns and structure to help understand and connect mathematical concepts (MTR.5.1)				
Students assess the reasonableness of solutions (MTR.6.1)				
Students apply mathematics to real-world contexts (MTR.7.1)				

TOTAL AVERAGE: _____

Notes:

This tool draws heavily from Student Achievement Partners' [Instructional Practice Guide Coaching Tools \(IPGs\)](#), the Culture of Learning performance area of the [TNTP Core Teaching Rubric](#), Florida's Mathematical Thinking and Reasoning Standards, and language developed by the Florida Department of Education's Bureau of School Improvement.