Tier 1 Reflection checklist for Instructional Methodologies in Mathematics

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class size: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| Strategy | Time Spent on Strategy | Consistently Implemented | Some Implementation | Not Implemented | Notes |
| Use of students learning style to design appropriate instruction (UDL) |  |  |  |  |  |
| Environment conducive for all learners (e.g. classroom management, organization) |  |  |  |  |  |
| Use of student assessment data to plan instruction for whole groups, small groups, & individual instruction |  |  |  |  |  |
| Mental Math: (Goal Build fluency of basic mathematics operations) | 5 min |  |  |  |  |
| Math Review: (Problems that address what was taught yesterday, last week, last month) | 5 min |  |  |  |  |
| Concept Lesson: Involves problem solving, teacher demonstration of proficient thinking | 10-15 min |  |  |  |  |
| Partner practice of concept, cooperative learning, guided math groups | 30 min |  |  |  |  |
| Journal time: Students reflect on what was taught/learned, questions they have, or problem given | 5-10 min |  |  |  |  |
| Math Centers: Students need to practice current and previously taught math concepts. | Varies |  |  |  |  |
| Sequence of Instruction moves from concrete to representational to abstract |  |  |  |  |  |
| Students share out and discuss possible solution strategies (“Why?” “How do you know?” “Convince me”  “Explain that please”) |  |  |  |  |  |
| Authentic Problem solving task (Real World Applications) |  |  |  |  |  |
| Language Rich Classroom (Math Vocabulary is taught/reinforced on a daily basis) |  |  |  |  |  |
| Mathematical practices embedded throughout the daily lessons |  |  |  |  |  |

Comments: