

stages of implementation in mathematics – classroom planning tool

Stage One		Stage Two		Stage Three	
TEACHERS	Teacher plans lessons in advance and uses the appropriate curriculum materials and resources	Teachers plan together	Teachers plan together and focus on increased student performance		
	Assessment is ongoing	Assessment informs instruction	Multiple forms of assessment inform instruction		
	There is basic understanding of grade level math standards and testing	There is an understanding of grade level math content, skills, standards and assessment	There is a deep understanding of the appropriate math content, skills, standards and assessment. The teacher is a reflective and organized practitioner.		
	Questioning prompts short answers relying on memory and procedure	Questioning probes for specificity and elaboration	Questioning promotes higher-order thinking		
	Teacher is actively moving around classroom	Teacher conferences with students to assess understanding and need	Instruction is differentiated based on teacher-student interactions and academic support is provided as needed		
	Teacher encourages students to explain their answers and models appropriate academic language and discourse	Teacher encourages students to explain and defend their answers and strategies. Teacher models appropriate academic language and discourse	Teacher fosters an exchange of ideas among students and a high level of academic discourse		
	There is an awareness of the pacing calendars or planning calendars for the program being used and of the grade level expectations	There are clear and transparent indicators or rubrics to measure student success	Connections are made to other topics, lessons and disciplines		
	Environment reflects mathematics (i.e., charts, tables, graphs)	Environment reflects mathematics and recent student work is displayed	Displayed student work is referred to by teacher		
	Calculators and manipulatives are available	Use of calculators, manipulatives and technology is carefully planned and integrated regularly	Students select technology options to support their learning. Calculators, manipulatives and other technology tools are available and used as resources		
STUDENTS	Teacher-to-student talk and teacher to student questions	Student-to-teacher talk is apparent and student to teacher questions	Student-to-student talk and academic discourse is apparent. Use of appropriate academic language is high.		
	There are opportunities for enrichment for some students	There are opportunities for enrichment for all students in all classrooms	There are additional opportunities for enrichment outside of the classroom and beyond the school day		
	Students spend meaningful time working on and discussing problems	The teacher chooses rich problems and applications that have connections to the real world	Students become reflective problem solvers and are organized in their work, their efforts and their thinking		
	Students are engaged	Students are engaged and working in pairs or in groups	A variety of instructional models and groupings are used to engage students based on student need		
	Students participate in teacher's final share/summary	Students summarize their learning both orally and in writing	Students make connections to previously learned skills, concepts and real-world applications.		
	Reading and writing is an expected part of the daily class work	Notebook use is supported and they are used as a resource	Notebooks are organized and used consistently as a resource and study tool.		