Math Instruction Reflection Guide

	Teacher	Student
Teacher Led		
Learning Target/Essential Question	I share learning target	Students can state target
Precise Math Vocabulary	I use accurate and precise terms	Students use accurate/precise terms
Models, Manipulatives, and Multiple Representations	I use models, manipulatives and multiple representations	Students use models, manipulatives and multiple representations
Builds From Current Levels of Student Performance	I use assessment data to drive instruction	Students reflect on their level of understanding
Posing Purposeful Questions	I pose questions that draw out student thinking	Students pose questions that help determine point of confusion
Ensure Conceptual Understanding	I teach conceptually before moving to procedural	Students are active participants in building conceptual understanding
Connect to Real World	I connect concepts to real world	Students connect concepts to real world
Use of Number Sense Routines	I facilitate number sense routines daily	Students apply number sense knowledge to concepts
Group Exploration		
Collaborative Structures	I facilitate discussion with structure to ensure all participate	All students actively participate in discussion while using proper terms.
Provide a Variety of Activities	I use activities that provide success and challenge for all	Students show perseverance and confidence at their varying levels of understanding
Independent practice		
Time for Practice	I monitor and reteach skills as needed	Students ask for help after identifying point of confusion
Fluency	I provide opportunities for students to build fluency	Students practice skills for fluency

Further Reflection: