**Purpose:** The Instructional Practice Guide articulates the vision for skillful teaching and learning. The guide describes the core instructional practices that contribute to student learning. Purposes include: 1) lesson preparation; 2) reflecting within PLC/AC’s on instructional practices contributing to student outcomes; 3) focused professional learning on standards-aligned practice; 4) providing precise feedback/next steps on classroom practice.

1. **Culture of Learning:** Is there a culture of learning and high expectations in this classroom?
   - Students demonstrate self-management skills by following behavioral expectations, directions and execute transitions and procedures efficiently independently and with peers.
   - Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.
   - Students exhibit evidence of growth mindset (embrace challenges/learn/persist), self-efficacy (believe in ability to succeed) and social awareness (cultural/diversity value) through interactions with teachers, peers, and course content.
   - Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture.

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2.A. **Challenging Content:** Does the content of this lesson reflect the shifts required by the CCSS for Mathematics?
   - **Focus:** The lesson focuses on grade level cluster(s) and/or standard(s) at the appropriate level of depth.
   - **Coherence:** The lesson intentionally connects content to appropriate mathematical concepts within and across grades.
   - **Rigor:** The lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.

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2.B. **Challenging Content:** Does this lesson employ instructional practices that allow all students to learn the content of the lesson?
   - The teacher provides opportunities for students to engage with grade-level problems, mathematical investigations, and/or tasks.
   - The teacher provides opportunities for students to engage in review, consolidation, and/or practice exercises.
   - The teacher makes the mathematics of the lesson explicit by using explanations, representations, and/or examples.
   - The teacher strengthens all students’ understanding of the content by sharing a variety of students’ representations and/or solution methods.
   - The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding.
   - The teacher summarizes the mathematics with references to student work and/or discussion in order to reinforce the focus of the lesson.

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3. **Ownership:** Are students responsible for doing the thinking in this classroom through the mathematical practices?
   - Students have opportunities for productive struggle and demonstrate perseverance in reasoning and solving problems solving in the face of initial difficulty
   - Students share their developing thinking about the content of the lesson.
   - Students elaborate on initial thoughts to explain their thinking.
   - Students engage in academic discourse and ask questions about each other’s thinking to clarify, self-assess and/or improve their own mathematical understanding and determine next steps to improve learning outcomes.
   - Students justify their conclusions, communicate them to others, and respond to the arguments of others.
   - Students revise initial work, especially their explanations and justifications.
   - Students use precise mathematical language in their explanations and discussions.
   - Students use appropriate tools, including technology, strategically when solving a problem.

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4. **Every Student:** When students are working to overcome gaps in skill or standards, does the lesson address what students need, not what they already know?
   - Frequent monitoring of student progress by both teacher and students (self-efficacy) drives content of intervention so that students get what they need, not what they already know.
   - The skills being taught are aligned to the standards for the grade or address specific skills that hold students back from doing grade-level work.

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5. **Improving Every Day:** Are students demonstrating their understanding?
   - Questions, tasks, and/or assessments yield data that allow the teacher to assess students’ progress toward learning outcomes aligned to grade level standards and allow for lesson adjustments.
   - Student responses and work demonstrate that students are on track to achieve stated or implied learning outcomes/goals.

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### Teacher Actions

### Student Actions

**Coaching points:**