**Early Implementation Observation Tool for Mathematics**

**Observer: High-Quality Instructional Resource (HQIR): Date:**

**Purpose:** The Early Implementation Observation Tool describes common indicators associated with initial implementation (academic year 1, possibly extending into year 2) of a HQIR into classroom instruction. It is recommended that, during this time, the HQIR is implemented with fidelity as educators begin to develop an understanding of its instructional design.

**Rating Criteria**

**1: YES** – All indicator aspects are fully present whenever appropriate.

**2: MOSTLY –** Most indicator aspects are present when appropriate.

**3: SOMEWHAT** – Some indicator aspects are present when appropriate.

**4: NOT YET** – Indicator aspects are not yet present.

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| **Observer Actions** | **Look-Fors** | **Rating** |
| **Indicator 1: Students use the HQIR(s) every day.** | **A. Tier 1 local HQIR(s) is present in the classroom.** | **YES   /   MOSTLY   /   SOMEWHAT   /   NOT YET**  **Explanation:** |
| **B. Teachers are using the curriculum and HQIR(s) as intended.**  During the walk-through, refer to the teacher version of the lesson. Is the teacher following discussion notes or prompts, using examples from the HQIR, and/or having students work problems from the HQIR? | **YES   /   MOSTLY   /   SOMEWHAT   /   NOT YET**  **Explanation:** |
| **C. Students are consistently doing the math to the level demanded by the Tier 1 curriculum and HQIR(s).**  Examine student materials in use for the day's lesson and also determine if materials from the HQIR have been used consistently over time. | **YES   /   MOSTLY   /   SOMEWHAT   /   NOT YET**  **Explanation:** |
| **D. Pacing is on schedule according to district/HQIR guidance.** | **YES   /   MOSTLY   /   SOMEWHAT   /   NOT YET**  **Explanation:** |

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| **Indicator 2: Students receive appropriate and timely supports that allow them to spend a majority of their time on grade-level work.** | **E. HQIR-recommended supports/scaffolds are being used for students who are struggling with the math or who need differentiated Tier 1 support.** | | **YES   /   MOSTLY   /   SOMEWHAT   /   NOT YET**  **Explanation:** |
| **Indicator 3: Students spend the bulk of their time doing math and talking about math.** | | **F. Students spend a majority of the time actively doing math, moving beyond watching the teacher or copying math from the board.** | **YES   /   MOSTLY   /   SOMEWHAT   /   NOT YET**  **Explanation:** | |
| **G. Students have multiple opportunities to talk about their mathematical thinking and build on each other’s reasoning.** | **YES   /   MOSTLY   /   SOMEWHAT   /   NOT YET**  **Explanation:** | |

**Notes:**