Standards for Mathematical Practice (SMP) Learning Walk Form

SMP1: Students make sense of problems and persevere in solving them. STUDENTS were:

Observation 1:

Observation 2:

Observation 3:

Observation 4:

Observation 5:

☐ How might you select rich problems aligned to the standards that require students to persist in solving problems where solution paths are not obvious?

☐ How might you increase the amount of time that students engage in the productive struggle of sense making and problem solving?

☐ How might you use research- based strategies such as Polya's Four Steps of Problem Solving, Act it Out, Draw a Picture, Make a Table, Solving a Simpler Problem, Working Backward, or I Notice I Wonder to explicitly teach problem solving skills?

SMP3: Students construct viable arguments and critique the reasoning of others. STUDENTS were:

Observation 1:

Observation 2:

Observation 3:

Observation 4:

Observation 5:

☐ How might you pose questions that require students to explain their reasoning and argue or critique the reasoning of others?

☐ How might you increase the number of opportunities that students have to dialogue about mathematics in pairs, groups, and during whole group instruction?

☐ How might explicitly teaching strategies such as the 4 R's of Academic Discourse and developing a Math Talk Community improve the quality of student-to-student mathematical discourse?

SMP5: Students use appropriate tools strategically. STUDENTS were:

Observation 1:

Observation 2:

Observation 3:

Observation 4:

Observation 5:

☐ How might you pose questions that help students determine which tools can best help them solve problems and show their thinking?

☐ How might you make a variety of tools readily accessible to students to allow them to select appropriate tools for themselves?

SMP6: Students attend to precision. STUDENTS were:

Observation 1:

Observation 2:

Observation 3:

Observation 4:

Observation 5:

☐ How might you use research- based strategies, such as Frayer Model, Concept Attainment, Word Wall, or 3x3 Vocabulary to explicitly teach mathematics vocabulary?

☐ How might you encourage the precise and accurate use of mathematical language during class discussions?

☐ How might requiring students to estimate answers and write answers in complete sentences help them verify the validity of their solutions?

☐ How might you provide opportunities for students to independently check the accuracy of their work, such as peer checks, calculators, student answer keys, and inverse operations, etc.?

Standards for Mathematical Practice (SMP) Ratings

SMP 1 Make sense of problems and persevere in solving them.	**0**	**1**	**2**	**3**	**4**
SMP 3 Construct viable arguments and critique the reasoning of others.	**0**	**1**	**2**	**3**	**4**
SMP 5 Use appropriate tools strategically.	**0**	**1**	**2**	**3**	**4**
SMP 6 Attend to precision.	**0**	**1**	**2**	**3**	**4**

0 = The teacher does NOT provide student opportunities and no students demonstrate this behavior.

1 = The teacher does NOT provide student opportunities and few students demonstrate this behavior.

2 = The teacher provides student opportunities and some students demonstrate this behavior.

3 = The teacher provides student opportunities and most students demonstrate this behavior.

4 = The teacher provides student opportunities and all students demonstrate this behavior.

Additional Comments: