Tier 1 Math Walk

Directions: Familiarize yourself with the Tier 1 Math Instruction Learning Walk Rubric. Pay attention to the friendly category titles and the 1–4 performance scale. This tool is meant to support observation and reflection, not evaluation.

Purpose: Learning walks are intended to celebrate strengths, identify trends, and support professional growth. This is not a formal evaluation and should be communicated to teachers ahead of time.

BEFORE MATH WALK:

- **Set a Focus (optional):** Choose a specific category, such as student engagement or data use. This streamlines feedback and allows for more meaningful discussion later.
- **Coordinate with Team and Teachers:** Inform teachers about learning walk schedules and emphasize they are non-evaluative. Encourage them to reflect on their focus area beforehand.
- **Ready Your Materials:** Bring copies of the rubric, a notepad for jotting notes, and assign a timekeeper to ensure visits stay brief (~15 minutes per classroom is ideal).
- **Hot Tip! Bring sticky notes to leave a GLOW for the teachers when you visit.*

Category	Beginning	Developing	Proficient	Exemplary
🔍 **Lesson Design & Standards Alignment** *Is the learning clear and connected to standards?*	Objective unclear or not standards-based; tasks focus on rote procedures	Objective is somewhat aligned; limited focus on big math ideas	Clear, standards-based goal; activities support understanding	Strong alignment with standards; tasks are rigorous, meaningful, and show multiple ways to think
🎯 **Instructional Practices** *How are ideas being taught?*	Teaching is mostly lecture or procedural; limited support for understanding	Some use of strategies and questions; scaffolding is basic	Effective strategies used; questions help students think and reason	Instruction is dynamic, includes rich discussion, and adapts to student needs in real time
👥 **Student Engagement & Ownership**	Students are passive or off task; little participation	Some engagement; few chances to share thinking	Students are engaged, collaborate, and explain their reasoning	High student voice, active problem-solving, and meaningful discussions
🧠 **Differentiation & Access** *Does everyone have access to the learning?*	Supports are missing or ineffective; some students struggle to engage	Some differentiation; limited tools or flexibility	Supports meet most learners' needs; multiple strategies visible	Instruction is designed for all learners with flexibility, choice, and clear support for access
📊 **Data & Feedback Use** *Are feedback and progress part of the learning?*	Feedback is rare or generic; no use of data to guide teaching	Some feedback given; limited use of student data	Feedback is timely and useful; instruction adjusts based on what students need	Students know how they're doing, use feedback to set goals, and teaching is clearly driven by student progress

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After Math Walk

1. Debrief with the Team: If walking with a group, take 10–15 minutes to discuss trends and observations. Focus on what was working well and where you saw opportunities for support or growth.

2. Identify Common Patterns: Look for patterns across classrooms, such as strong student engagement or the need for more math talk. Use these insights to inform future professional learning or coaching.

***Hot tip: Consider having each member quietly enter their responses in a digital tool to help document the data to identify patterns.**

3. Share Reflective Feedback:
If appropriate, share brief, strength-based feedback with teachers. You might say, "I noticed how students were explaining their thinking using multiple strategies—great example of fluency and engagement!"

4. Plan Next Steps:
Based on what you observed, decide what support might be helpful:

- A spotlight on strong Tier 1 practices
- Targeted PD around math discourse, growth mindset, or access
- Peer learning or co-planning sessions

5. **Document Your Reflections:** Keep a record of your notes and findings for reference. This helps track progress over time and prepares you for follow-up walks or coaching conversations.