DC MATH TASK FORCE

OSSE e² Learning Walk Tool: Math™

MATH
SUBJECT

K-12
GRADES

Date

Teacher Name

School

Grade / Class Period / Section

Topic / Lesson / Unit

Content / Language Objective

Standard(s) Addressed in this Lesson

Observer Name

About the OSSE e² Learning Walk Tool: Math™

The OSSE e² Learning Walk Tool: Math™ is used to create a snapshot of the teaching and learning across classrooms and/or schools, focused on a key set of observable instructional practices related to Essential x Equitable (e²) Instruction™. The learning walk process facilitates opportunities to see, better understand, and collect data about the presence of grade-level, affirming, and asset-based instruction. This tool is not evaluative and intentionally focuses on students' experiences in the classroom through the interactions between students, teachers, and content—including instructional materials. The tool draws on the research in Student Achievement Partners' e² Instructional Practice Framework™ and is an evolution of the Instructional Practice Guide, a previous observation tool developed by Student Achievement Partners, focused on standards- and Shifts-aligned practice.

The OSSE e² Learning Walk Tool: Math™ contains four sections, highlighting specific instructional practices that fall within the four core questions for e² Instruction™. It attends to both instruction and student action examples. The descriptors throughout the tool highlight strategies for teaching all learners, and a companion guide provides considerations for varied learners' access to grade-level learning, including students with disabilities.

Using the OSSE e² Learning Walk Tool: Math™

The e² Learning Walk Tool: Math™ is used by system leaders and educators. Learning walks take place across classrooms in a school and/or district.

1. To use the tool, a small team conducts brief classroom visits (e.g., 2 to 5 educators spending 10-15 minutes in each classroom).
2. Observers take low-inference notes (observational, not inferential) on what they see and hear the teachers and the students doing and saying. Each observer reviews their low-inference notes as evidence for each of the instructional practices and student actions in the tool and records "Observed" or "Not Observed" for each instructional practice based on evidence present in the low-inference notes.
3. All "Observed" and "Not Observed" marks on the tool from each observer across classrooms in the school and/or district are collected and looked at together to identify themes and trends for areas of strength and areas for growth for the school and/or district related to Essential x Equitable Instruction™ and student experience across the system.

The data collected from learning walks can be used in conjunction with other measures, such as those included in Student Achievement Partners' e² Instructional Practice Suite™, including e² Surveys and Interviews™, to get a fuller picture of Essential x Equitable Instruction™ across the system that could lead to naming priorities and making data-informed decisions for the system.

CORE QUESTION 1: **Are students experiencing instruction that reflects the demands of the grade level and ensures they are supported to access and develop grade-level knowledge and skills?**

A. The instruction focuses on the grade-level cluster(s), grade-level or course-level content standard(s), or part(s) thereof, providing cognitive challenge and scaffolds when necessary for access to grade- or course-level content. • Students work with and practice grade-level or course-level tasks and problems. • Students utilize scaffolds that can be gradually released to access and practice grade-level or course-level tasks and problems. ◦ *Mathematical learning goal:* ◦ *Standard(s) addressed in this lesson:* ◦ *Curriculum materials used, including unit/lesson, if known:*	**Observed** **Circle observed if the instruction matches a grade-level standard*	**Not Observed**
B. The instruction appropriately relates new content to math content within or across grades and builds toward future mathematical concepts. • Students utilize and/or connect current mathematical understanding(s) from within or across grades to make meaning of new, developing mathematical ideas. • Students use tools and/or routines (e.g., visual imagery, concept mastery routines, concept anchoring) to connect new learning to relevant prior knowledge. • Students generalize new learning in novel situations.	**Observed**	**Not Observed**
C. The instruction intentionally targets the aspect(s) of Rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed. • Students co-construct and own the mathematical understandings produced in the classroom. • Students build procedural skill and fluency from conceptual understanding. • Students engage with and solve grade-level, real, relevant, and meaningful mathematical problems at all points of the learning process. *Is there a match between the aspect of Rigor called for by the standard and the aspect targeted in instruction? ◦ *Circle the aspect(s) of Rigor targeted in the standard(s) addressed in this lesson:* **Conceptual** **Procedural** **Application** ◦ *Circle the aspect(s) of Rigor targeted in this lesson:* **Conceptual** **Procedural** **Application**	**Observed**	**Not Observed**
D. The instruction provides students opportunities to exhibit mathematical practice(s) while engaging with the content of the lesson. • Students persevere in solving problems in the face of difficulty, and/or share their reasoning and critique the reasoning of others, using appropriate scaffolds as needed. • Students look for and make use of structure, use tools strategically, model mathematically, and/or attend to precision. ◦ *Which Standard for Mathematical Practice(s) did you see?*	**Observed**	**Not Observed**
E. The instruction includes opportunities for deliberate checks for understanding, affirming evidence of mathematical thinking, and adaptation of the lesson according to student understanding. • Students demonstrate progress toward understanding the math of the lesson and revise their thinking based on feedback with attention to sense making. • Students identify concrete, individualized adjustments to make progress toward the learning goal based on action-oriented feedback.	**Observed**	**Not Observed**

F. The instruction positions students as the mathematical experts, thinkers, and doers of mathematics. • Students co-construct, share, and own the mathematical ideas produced in the lesson.	**Observed**	**Not Observed**
G. The instruction leverages strategically sequenced explanations, representations, tasks, examples, and/or instructional techniques to make the mathematics of the lesson explicit. • Students share representations, explanations, and/or solution methods and make connections to strengthen their understanding of the math of the lesson.	**Observed**	**Not Observed**

Note any mathematical errors or inaccuracies in the instruction:

CORE QUESTION 2: Are students experiencing joyful instruction that fosters agency and a positive intellectual and emotional environment for learning?

A. The instruction creates the conditions for student choice within the lesson in ways that are connected to the learning experience and/or goals. • Students choose methods for expressing their understanding. • Students make choices about ways to engage in their learning (e.g., how to spend their time, who to spend it with, and what tasks/problems to work on).	**Observed**	**Not Observed**
B. The instruction fosters engagement, models excitement, and builds a sense of curiosity. • Students show a sense of joy, excitement, and curiosity about learning and celebrate one another's responses.	**Observed**	**Not Observed**
C. The instruction promotes a classroom culture of growth mindset in which students share their tentative mathematical thinking, and approximations, mistakes, and errors are viewed as important learning opportunities. • Students take risks, share developing and tentative thinking, and learn from approximations, mistakes, and errors to understand the math of the lesson.	**Observed**	**Not Observed**
D. The instruction creates conditions in which students build on one another's shared ideas and math knowledge to make sense of the math of the lesson. • Students talk and ask questions about each other's thinking in order to clarify or improve their own mathematical understanding. • Students use tools to support discussion (e.g., prompts or protocols that guide sharing of thinking).	**Observed**	**Not Observed**
E. The instruction provides structures, routines, and/or tools to support students in reflecting and self-regulating their emotions, thoughts, and behaviors while engaging with peers and learning the math of the lesson. • Students use structures, routines, and/or tools to reflect on and self-regulate their emotions, thoughts, and behaviors, which support them to engage with peers as part of the math community.	**Observed**	**Not Observed**
F. The instruction provides opportunities for metacognition, including time, structures, and/or routines to support student self-awareness of their learning. • Students reflect on their own mathematical thinking, understanding, and learning connected to the math of the lesson. • Students monitor and evaluate their progress while engaging in the math of the lesson. • Students use provided tools to anticipate and plan for challenges (e.g., rubrics, checklists).	**Observed**	**Not Observed**

Classroom:

Date:

Observer Name:

CORE QUESTION 3: Are students experiencing instruction that leverages their linguistic repertoires and backgrounds to support multilingualism[1] and the simultaneous development of content knowledge and language?

A. The instruction positions students to use their full language repertoires as valuable assets. • Students utilize their home language, dialect, register (social or academic), and/or other individual forms of communication (e.g., sign language, body language, non-verbal communication), and translanguage as they process, explain, and justify mathematical thinking. • Classrooms incorporate environmental print that includes students' home language, dialect, and/or register (social or academic).	**Observed**	**Not Observed**
B. The instruction provides intentional use of language tools and/or language supports to students to build language skills. • Students use tools and supports to engage in the content of the lesson (e.g., Math Language Routines, vocabulary word walls, sentence or discussion frames, and/or visual aids). • Students use materials and tasks that are provided in multiple languages.	**Observed**	**Not Observed**
C. The instruction explicitly attends to vocabulary, syntax, and/or language development. • Students practice and utilize language and vocabulary skills while doing mathematics. • Students leverage cognates while doing mathematics.	**Observed**	**Not Observed**
D. The instruction includes explicit expectations for expressive (writing and speaking) and/or receptive (listening and reading) communication to engage with the math of the lesson, including language objectives in addition to content objectives. • Students communicate, including reading, writing, speaking, and/or listening, to facilitate meaning making of the math of the lesson. • Students use multiple ways to perceive language (e.g. translations, text-to-speech software, written transcripts for videos). • Students use multiple tools to support communication (e.g. technology, virtual or concrete manipulatives), including various mathematical notations (e.g. digital or multiple mathematical representations of notation). • Students recognize and work toward enacting the language objective of the lesson. ◦ *Language objective:*	**Observed**	**Not Observed**
E. The instruction provides students opportunities to communicate their mathematical reasoning through simultaneous mathematical meaning making and language development. • Students use increasingly precise mathematical language and ideas. • Students develop academic language and mathematics concepts simultaneously.	**Observed**	**Not Observed**

[1]Multilingualism includes the full spectrum of students' communicative resources, encompassing multiple languages, dialects, registers, sign languages, and other modes of communication that students use to express themselves and construct meaning.

CORE QUESTION 4: Are students experiencing instruction that leverages their diverse backgrounds as assets and engages them in learning about, critiquing, questioning, and taking action in the world around them through relevant, real-world contexts?

A. The instruction affirms and centers the assets and knowledge of students and/or makes real-life connections between mathematical concepts and the local community, cultures, and current events relevant to students' lives. • Students engage in mathematics utilizing their full identities (e.g., cultural, social, linguistic knowledge, disability) and funds of knowledge. • Students see themselves in the lesson in ways that highlight strengths of their community. • Students see connections between home, community, and school as they do mathematics.	**Observed**	**Not Observed**
B. The instruction includes opportunities for students to use mathematics to understand, analyze, question, and/or take action in the world around them. • Students utilize mathematics as a tool to interrogate the world around them. • Students use mathematics to solve relevant or novel problems in their community.	**Observed**	**Not Observed**
C. The instruction structures the doing of mathematics through collaboration, reinforcing a collectivist approach to mathematics and countering traditional math structures of individualism and competition. • Students participate in teamwork and collaboration while learning and doing mathematics, and have opportunities to learn from and teach each other. • Students use established protocols, norms, and/or agreements to engage in collective learning.	**Observed**	**Not Observed**