Response to Intervention Walkthrough Checklist

This walkthrough provides informal feedback for teachers and should be completed by a member of the school RTI professional learning community/task force and/or a school administrator. This is intended as a professional support for mathematics instruction and will highlight various tactics and strategies that are currently recommended for mathematics instruction. This is not a professional evaluation of instruction. It is not likely all indicators will be observed because these indicators encompass a wide variety of instructional practices. Note that some instructional tactics may not be appropriate for some mathematics lessons. The team member conducting the walkthrough should provide this feedback and review it with the teacher in an informal discussion after conducting the walkthrough.

Teacher's Name:	School:
Grade:	RTI Team Member/Observer:
Date of Walkthrough:	

Classroom Environment and Instructional Format
___ Room displays indicate mathematical content appropriate to grade level.
___ Manipulatives are accessible for student use.
___ Students are responsible for the management of math materials.
___ Students are familiar with routines and expectations (for example, they move into small groups quickly, are prepared for activities, and gather appropriate materials with little direction from the teacher).
___ The teacher effectively uses differentiated instruction, including small groups and individual instruction, as appropriate.
___ The teacher provides supplemental mathematics activities.
___ Both the students and the teacher reflect an enthusiasm for mathematics.
Comments:

Introduction of Mathematical Concepts
☐ Instruction reflects teacher's knowledge of student needs based on formative assessment data.
☐ Relevant precursory skills are reviewed in each lesson.
☐ Teacher provides students struggling with precursory skills with supplemental materials such as scaffolding.
☐ Teacher addresses student learning styles in diversified learning activities.
☐ Teacher presents students with a question or real-world problem to activate math thinking.
☐ Teacher and students raise mathematical questions frequently, and students have multiple opportunities to discuss and share their mathematical thinking.
☐ Teacher has chosen mathematical materials based on concepts as well as student needs.
☐ Materials for the mathematics lesson are organized and prepared.
Comments:
Instructional Activities for Conceptual Understanding
☐ Instructional activities include an appropriate balance of teacher-directed and student-centered activities based on content and student needs.
☐ Students are sufficiently scaffolded to engage successfully in inquiry learning activities.
☐ Students use manipulatives and mathematics tools appropriate to the task.
☐ All students are actively engaged in learning.
☐ Student groups are flexible and frequently change.
☐ Students have choices available in some mathematics activities.
Comments:

Instructional Activities for Automaticity
___ Teacher identifies skill elements that require practice to build automaticity on a student-by-student basis.
___ Teacher identifies assessment strategies to identify and increase automaticity.
___ Students have adequate time and materials to practice skills and build automaticity.
___ Students utilize available technology to increase automaticity with skills.
Comments:
Problem-Solving Activities
___ Problem-based learning activities provide the basis for some of the instruction.
___ Students and teachers frequently discuss problems similar to those being taught to expand applicability of mathematics concepts.
Comments:
Assessment Activities
___ Teacher asks open-ended questions to extend learning or provide clarification.
___ Students frequently describe mathematical insights to classmates and teachers.
___ Student accountability is embedded in various activities.
___ Teacher interacts with students and monitors understanding.
___ The classroom structure fosters frequent progress monitoring for struggling students.
Comments:

Closure Activities and Summarization
___ Students often summarize mathematics content for each other, working in pairs during the middle of a lesson, while the teacher checks for conceptual understanding.
___ Summaries of activities at the end of the lesson frequently result in some product (for example, a poster summarizing lesson content or bulletin-board notes summarizing content that is then displayed for subsequent days during that instructional unit).
___ Students use the writing process to summarize mathematical thinking (such as the use of a math journal to deepen understanding and serve as informal formative assessment).
Comments:
Signature: