**Best Practices in Mathematics Learning Walks**

<table>
<thead>
<tr>
<th>Current Lesson Math Strand</th>
<th>Number</th>
<th>Data &amp; Probability</th>
<th>Geometry</th>
<th>Algebra</th>
<th>Measurement</th>
</tr>
</thead>
</table>

**Proximity**

- *four/five* pairs/threes
- *pairs/threes*

**Student Seating:**

- *four/five* pairs/threes

**Student Collaboration:**

- *four/five* pairs/threes

**Teacher Movement:**

- *Works with multiple groups*
- *Circulates in room*

**Communication / Level of Mathematical Discourse**

**Mathematical Discussion During Lesson:**

- *Student led*
- *Teacher led*
- *Shared equally*

**Mathematical Language Used by Students (verbal):**

- *Student uses mathematical terms (vocabulary)*
- *Student demonstrates clarity in thinking*
- *Word choice*
- *Explanation*

**Evidence of Mathematical Writing:**

- *Student justifies answer/solution*
- *Student explains thinking*

**Facilitator Questioning:**

(Note the differences between the ideal higher level & the basic lower level skills.)

- *Higher level* (action verbs, explain, justify, predict, create, compose, construct, formulate, estimate, analyze)
- *Lower Level* (recalling facts, patterns, methods, arrange, calculate, list, label, memorize, order, restate, tell, order)

**Student Engagement in Activity**

- *Actively involved* (student collaboration and interest in task evident)
- *Somewhat involved* (student collaboration and interest in task evident for most students)

**Classroom Environment**

**Student Work Displays**

- *Recent Math work (current strand/book)*
- *Math Word Wall*
- *Prior Math work (other math strands/books)*

**MPS Mathematics Framework**

**Evidence student’s are ___ in a mathematics lesson:**

- *Understanding*
- *Problem Solving/Applying*
- *Engaging*
- *Computing*
- *Reasoning*

[See back for more on the MPS Mathematics Framework]