Accelerated and Enriched Mathematics "Look-Fors"

Classroom Instruction

- ✓ Group problem solving
- ✓ Students using manipulatives to support their thinking
- ✓ Evidence of a variety of strategies to solve a problem
- ✓ Students solving "big problems" with real world connections
- ✓ Tiered lessons including instruction from the required lesson sequence and the accelerated lesson sequence as appropriate
- ✓ All students receiving direct instruction with the teacher in small groups based on pre- and formative assessments (not just those who need review)
- ✓ Instruction based on multiple resources as described in the Instructional Guides.

Grouping Practices

- ✓ Ongoing assessment used to form groups and guide instruction
- ✓ Use of multiple differentiation models for acceleration and/or enrichment: accelerated pathways within Instructional Guides, instruction at a different grade level if needed, dedicated time with intellectual peers

Classroom Environment

- ✓ Evidence that the classroom is a rich mathematics environment: a math word wall that contains words from the current unit and previous units, posters about math, evidence of manipulatives
- ✓ Evidence of mathematical sharing by students: chart paper showing group problem solving, posters made by students, diagrams showing how students used manipulatives to solve problems
- ✓ An anchor activity center, or other centers or stations that demonstrate the meaningful tasks students engage in when they are not working directly with the teacher
- ✓ Posted lists of websites students may visit to refine and extend their knowledge
- ✓ Demonstrated connections between math and other subjects: use of measurement tools to solve science problems, vocabulary webs showing an analysis of math words, connections between math concepts and economics, etc.

Homework

- ✓ Differentiated homework based on classroom instruction when appropriate
- ✓ Problems that require students to apply their skills to a real situation
- ✓ Problems that require students to use a variety of resources in addition to the textbook

It would not be expected that all of these look-fors would be evident all the time in every classroom.