

## Key 3—Monitor Consistent Expectations for Exemplary Instruction

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Communication in the mathematics classroom is vital to students sharing their understanding of concepts and procedures. Students engage in high levels of discourse every day to develop meaningful understanding of mathematics.	
Differentiation is evident in flexible grouping, lesson design, and mathematical tasks.	
Teachers employ and monitor district-developed and site-based intervention models to ensure all students have access to core instruction and tiered interventions.	
Standards for Mathematical Practices are observable during every classroom walkthrough and students can describe which mathematical practice they are developing.	
Teachers consistently implement the intended curriculum with fidelity. Site and district leaders observe the intended curriculum daily.	
Teachers consistently employ research-informed instructional strategies. Teachers use and connect mathematical representations.	
Teachers design lessons to build procedural fluency from conceptual understanding for application. Teachers support students' productive struggle in learning mathematics.	
District-level leaders, in conjunction with site-level leaders, ensure they provide dedicated time for teachers and intervention program staff to interact, ensuring continuity of instruction.	