

# Utah State Office of Education

## The Balanced Math Classroom

Teacher: \_\_\_\_\_ Grade level: \_\_\_\_\_ Date: \_\_\_\_\_

The following components should be evident in Balanced Math lessons. This checklist can be used by administrators to give feedback after observations, as well as by teachers as a self-reflection tool.

Launch: 5-15 minutes	Yes	Sometimes	No
Teacher presents a worthwhile mathematical task to the whole group in the form of a question or problems in context for students to solve or a concept to be explored.			
Task allows for a range of learners to be successful.			
Teachers checks for understanding of the task and restates as necessary.			
Students are actively listening.			
Students participate by asking or answering questions.			

Explore: 20-30 minutes	Yes	Sometimes	No
Students explore solutions to the task using appropriate tools (e.g. counters, hundreds charts, unifix cubes, pattern blocks).			
Students represent and justify their thinking using numbers, diagrams, and/or words.			
Students work individually, in pairs, or small groups as determined by the task.			
Students are on task and engaged in mathematical tasks and mathematical conversation.			
Voice levels are controlled and purposeful.			
Teacher moves around the room rather than standing or sitting at his/her desk.			
Teacher provides support by asking questions to clarify, extend, and illuminate students' mathematical thinking.			
Teacher assesses student learning through observations, interviews, and/or examining student work.			
Teacher selects student work to highlight during the whole group discussion (debrief) according to the mathematical objectives of the lesson.			

Debrief: 10-25 minutes (depends on grade level and task)	Yes	Sometimes	No
Students are seated in an arrangement that promotes dialogue (asking clarifying questions, rephrasing ideas, making connections).			
Several students share and justify teacher selected work samples.			
Students are actively listening and commenting on other students' ideas.			
There is more student talk than teacher talk.			
Student contributions and mathematical are recognized and appreciated			
Teacher uses correct mathematical vocabulary/terms.			
Teacher orchestrates the discussion through questions bringing ideas and strategies to the surface.			
Teacher focuses students on key mathematical ideas.			
Teacher helps connect prior knowledge in order to extend students' thinking.			
Teacher summarizes the discussion and makes connections to a concisely stated objective that all students understand.			

