**Math Strategy Implementation Guide**

**Strategy: Using the Gradual Release Model, all staff will implement explicit and systematic instruction for all learners providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.**

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| **Critical Component****(Non-negotiable)** | **Ideal “Gold Standard” of Implementation** | **Unacceptable Variation of Implementation** |
| Focus Lessons: (“I do it”)Teacher provides clear models | Teacher ensures instructional materials are systematic and explicit. In particular they should include numerous clear models of easy and difficult problems with accompanying teacher think-alouds. | Teachers provide only one or two models of how to approach a problem and that most of these models are easy-to-solve problems. |
| Guided Instruction: (“We do it”)Students receive extensive practice in use of newly learned strategies and skills. | Teacher provides scaffolded practice, where the teacher plays an active role and gradually transfers the work to the students by teacher and students solving problems together. | Teachers provide inadequate practice time necessary for students in tiers 2 and 3 to master the material being taught. |
| Collaborative Learning: (“You do it together”) | Teacher provides students with opportunities to solve problems in a group and communicate the strategies they are using to complete each step of the process and provide reasons for their decisions. | Teacher does not provide enough opportunities or group work structure for students to interact using the problem-solving language they are learning. |
| Independent Work: (“You do it alone”) | Teacher “releases” student to proceed to independent practice when they can solve the problem with little or no support. | Teacher provides inadequate time for students in tiers 2 and 3 to master the material through independent practice with teacher guidance. |
| Corrective Feedback:  | Teaches provides specific feedback that clarifies what students did correctly and what they need to improve. They will provide opportunities for students to correct their errors. | Teacher does not clarify what students did correctly or need to improve. |
| Cumulative Review: | Teacher ensures instructional materials include cumulative reviews in each session providing students with an opportunity to practice topics previously covered in depth. | Teacher does not include cumulative reviews in each session providing students with an opportunity to practice topics previously covered in depth. |