

Use this document to monitor your implementation of ST Math. It also serves as a supporting document for teachers as they plan to use ST Math in their classroom. The document is divided into three sections: (1) Learning Environment, (2) Student/Teacher Interactions, and (3) Accountability. Look-Fors provide a quick checklist to support a successful implementation. Included in this document are suggested strategies for using the curriculum, resources, & related materials to support implementation.

Learning Environment		
Look-Fors	Strategies	Notes
<ul style="list-style-type: none"> <li><input type="checkbox"/> Students Signed In</li> <li><input type="checkbox"/> Teacher Monitoring Students</li> <li><input type="checkbox"/> Students on Task</li> <li><input type="checkbox"/> Easy Access to Math Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Look at data/alerts on the teacher dashboard to determine students needing support.</li> <li>• Establish clear rules and procedures                             <ul style="list-style-type: none"> <li>○ What do students do when they get stuck?</li> <li>○ How do they get math tools?</li> <li>○ What do they do at the end of ST Math time?</li> <li>○ What do they do if they have a question?</li> </ul> </li> <li>• Use tools to model the problem, assign meaning to it, and test out their thinking before they click on the puzzle                             <ul style="list-style-type: none"> <li>○ Possible tools Centimeter Cubes, Connecting Cubes, Counters, Color Tiles, Two-color counters, Base 10 Blocks, etc.</li> </ul> </li> </ul>	
<p><b>Instructional Resources</b></p>		
<ul style="list-style-type: none"> <li>• Game Mats/Math Mats <a href="#">↗</a></li> <li>• Manipulatives</li> </ul>		

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Student/Teacher Interactions		
Look-Fors	Strategies	Notes
<ul style="list-style-type: none"> <li><input type="checkbox"/> Student Self-Facilitation</li> <li><input type="checkbox"/> Teacher Facilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage the use of ST Math facilitation tools.                             <ul style="list-style-type: none"> <li>◦ In console playback features and annotation tool</li> </ul> </li> <li>• Teach students how to self-facilitate using The Problem Solving Process as a way to problem-solve through the puzzles.</li> <li>• For students who are stuck, provide the Persevering Through Problem Solving Math Journal to help them think through the puzzle.</li> <li>• Ask questions that build student agency and identity. The onus of thinking should be on the students. Teachers need to ask questions that support and promote thinking rather than tell students how to solve the problems. Some questions teachers can ask include:                             <ul style="list-style-type: none"> <li>◦ What do you notice? What do you wonder? What question is the problem asking?</li> <li>◦ What is your strategy? What do you think will happen?</li> <li>◦ Try your strategy. Describe what happened.</li> <li>◦ What did you learn? How will you use what you learned?</li> </ul> </li> </ul>	
<p><b>Instructional Resources</b></p>		
<ul style="list-style-type: none"> <li>• The Problem Solving <a href="#">↗</a> Process</li> <li>• Persevering Through Problem Solving Journal <a href="#">↗</a></li> </ul>		

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## Accountability

Look-Fors	Strategies	Notes
<ul style="list-style-type: none"> <li>❑ Use of Data to support ST Math time</li> <li>❑ Student Accountability</li> <li>❑ Goal Setting</li> </ul>	<ul style="list-style-type: none"> <li>● Review ST Math data weekly to determine which students need support, how to structure small groups, and where to make connections.</li> <li>● Use ST Math data trackers, journals, and/or exit tickets for students to communicate their learning.</li> <li>● Teachers have goal-setting conversations with students about their individual goals and how they plan to achieve them                             <ul style="list-style-type: none"> <li>○ Build student agency by supporting students in developing appropriate goals, monitoring their progress toward the goals, and making the necessary adjustments.</li> </ul> </li> </ul>	
<p><b>Instructional Resources</b></p>		
<ul style="list-style-type: none"> <li>● Data Trackers <a href="#">↗</a></li> <li>● Math Journals <a href="#">↗</a></li> <li>● Exit Tickets <a href="#">↗</a></li> </ul>		