



Principal's Implementation Checklist

Measurement and Geometry: Building Conceptual Understanding in Young Children (K-3)

Course Objectives:

Participants will:

1. Understand current research findings regarding teaching mathematics to young children.
2. Understand the big mathematical ideas in select activities and why we teach what we teach.
3. Form a network of colleagues and a support system to continue growth in mathematical content knowledge.

During a brief classroom “walkthrough” observation, the school principal can use the following checklist to note activities and strategies taught in the course and implemented in the classroom.

Teacher:	Date:	School:			
<i>Strategies</i>	Degree of Implementation				
	<i>1 (low)</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5 (high)</i>
Teacher follows mathematical problem solving activities with discussion and questioning.					
Teacher's instructional plan shows evidence of developing concepts over time.					
Teacher uses rubrics for assessing student work					
Teacher shares performance criteria for tasks with students.					
Mathematical tasks connect to prior lessons.					
Mathematical tasks allow for success at all learning levels.					
Teacher monitors student work and gives appropriate feedback					
Teacher regularly					



collaborates with other teachers to examine instructional practices.					
Comments: _____ _____ _____ _____ _____ _____ _____					