

# Teacher Reflection for Math Planning

## PLANNING

Rate yourself in each area:

**N** - Not Using      **B** - Beginning      **A** - Applying      **E** - Extending

I understand and utilize backwards planning design.	
I understand the standards and content that I teach.	
I plan collaboratively with my team.	
I am cultivating a community of math learners in my classroom.	
I balance instructional time spent on teaching for conceptual understanding, developing procedural fluency, and promoting strategic competence through meaningful activities.	
I effectively match content and activities (surface, deep, transfer).	
I ensure that students connect new content/skills to prior learning.	
I provide my students with engaging tasks that accurately reflect mastery of the day's content/skills focus.	
I begin new content with contextual situations and concrete models, then move to pictorial/representational models, then to symbolic/abstract.	
I am intentional about the models used to demonstrate skills/content.	
I have a daily flexible plan for differentiation.	
I ensure that my students are engaged in daily discourse.	
I ensure that productive struggle is a regular part of my classroom routine.	
I provide my students with daily practice to maintain previously taught concepts and skills, including regular practice for computational fluency.	
I use previous formative and summative assessments to guide instruction.	

Choose 1-3 goals and list below. Goals can include further strengthening current strengths and/or improving areas of need.

On the back of this sheet, create an action plan for achieving your goals. Include any areas where you will need resources or support.

