Number Talk Implementation Observation Checklist/Self-Assessment Tool

Teacher:		Grade:	Setting:
			Absent students:

Number Talk Problem	Student Engagement		Student Responses		Student Strategies Shared
What problem is posed?	❑ Very few engaged ❑ Some engaged ❑ Most engaged ❑ All engaged		❑ Very few students identify one strategy ❑ Some students identify one strategy ❑ Most students identify one strategy ❑ All students identify one strategy *How many students had multiple strategies?* ❑*Very Few* ❑*Some* ❑*Most* ❑*All*		
Have students been exposed to this skill/ concept previously? ❑ Yes ❑ No	Who struggled?	Who exceeded?	Who struggled?	Who exceeded?	

Key Implementation Features (*Place a check mark in each box if implemented/observed*)				
Quick (10-15 min)	Teacher as Facilitator	Teacher recorded the student thinking to visually interpret the strategy	Mental Math plays an integral part in the Number Talk	Purposeful set of computation problems to build fluency
Expectations set and classroom Number Talks procedures were clear	Hand Signals to promote Wait Time	Overall respect amongst group while students are sharing their thinking/answers	Students, rather than teacher, determines if the answer is correct/incorrect	Use of scaffolds (e.g., whiteboards, manipulatives, or visual cues) for struggling learners

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Reflection and/or Observational Feedback- Identify one to two areas of strength (+) and one to two areas to support future implementation (Δ).

Focus Areas	+/Δ	Notes
Reconsider the problem posed to students (easier/harder skill/concept, additional scaffolds)		
Consider reframing the problem to elicit multiple student strategies		
Include more time for students to discuss their thinking about numbers and strategies		
Give students opportunities to reflect on their thinking and reasoning about numbers, operations, and strategies		
Provide opportunities for students to check and justify reasonableness of solutions		
Facilitate active participation in number talks (consider the problem type, environment, wait time, or behavioral expectations)		
Facilitate opportunities for students to make generalizations and abstractions from concrete and representational models		
Encourage student use of multiple representations of thinking and work (e.g., pictures, number lines, hundreds chart, place value, words, manipulatives)		
Establish clear expectations and procedures. Including expected student behaviors (e.g., hand signals, model peer-to-peer feedback examples)		
Consider the use of scaffolds for struggling learners		
Other Suggestions to support implementation		

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