Ready Mathematics Look-Fors

The indicators under "Look-Fors" describe evidence of Top Teacher Actions.
This tool can be used to support lesson planning and observation.

Teacher Actions	Look-Fors	Notes
Plan with Purpose	• Prepares questions to promote the goals of the lesson • Understands and anticipates many different solution strategies that students may use and thinks about how to sequence those strategies for classroom discussions • Recognizes and addresses misconceptions and errors	
Support Productive Struggle	• Allows students a long enough time to think before they share their solutions or answers with partners or the class • Does not ask a question and accept an answer from the first student to raise his or her hand • Asks students questions to encourage and support students if they get "stuck" rather than telling them what to do	
Facilitate Meaningful Discourse	• Poses purposeful questions that engage all students in doing the majority of thinking and talking • Asks students to explain and critique their solution strategies and responses to questions as well as those of their peers • Frequently has students engage in partner or small group conversations before discussing with the class	
Discuss Multiple Strategies	• Encourages students to solve problems in more than one way and become flexible with multiple models and strategies • Circulates during independent think time and partner discussions to select and sequence multiple solutions to share during whole class discussion that advance the lesson's goals • Compares and connects students' solution strategies to one another and to those shown in *Ready* instruction	
Differentiate with Targeted Resources (as needed)	• Uses Quick Check to inform on-level lesson differentiation and remediates with activities in the Teacher Resource Book • Uses *i-Ready* reports and the Teacher Toolbox to provide instruction and practice targeted to students' specific needs • Provides opportunities for teacher-led small group work, student-led small groups, *i-Ready Instruction* time, and Independent time, as appropriate	
Maximize the Blended Learning Experience	• Establishes and sticks to systems and routines to consistently use *i-Ready* weekly • Gets good data by preparing students for the Diagnostic, setting class and individual goals, and monitoring students as they take the Diagnostic • Actively monitors progress on *i-Ready* by looking at class and individual usage and percent of lessons passed	

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