

## Indicator P2.2 Modifying Instruction

Analyzes results from a variety of assessments and other data (e.g., attendance, engagement) to measure student learning, inform instruction, and determine differentiated interventions. Evaluates the effectiveness of instruction and modifies it based on formative assessment results and feedback from students and colleagues.

What Effective Math Teachers Know	What Effective Math Teachers Do	✓ Focus
a. Learning targets should be broader than just aimed at enabling students to pass a high stakes test.	<ul style="list-style-type: none"> <li>● Articulate to students what the targets are and how they can be attained.</li> <li>● Include both teacher and students in defining the targets and strategies for assessing.</li> </ul>	
b. Lessons are tweaked based on ongoing formative assessment activities.	<ul style="list-style-type: none"> <li>● Question students in order to get at their understanding.</li> <li>● Readjust lessons when students' thinking is off and/or when more information on students' thinking is needed.</li> </ul>	
c. Formative assessment is an integral part of instructional lessons.	<ul style="list-style-type: none"> <li>● Use a variety of strategies (such as authentic tasks, explicit questions that probe for reasoning, observations, etc.) that are built into each lesson.</li> <li>● Informally assess students' understanding of the material throughout each lesson.</li> </ul>	
d. Lessons have to be differentiated when a portion of the students miss the mark.	<ul style="list-style-type: none"> <li>● Provide further exposure to content for those students who are struggling.</li> <li>● Ensure struggling students have access to concrete experiences to further their understanding.</li> <li>● Provide more complex, abstract problem-solving situations for students to select who demonstrate basic mastery.</li> </ul>	

Notes to self