

Equals Math Implementation Scale

Mark scale on every item to report progress in implementation of Equals Math Curriculum.

Name: _____ Email: _____ Number of students _____ (total) Number of paraprofessionals _____ (in Math)

Grade Level(s): _____ Disabilities: _____ Chapter placements: Group 1: _____ Group 2: _____ Group 3: _____

Implementation Steps

Completed

In Progress

Need Support

Not Completed

I Don't Know

Comments

Equals Math training (mark each):

- onsite
- live webinar
- pre-recorded webinar
- district-led training
- follow-up webinar
- coaching

Quick Start: Registered for
Member's Only

Quick Start: Organized Kit materials

Located Assessment Kit materials
*if administering

Assessed students for placement
(with Equals or other assessment, or
using Content pages).

Completed Exploration Lesson(s)
(Overview manual: Appendix C)

Determined starting point for each
student; grouped students.

Prepped lesson materials by Section.

Math Focal Point location chosen and
set up for for communication/review.
Daily math lesson schedule for
students has been created.

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Implementation Steps	Completed	In Progress	Need Support	Not Completed	I Don't Know	Comments
Teaches lessons: all lesson components with adjusted pacing. Models expectations.						
Math Focal Point: reviews daily, displays examples: Numbers Notes, Concrete Connections, Solve poster, student work from lesson.						
Math Action Dictionary: uses to support students' individual needs for active learning (name adaptations).						
Implements one or more ways to manage small group instruction.						
Students demonstrate active learning during lessons taught to fidelity.						
Students demonstrate problem solving; choose action, engage in strategy, participate in discussion.						
Incorporates Equals Technology Lesson Center using Equals lesson as a guide for <u>(mark all that apply)</u> : group instruction, demonstration, problem solving, and/or games to support lesson. Uses switch access.						
Ongoing assessment/data collection for student growth and understanding: <u>(mark all)</u> : Student Tracker form, Problem Solving Assessment, Student Informal Lesson Assessment, I Learned Workmats, Number Notes, Vocabulary recognition, and/or formative assessment opportunities in the lesson, e.g. Math Dash, Skill worksheets, Show & Tell, etc.						

Equals Math Questionnaire

Answer all of the questions.

Name: _____

1. Which lesson are you currently teaching? (Chapter/Lesson/Section) _____

Describe the objective you are working on with your students.

2. What questions do you have regarding implementation of Equals Math curriculum?

3. Describe three positive experiences and/or successes you observed when teaching Equals Math.

4. Did you have challenges in implementing Equals Math? If so, describe them.

5. Do you require support in implementing Equals Math? If so, describe.