enVision New York Administrator Look Fors

enVision New York 2020

This educational tool is intended for school administrators in their support of teachers using **enVision** New York instruction. It is not an evaluative tool.

Math Anytime		Comments
	The teacher posed the **Today's Challenge**.	
Step 1: Develop Problem-Based Learning		Comments
	The teacher posed the **Before** questions (blue questions) to the whole class.	
	The teacher posed the **Solve and Share** problem—to develop students' understanding of the mathematics.	
	The teacher provided sufficient time for students to work (i.e., in pairs or small groups) toward a solution in the **Solve and Share** problem.	
	The teacher asked guiding questions (**During** blue questions)—as students worked through the **Solve and Share**.	
	The teacher provided opportunities for students to work with manipulatives/tools—to develop their understanding of the mathematics posed during the **Solve and Share**.	
	The teacher provided opportunities for students to participate in small group discussions about the **Solve and Share** (i.e., share their thinking, discuss solutions, compare, and analyze how they came to their solutions).	

	The teacher provided opportunities for students to share with the whole group (i.e., about their thinking, discuss solutions, compare, and analyze how they came to their solutions) to the **Solve and Share**.	
	The teacher provided students with opportunities to **Share and Discuss Solutions** (using the **After** questions, sample student work on Savvas Realize™, or student samples).	
	The teacher posed the **Transition to Visual Learning Bridge** (blue questions/statements).	
	The teacher posed the **Extension for Early Finishers** question (blue questions), as needed.	
Step 2: Develop: Visual Learning		Comments
	The teacher presented the **Visual Learning Bridge** (or **Visual Learning Animation Plus** on **Savvas Realize**)—to reinforce concept development.	
	The teacher posed questions (blue questions in the math practice sections) about the **Visual Learning Bridge** or **Visual Learning Animation Plus**.	
	The teacher provided time to engage in the **Do You Understand?/Show Me!** (Grades K–2) or **Convince Me!** (Grades 3–5) activities.	
	The teacher reviewed students' responses to **Do You Understand?/Show Me!** (Grades K–2) or **Convince Me!** (Grades 3–5) activity—to determine whether students can apply concepts and identify misconceptions that need to be addressed in **Guided Practice**.	
	The teacher led a discussion about the **Essential Question**.	

	The teacher led students through the **Guided Practice**.	
	The teacher provided differentiated instruction (**Error Intervention/Reteaching Sets**) during the **Guided Practice**.	
	The teacher assigned practice (i.e., **Independent Practice**, **Math Practices and Problem Solving**, and/or **Practice Buddy**—online for Grades 3–5).	
	The teacher checked for student understanding using the **Quick Check** (online or print).	
Step 3: Assess and Differentiate		Comments
	The teacher reviewed student responses to the **Quick Check**—to be prepared to prescribe differentiated instruction.	
	The teacher used the results of the **Quick Check** to assign differentiated instruction (i.e., **Intervention**, **Reteach**, **On-Level**, or **Advanced**).	
	The teacher assigned additional differentiated practice (i.e., **On-Level Activity Centers**, **Advanced Activity Centers**, **Technology Centers**, **Math and Science Activity**, **Leveled Assignments**, **Practice Buddy: Homework & Practice** (Grades 3–5), **Math Tools and Math Games**, **Another Look**, **Adaptive Homework & Practice Powered by Knewton** (Grades 3–5)).	