**Task Implementation Checklist**

| **Stage** | **What is occurring?** | **With whom is it occurring?** | **When is it occurring?** |
| --- | --- | --- | --- |
| **Pre-Planning** | * Select Standards of Learning and/or Objectives * Set learning intentions and success criteria * Select/modify aligned task * Complete the task and anticipate student responses * Prepare assessing and advancing questions | Ideally with professional learning community | Takes place prior to task implementation |
| **Task Implementation (Before)** | * Activate prior knowledge | Whole Class | Takes place during instruction but should be considered during planning |
| **Task Implementation (During)** | * Monitor – Teacher will listen and observe students as they work on task and ask assessing or advancing questions | Students work individually or in small group |
| * Select – Teacher will decide which strategies or thinking that will be highlighted that will advance mathematical ideas and support student learning * Sequence – Teacher will decide the order in which student ideas will be highlighted | Moving from individual or small group to whole group |
| **Task Implementation (After)** | * Connect – Teacher will consider ways to facilitate connections between different student responses | Whole group |
| **Teacher Reflection About Student Learning** | * Provide feedback on student work * Identify next steps for instruction for each student | Ideally with professional learning community | Takes place after task implementation |

Adapted from:

Smith, M., Gamoran Sherin, M. (2019). *The 5 Practices in Practice: Successfully Orchestrating Mathematics Discussions in Your Middle School Classroom.* Thousand Oaks, CA: Corwin.