Appendix 4

Stepping Stones Core Four Tool

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The *Stepping Stones* Core Four (SSCF) tool is designed to help an observer understand the extent to which school personnel are applying the core elements of the *Stepping Stones* program in classrooms during brief classroom walkthroughs. Using this tool, observers gather data on the Core Four: components of the *Stepping Stones* program that are *look-fors*. Observers then give educators feedback and identify and summarize needs for professional development to improve the implementation of the *Stepping Stones* program. This tool is not intended to be used to evaluate teacher performance.

Administration

Administrators and coaches assess program implementation during 15–30 minute classroom observations. Before observers conduct a walkthrough using the SSCF tool, they should review the lesson plan for the *Stepping Stones* lesson they will be observing. They may also consider a pre-conference with the teacher to better understand the lesson. During the classroom walkthrough, observers use the SSCF tool to identify specific components of the *Stepping Stones* program in use. After the observation, and before making the final rating, observers post-conference with the teacher to ask any clarifying questions and inquire about any of the Core Four Look-fors they did not observe during the lesson.

Scoring

Each Look-for is scored on a rating scale giving a total of 12 possible points per classroom observation.

0 NO EVIDENCE	1 INITIAL EVIDENCE	2 SOME EVIDENCE	3 STRONG EVIDENCE	N/A CANNOT BE DETERMINED
This Look-for is not in place and teacher responses do not indicate this Look-for occurs with any degree of fidelity.	Conversations with teachers or observations of the classroom show initial evidence that this Look-for is occurring irregularly.	Some evidence of this Look-for was observed during the classroom walkthrough. Teacher responses indicate this Look-for occurs with some degree of frequency.	Strong evidence observed indicates this Look-for is in place. Teacher responses indicate this Look-for occurs frequently and is routinely practiced in the classroom.	Look-fors may be in place, but this could not be determine during the classroom walkthrough.

School and/or District Implementation Teams use the aggregate scores from the SSCF tool across a sampling of classrooms to monitor progress on the implementation of *Stepping Stones*. (See the *Stepping Stones 2.0 Implementation Handbook* pages 13–14 for additional information about how to use this data.) The SSCF tool generates scores reflecting the implementation percentage for each of the Core Four Look-fors of the program. For example, from the SSCF data an administrator or coach may notice that a grade-level team is scoring mostly zeros on Look-for 3 – Poses purposeful questions. They will then plan professional learning or coaching support to address this need.

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Observer name:

Classroom:

Time into the lesson: beginning   middle   end

Date:

***Stepping Stones* lesson:**

Overall comments:

Total score: /12

Teaches full lesson

Look-for 1: Teaches the full lesson (Steps 2–4).
Uses all recommended resources, as described in Step 1.

Look-fors (check those you observe):

☐ Learning target communicated to students

☐ Opening number sense activity (Step 2)

☐ Main lesson (Step 3)

☐ Lesson slides (if applicable)

☐ Supporting resources (*ORIGO Big Books, The Number Case, Flare* tools, etc.)

☐ Reflection (Step 4)

Notes:

Score:	0	1	2	3	N/A

Uses Student Journal

Look-for 2: Uses all elements in the Student Journal. (Browse Student Journals if students are not working in them during the observation.)

Look-fors (check those you observe):

☐ Step In (closing main lesson)

☐ Step Up (assess student understanding)

☐ Step Ahead (extend and prepare for what's next)

☐ Maintaining concepts and skills (even-numbered lessons)

Notes:

Score:	0	1	2	3	N/A

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Look-for 3: Poses purposeful questions, such as those included in Steps 2–4, to facilitate student-to-student discourse about the mathematics of the lesson. (List questions/vocabulary you hear.)

Poses purposeful questions

Look-fors (listen for and reflect upon)::
☐ Teacher talk
☐ Questions
☐ Student talk
☐ Mathematical vocabulary

Teacher-focused talk   **Student-focused talk**

| Talk is primarily teacher to student, little to no student talk | Student talk is directed toward the teacher | Mix of student-to-student talk and student-to-teacher talk | Primarily student-to-student talk |

Questions/vocabulary:

Notes:

Score:

| 0 | 1 | 2 | 3 | N/A |

Look-for 4: Uses formative assessment data to provide feedback and differentiate instruction to meet the needs of each learner.

Provides targeted instruction

Look-fors (check those you observe):
☐ Differentiation activities
☐ Common errors and misconceptions
☐ Maintaining concepts and skills (Student Journal or non-Student Journal components, depending on the lesson)
☐ ELL strategies, where appropriate

Notes:

Score:

| 0 | 1 | 2 | 3 | N/A |