9.5 Focus on Culturally Responsive Mathematics Instruction (CRMI)

Instructions to the Coach: Write observed examples in each category or record actions or observations on a separate page. During the reflecting conversation, place actions in each category.

Important Content and High Expectations	Positive Mathematical Identities
Content is grade-level appropriate and includes high-level thinking, decision-making, and reasoning.	Students share experiences, connect to their lives, use their own strategies, and use multiple ways to show understanding
Relevant Content	Each Student's Contributions Valued
The content is connected to student lives and has relevant contexts, multiple representations, and so on.	Justification is used to determine the correctness of solutions, equitable sharing strategies used, and choices provided.

Retrieved from the companion website for *Everything You Need for Mathematics Coaching: Tools, Plans, and A Process That Works: Grades K–12* by Maggie B. McGatha and Jennifer M. Bay-Williams with Beth McCord Kobett and Jonathan A. Wray. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2018 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.