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.

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| ***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: Corwi[n, www.corwin.com.](http://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.