Teacher and Administrator Checklist for Implementation:

These "look fors" provide evidence that TouchMath is being implemented with fidelity.

Classroom Setup

- ☐ Resources are readily available. This may include manipulatives, workbooks, activity sheets, handheld devices, software, and access to digital platforms.
- ☐ TouchPoint Posters, Primary/Upper Skip Counting Posters, and Computation Step Posters are fixed on the walls at student eye level.
- ☐ Desktop TouchLines and Student Number Cards are readily available to the students.
- ☐ Unit or lesson objective is displayed.
- ☐ All manipulatives are labeled and stored where they are readily accessible.

Planning & Preparation

- ☐ Download and review the TouchMath Implementation Guide to ensure familiarity with materials and resources. The Implementation Guide is available on the Teacher Tools page of the TouchMath website: www2.touchmath.com/teacher-tools
- ☐ Visual schedules and evidence of regularly scheduled math time and a predictable routine.
- ☐ The length of structured activities is determined based on the teacher's knowledge of student needs.
- ☐ Lesson plans should evidence a systematic focus on teaching math, and include a connection to previous and future lessons that is explicitly shared with students during the lesson.*
- ☐ Links to IEP goals/objectives and/or personalized learning plans from TouchMath PRO are indicated.

Teaching the Lesson

- ☐ Multisensory teaching and learning is used in each lesson.
- ☐ Differentiation is evident in each lesson. Modified instructional goals, content, and strategies may be needed for special needs students.
- ☐ Use of teaching aids is evident. This could include specific lesson-related worksheets, manipulatives, Desktop TouchLines, Student Number Cards, Domino Cards, posters, etc.*
- ☐ Checks for prior understanding are done.
- ☐ The teacher and students use mathematical language and vocabulary words.*
- ☐ Questioning incorporates targeted vocabulary, number concepts, and number operations.
- ☐ All students have the opportunity to respond individually.
- ☐ Evidence of multiple methods of frequent response to maintain engagement. Students demonstrate understanding by holding up fingers, using response cards, eye gaze, pointing and touching, choral practice, think, pair, share, thumbs up, thumbs down, whiteboards, etc.
- ☐ Identified student mode of communication is known by all staff as evidenced by active prompting for student responses throughout the lesson.
- ☐ In lower grades use a book(s) from the literature connections with skill and vocabulary being introduced embedded with the storyline, asking students questions about adding, subtracting, skip counting, multiplying, or dividing.

Continued ▶

Teacher and Administrator Checklist for Implementation:

Teaching the Lesson (continued)

- ☐ The teacher models the skill with TouchMath manipulatives as part of the lesson or when students need additional work with concrete models of the mathematics.
- ☐ The teacher provides explicit instruction with TouchPoints and students respond by touching TouchPoints as needed.
- ☐ Fluency is developed through short 1–5 minute timed activities with Student Number Cards, TouchCards, or activity sheets.*
- ☐ Visual and auditory cues are provided.
- ☐ Students may continue to demonstrate kinesthetic learning. This could include using hands-on learning aids (TouchShapes, TouchNumerals, 3-D Numerals, Student Number Cards), Desktop TouchLines, and TouchCards as a means of demonstrating knowledge.
- ☐ There is evidence that students have learned and are practicing the step-by-step verbal rehearsal as appropriate, using physical or mathematical output.
- ☐ Evidence of skills practiced throughout the day when there is a natural need for math such as the calendar, money, time, distance and size.
- ☐ Use of various evidence-based instructional strategies:
  - ☐ Modeling, guided practice, independent practice also known as model, lead, test (or I do, we do, you do).
  - ☐ Constant time delay.
  - ☐ Draw, Write, Share: Students apply learning and share with a partner.
  - ☐ Multiple representations of the math concept with variety of concrete, pictorial and abstract representations during activities. Think build, draw, write.*
- ☐ Word problems are evident, differentiated based on student need, and used to help students apply content just learned.*

Assessment & Progress Monitoring

- ☐ Formative and summative assessments used to determine progress and next steps in instruction, planning, goal setting, IEPs, etc.
- ☐ Progress monitoring records are accessible and maintained for evidence. They may include work samples and pre- and posttests.
- ☐ IEP goals/objectives are matched to skills that are taught and those that are mastered.

Home & School Communication

- ☐ Parent/guardian communication letters should be sent home after each module.
- ☐ Share TouchMath procedures with parents/guardians via website or meetings.
- ☐ Independent work used as homework to practice skills may be sent home 2 to 4 times per week.

Professional Learning

TouchMath University provides numerous training and support opportunities for teachers and administrators. For more information please visit www.touchmath.com/tmuniversity

*Fuchs, L.S., Newman-Gonchar, R., Schumacher, R., Dougherty, B., Bucka, N., Karp, K.S., Woodward, J., Clarke, B., Jordan, N. C., Gersten, R., Jayanthi, M., Keating, B., and Morgan, S. (2021). Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades (WWC 2021006). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from http://whatworks.ed.gov/.