

### AIM4S<sup>3</sup> Feedback Form

AIM4S<sup>3</sup> provides access to mathematical content with an emphasis the model components and the key instructional principles. Teachers hold high expectations for students, sheltering and scaffolding to meet all students' needs.

**Focus & Motivation** - using literature connections, exploration activities, games, songs and chants, realia, and real world applications

---

---

---

---

---

**Compendium** - inquiry chart, standards, concept frame, color coding, direct instruction, 10/2s, use of learning logs/white boards

---

---

---

---

---

**Unit Lessons** - use compendium as reference (add sketches, process inquiry) small group discussions, flexible groups, individual practice, hands on experiences, use of language functions/structures

---

---

---

---

---

**Closure & Goal Setting** - Connections to the Focus and Motivation experiences and activities, clarify and reinforce students' end understandings. Goal setting to reflect on whole class and individual progress and to action plan for the next unit.

---

---

---

---

---

#### Teacher Mechanic & Delivery

**Mechanics** - use of charts, color coding, realia, sketching, TPR, etc. to demonstrate the concept, backwards planning using CCSSM

---

---

---

---

---

**Delivery** - students' interactions—teacher to student, student to student—and how students reflect on their own learning and understanding

---

---

---

---

---

**Student Output** - students have daily opportunities to process with a partner, think/pair/share or 10/2s, which alternate teacher talk time with student talk time; using quick writes or learning logs for reflection and explaining their thinking, and doing cooperative learning activities

---

---

---

---

---

**Positive Classroom Culture** - low affective filter to promote risk-taking, teacher uses positive language, students are engaged in active questioning, teacher facilitates and models positive peer to peer interactions

---

---

---

---

---

**Sheltering & Scaffolding** - 1) activate prior knowledge/create shared knowledge, 2) support meaning with realia, 3) focus on language, 4) make text accessible, 5) plan for structured peer interaction, and 6) teach for transfer

---

---

---

---

---

**Continuous Feedback** - ongoing process that provides accurate and relevant feedback reciprocally between teachers and students, routines that elicit student feedback on their understanding of concepts

---

---

---

---

---