



Observer: Judith Evans
Educator: Judith Evans
Start Date: Feb-22-2013 2:59 PM
Current Location: *CENTRAL OFFICE
End Date: Feb-22-2013 3:00 PM
Due Date:
Type: Self
Completed:
Grade Filter:
Subject Filter:

Student Learning Standards

Indicator

Learning Standards are Evident

Response

Standards are visible.
Standards are connected to other lessons.
Teacher explains standards clearly and in age-appropriate ways.

Indicator

Exemplars demonstrate expectations of student achievement.

Response

Teacher uses concrete examples of high-quality products that represent mastery of standard.
A descriptive rubric is used.

Classroom Environment

Indicator

Safe Environment

Response

Positive, respectful relationships are evident within the classroom (teacher – student, student – student).
Established routines make expectations clear to students.
The dynamics of the classroom support risk-taking in mathematical discourse, in which students question and contribute and collaborate throughout the lesson

Indicator

Physical Organization

Response

The appearance and physical organization of the classroom contribute to a positive learning environment.
Student work is displayed demonstrating writing and problem solving related to the mathematics standards.
The desk/table arrangement allows for teacher mobility/accessibility.
The desk/table arrangement allows for a variety of activities.

Student Learning

Indicator

Student Engagement

Response

Verbal and non-verbal cues indicate student engagement (e.g., questions, responses, eye contact, attentiveness, posture).
Inappropriate behavior is reasonably addressed consistently.
Students are focused on mathematics throughout the lesson
Students demonstrate respect for property and materials.

Indicator

Various Ways of Learning

Response

Students learn and practice mathematical skills, facts, procedures and algorithms.
Students explore and discuss mathematical concepts
Students use problem-solving strategies
Students learn mathematics in the context of real-world problems and applications

Indicator

Students Examine Thinking and Support Reasoning

Response

Student interactions in a variety of contexts support the development of both mathematical (formal academic) and everyday language
Students support their reasoning with data and evidence
Students apply algorithms purposefully in problem-solving situations.
Students develop multiple problem-solving strategies
Students use mathematical language that includes vocabulary related to the lesson.
Students demonstrate and articulate their mathematical reasoning.
Student questions and comments indicate mathematical reflection, understanding and development.

Teaching

Indicator

Content Knowledge

Response

All mathematics explained and demonstrated throughout the lesson is sound and accurate.
Mathematical concepts and ideas are explained in multiple ways to enable student understanding.
Mathematical connections are made across ideas and strands.
Mathematics is presented as a system of ideas, concepts and understandings, not simply as unrelated procedures, facts and algorithms.

Indicator

Probing Questions

Response

Questions require more than one-word responses.
Teacher allows sufficient time for students to process input and formulate their responses.
The level of student understanding, evidenced by student responses, directs how the discussion moves.
Questions scaffold progression to higher levels of mathematical thinking.

Indicator

Students' Prior Knowledge

Response

The lesson requires students to draw upon their existing knowledge of mathematics.
Students are given time and opportunity to express their understandings and ideas, which are discussed respectfully and used to scaffold learning.

Indicator

Student Misconceptions

Response

Student misconceptions are anticipated and addressed, including language-based misconceptions.
Students are provided opportunities to identify and correct their own misconceptions through mathematical exploration and discussion.
Students respectfully correct each other's misconceptions.

Indicator

Multiple Forms of Representation

Response

Mathematical content is expressed in multiple ways (e.g. pictures, words, symbols, diagrams, tables, graphs).

Opportunities are provided for students to understand that various representations may all express the same mathematical concept.

Technology

Indicator

Instructional Tools

Response

A variety of technology tools are used for instruction.

All tools appropriate for the lesson are available in sufficient quantity to students (e.g., measuring instruments, manipulatives, calculators and computers).

Use of manipulatives and technology are connected to the lesson objectives (i.e., the technology is not used for its own sake).

Students are given sufficient instruction and support regarding the use of learning tools.

Equity

Indicator

High Expectations for All Students

Response

All students are expected to become proficient in the standard(s) addressed in the lesson.

Students with special needs are supported as appropriate (e.g., as outlined in IEP).

All students, regardless of current knowledge, are provided entry into the lesson enabling mathematical learning.

Wait-time is used effectively to allow all students meaningful participation.

Indicator

Variety of Learning Experiences

Response

Students engage in appropriate activities in terms of complexity and pacing for their current level of understanding and skill, but which challenge them to move forward.

Students are given opportunities to relate their personal and academic interests to their learning of mathematics.

Mathematics is presented to students in ways that are responsive to individual learning styles and ways of knowing.

Assessment

Indicator

Understanding is assessed through:

Response

Data from continuous assessment is used to inform instruction.

Student responses to questions

Group interactions

Student work

Student/group presentations

Journals/written-reflections

Student projects

Tests and quizzes

Indicator

Student Ownership of Learning

Response

•Students take initiative to develop and further their own mathematical learning.

Students receive information (from teacher or other students) that helps them understand their level of mastery regarding the standard(s).

Students receive direct feedback to explicitly guide continuous progress toward mastery of the standard(s).

Students are given opportunities to revise their work.

Score:

Overall Rating = N/A

Average Score = N/A

Total Score = N/A

Notes:

N/A

Instructions:

N/A

Feedback:

N/A

Signatures:

Educator: Judith Evans

Date

Observer: Judith Evans

Date