Topic/Standard(s) addressed:				
Objective(s):				
The Shifts				
<i>Focus:</i> Grade-level Content On grade-level content 	Coherence: Relating math content withir		<i>Rigor:</i> Targeting the aspect of rigor aligned to the standards. (check all observed)	
□ Off grade-level content	Lesson builds on skills and understan	•	Conceptual Understanding	
	Lesson does not prior skills and undeUnable to deterr	erstandings	 Procedural Skill and Fluency Application 	
Task(s):				
 Aligned to standards/objectives Not aligned to standards/objectives 				
Notes/Comments/Evidence:				
Mathematical Practices				
Teacher (check all that apply)		Student (check all that apply)		
 Provides opportunities for all students to work with and practice grade-level problems and exercises Cultivate reasoning and problem solving by allowing students to productively struggle Pose questions and problems that prompt students to explain their thinking about the content of the lesson Create conditions for student conversations where students are encouraged to talk about each other's thinking Connect and develop students' informal language and mathematical ideas to precise mathematical language and ideas 		 Work with and practice grade-level problems and exercises Persevere in solving problems in the face of difficulty Share their thinking about the content of the lesson beyond just stating answers Talk and ask questions about each other's thinking in order to clarify or improve their own mathematical understanding Use increasingly precise mathematical language and ideas 		
Notes/Comments/Evidence:				



Teacher: Observer:

Instruction				
Instructional Framework	Instructional Format (check all)	Depth of Knowledge		
(check all)				
🗆 Bell Ringer	Whole Group	DOK 1 Recall		
Mini-lesson/Modeling	Small Group	DOK 2 Skill/concept practice		
Varied strategies	□ Partners	DOK 3 Strategic Thinking (Reason,		
Varied examples	🗆 Individual	Plan, Critique)		
Guided Practice	□ Stations	DOK 4 Extended Thinking (Design,		
Independent Practice	Teacher/Para/Interventionist	Create, Transfer)		
□ Share Out	providing direct instruction to a small			
Closure	group or individual student			
Notes/Comments/Evidence:				
	Meeting the Needs of All Learners			
Checks for understanding	Actionable Feedback Provided	Discourse		
Teacher monitors the	Teacher provides timely feedback	Mostly teacher talk		
understanding of all students	to most students throughout the	□ Teacher call – students respond		
throughout the lesson	lesson	□ Teacher and student dialogue		
Teacher monitors the	Teacher provides timely feedback	□ Mostly student talk		
understanding of most students	to some students throughout the	□ Independent work – no student		
throughout the lesson	lesson	discourse		
Teacher monitors the	□ Students have opportunity to			
understanding of some students	provide feedback to each other			
throughout the lesson	□ Not observed			
□ Not observed				
Notes/Comments/Evidence:				
	Environment			
Supporting Learning		Seating Arrangement		
Objective visible	Rubrics displayed			
□ Vocabulary/Word Wall	□ Respectful and positive interactions	□ Pairs		
Anchor Charts	□ Timely transitions	□ Groups		
□ Manipulatives	□ Routines evident	□ Other		
□ Positive expectations posted	□ Math journals			
□ Student work displayed				
Notes/Comments/Evidence:				
Additional Information				
Notes and Comments:				

