Teacher: Grade: Date:

Observer:

Topic/Standard(s) addressed:
Objective(s):

The Shifts		
Focus: Grade-level Content ☐ On grade-level content ☐ Off grade-level content	*Coherence:* Relating new content to math content within or across grades. ☐ Lesson builds on students' prior skills and understandings ☐ Lesson does not build on students' prior skills and understandings ☐ Unable to determine	*Rigor:* Targeting the aspect of rigor aligned to the standards. (check all observed) ☐ Conceptual Understanding ☐ 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: Grade: Date:

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Instruction		
Instructional Framework (check all)	*Instructional Format (check all)*	*Depth of Knowledge*
☐ Bell Ringer ☐ Mini-lesson/Modeling 　　☐ Varied strategies 　　☐ Varied examples ☐ Guided Practice ☐ Independent Practice ☐ Share Out ☐ Closure	☐ Whole Group ☐ Small Group ☐ Partners ☐ Individual ☐ Stations ☐ Teacher/Para/Interventionist providing direct instruction to a small group or individual student	☐ DOK 1 Recall ☐ DOK 2 Skill/concept practice ☐ DOK 3 Strategic Thinking (Reason, Plan, Critique) ☐ DOK 4 Extended Thinking (Design, Create, Transfer)
Notes/Comments/Evidence:		

Meeting the Needs of All Learners		
Checks for understanding	*Actionable Feedback Provided*	*Discourse*
☐ Teacher monitors the understanding of all students throughout the lesson ☐ Teacher monitors the understanding of most students throughout the lesson ☐ Teacher monitors the understanding of some students throughout the lesson ☐ Not observed	☐ Teacher provides timely feedback to most students throughout the lesson ☐ Teacher provides timely feedback to some students throughout the lesson ☐ Students have opportunity to provide feedback to each other ☐ Not observed	☐ Mostly teacher talk ☐ Teacher call – students respond ☐ Teacher and student dialogue ☐ Mostly student talk ☐ Independent work – no student discourse
Notes/Comments/Evidence:		

Environment		
Supporting Learning		*Seating Arrangement*
☐ Objective visible ☐ Vocabulary/Word Wall ☐ Anchor Charts ☐ Manipulatives ☐ Positive expectations posted ☐ Student work displayed	☐ Rubrics displayed ☐ Respectful and positive interactions ☐ Timely transitions ☐ Routines evident ☐ Math journals	☐ Rows ☐ Pairs ☐ Groups ☐ Other
Notes/Comments/Evidence:		

Additional Information
Notes and Comments**:**