**Class Observation: Mathematics Design Collaborative**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

District/School/Building: \_\_\_\_\_\_\_\_\_\_\_\_ Course/Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time In/Out: \_\_\_\_\_\_\_\_

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| **Teacher Actions (with references to the Kentucky Framework for Teaching)** | **Evidence** | |
| **1.The teacher clarifies for students the learning outcomes and criteria for success**. Outcomes represent high expectations for all students. The teacher communicates the importance of learning. (*1c, 1f, 2b, 3a, 3c, 4a*) Lesson plans indicate adjustments based on formative assessment data. The teacher accurately assesses the effectiveness of instructional activities. (*1b, 1f, 3d, 3e, 4a, 4b*) |  | |
| **2. The teacher engineers effective discussion, questions, activities, and tasks that elicit evidence of learning.** Questions are thought-provoking and require students to use higher-order thinking skills. The teacher asks open-ended questions, inviting students to think of multiple solution paths. The teacher uses wait time strategically. The teacher facilitates a genuine discussion among students. Feedback to students is specific and timely. (*1a, 1e, 3b, 3d*) |  | |
| **3. The teacher provides feedback that moves learning forward.** The teacher utilizes cognitively engaging activities that provide students opportunities for higher-level thinking. Learning tasks have multiple responses and solution paths. The teacher provides a variety of appropriately challenging resources differentiated based on students’ needs. The teacher fosters an environment in which students are actively engaged in a productive struggle.  (*1e, 2c, 3c*) |  | |
| **4. The teacher activates students as owners of their own learning.** Formative assessment is ongoing and strategic. The teacher encourages students to set their own goals. Students routinely reflect on their work to capture understanding and misconceptions. Students formulate questions, initiate topics, and make unsolicited contributions with each other. (1b, 3b, 3c, 3d, 3e) | Revised from SREB | |
| **5. The teacher activates students as instructional resources for one another.** The teacher fosters a learning environment in which students are instructional resources for each other. Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. The teacher encourages students to take the initiative to ensure group work is productive. The teacher invites students to explain their thinking to the class and then respectively critique each other’s reasoning. (*1e, 2a, 2c, 3a, 3b, 3c*) |  | |
| **Additional Comments**: | |