

# LESSON OBSERVATION TOOL

Date:	Teacher:
Course:	Observer:
Focus of Observation:	
Focal Student(s):	

<b>I notice:</b>	<b>I wonder:</b>

LOOK FORS	/ = Did not observe	? = Possible but unclear	+ = Definitely observed	/	?	+
Teacher elicits and builds on students' <b>informal language</b> .						
Students talk & ask questions about <b>each other's</b> mathematical ideas.						
Students <b>use their first language(s) with each other</b> to make sense of mathematics.						
Teacher <b>connects</b> students' informal language & non-English <b>to</b> mathematical language.						

## Visual representations of student thinking (check all that are observed):

- Students create posters
- Student work on board/projected
- Students share work from desks
- Teacher refers to visual representations
- Students refer to visual representations

Notes: \_\_\_\_\_

## Revision (check all that are observed):

- Students invited to clarify/revise their own thinking verbally (e.g., say a second sentence [SERP])
- Students asked to critique/improve work of another real/fictitious student
- Students asked to improve their own written work

Notes: \_\_\_\_\_

<b>NEXT OBSERVATION DATE:</b>	<b>TENTATIVE FOCUS:</b>
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Adapted by Vinci Daro (Oct 2019) from Student Achievement Partners' Instructional Practice Guide, the SERP 5x8 card, the TRU Math Framework, and Envision Learning Partners' Productive Struggle Observation Rubric.

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Date:	Teacher:
Course:	Observer:
Focus of Observation:	

**I noticed:**

  

**I wonder:**

LOOK FORS	EXAMPLES
<p><b>Language is used actively to make sense of mathematical ideas</b></p> <p>Notes:</p>	<ul style="list-style-type: none"> <li>→ Teacher elicits students' informal language</li> <li>→ Students talk (or ask questions) about each other's mathematical ideas</li> <li>→ Students use their first language(s) with each other to talk about the math</li> <li>→ Teacher connects students' informal language or non-English to mathematical language</li> </ul>
<p><b>Student ideas are visible to classmates</b></p> <p>Notes:</p>	<ul style="list-style-type: none"> <li>→ Students create posters</li> <li>→ Student work and/or thinking displayed on board/projected</li> <li>→ Students share work from desks or in notebooks</li> <li>→ Teacher refers to visual representations</li> <li>→ Students refer to visual representations</li> </ul>
<p><b>Students revise their ideas</b></p> <p>Notes:</p>	<ul style="list-style-type: none"> <li>→ Students invited to clarify/revise their own thinking verbally (e.g., say a second sentence [SERP])</li> <li>→ Students asked to critique/improve the work of another real/fictitious student</li> <li>→ Students asked to improve their own written work</li> </ul>

<b>NEXT OBSERVATION DATE:</b>	<b>TENTATIVE FOCUS:</b>
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Adapted by Vinci Daro (Jan 2020) from Student Achievement Partners' Instructional Practice Guide, the SERP 5x8 card, the TRU Math Framework, and Envision Learning Partners' Productive Struggle Observation Rubric.

## LESSON OBSERVATION TOOL

Goal	What it could look like in action	Tools & routines to support this	Ways to incentivize this
Students express ideas in multiple ways	<ul style="list-style-type: none"> <li>→ Teacher elicits students' informal language</li> <li>→ Students use their home language(s) with each other to talk about the math</li> <li>→ Teacher connects students' informal language or non-English to mathematical representations</li> <li>→ Other:</li> </ul>		
Student ideas are visible	<ul style="list-style-type: none"> <li>→ Students create posters or slides</li> <li>→ Student work displayed on board/projected</li> <li>→ Students share work from desks or in notebooks</li> <li>→ Students contribute to discussion boards, Padlet, slides in a shared slide deck</li> <li>→ Other:</li> </ul>		
Students connect and build up ideas together	<ul style="list-style-type: none"> <li>→ Students ask questions about each other's mathematical ideas</li> <li>→ Teacher refers to students' words and visual representations</li> <li>→ Students refer to each other's words and visual representations</li> <li>→ Other:</li> </ul>		
Students revise their ideas	<ul style="list-style-type: none"> <li>→ Students invited to clarify/revise their own thinking verbally (e.g., say a second sentence [SERP 5x8 card])</li> <li>→ Students asked to critique/improve the work of another real/fictitious student</li> <li>→ Students asked to improve their own written work</li> <li>→ Other:</li> </ul>		

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November 2020