

# 2023 Elementary Math Observation Form

School	<input type="checkbox"/> GBES <input type="checkbox"/> LES <input type="checkbox"/> LGES <input type="checkbox"/> LGPS <input type="checkbox"/> OES <input type="checkbox"/> UES
Teacher Last Name	
Collab Teacher Last Name (if applicable)	
Observer Last Name	
Grade Level	<input type="checkbox"/> Multi-grade Classroom <input type="checkbox"/> PreK <input type="checkbox"/> Kindergarten <input type="checkbox"/> 1st Grade <input type="checkbox"/> 2nd Grade <input type="checkbox"/> 3rd Grade <input type="checkbox"/> 4th Grade <input type="checkbox"/> 5th Grade
Start Time	
Classroom Type	<input type="checkbox"/> General <input type="checkbox"/> SPED Collab Class <input type="checkbox"/> ELL Cluster <input type="checkbox"/> Self-Contained SPED <input type="checkbox"/> Gifted Cluster <input type="checkbox"/> Other:
Instructional Setting	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Individual
<b>Elementary Math Lesson Observation</b>	
Lesson plans were current and reflected the taught material.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Lesson plans were not available.
Lesson Component Observed	<input type="checkbox"/> High Yield Reasoning Routine <input type="checkbox"/> Math Workshop Focus Lesson <input type="checkbox"/> Math Workshop - Task and Share <input type="checkbox"/> Math Workshop - Learning Stations <input type="checkbox"/> Math Workshop - Guided Math Groups



	<input type="checkbox"/> Independent Practice <input type="checkbox"/> Closure or Student Reflection <input type="checkbox"/> Other:
Learning Intention	<input type="checkbox"/> Learning intention posted <input type="checkbox"/> Learning intention is clear to students <input type="checkbox"/> Learning intention is aligned to lesson activities <input type="checkbox"/> Not Observed <input type="checkbox"/> Other:
Copy of the LI as posted or stated or put any notes.	
Success Criteria	<input type="checkbox"/> Success Criteria posted <input type="checkbox"/> Success Criteria are clear to students <input type="checkbox"/> Success Criteria are aligned to lesson activities <input type="checkbox"/> Not Observed <input type="checkbox"/> Other:
Copy of the SC as posted or stated or put any notes.	
Which best describes the overall lesson structure?	<input type="checkbox"/> Small groups working on a collaborative task. <input type="checkbox"/> Small groups rotating at timed intervals through multiple task. <input type="checkbox"/> Students at stations engaging in task with a partner. <input type="checkbox"/> Small group instruction with independent practice on paper or with technology. <input type="checkbox"/> Direct instruction followed by independent practice. <input type="checkbox"/> Other:
What part of the CRA (Concrete, Representational, and Abstract) model was observed?	<input type="checkbox"/> Concrete <input type="checkbox"/> Representational <input type="checkbox"/> Abstract
If concrete was observed, what manipulatives did the students use?	<input type="checkbox"/> Number line or 100 chart <input type="checkbox"/> Part/whole model; bar model <input type="checkbox"/> Place value blocks or chips <input type="checkbox"/> Ten frame, tally marks <input type="checkbox"/> Fraction or decimal sketch <input type="checkbox"/> Virtual manipulative <input type="checkbox"/> Geometric sketch <input type="checkbox"/> None visible <input type="checkbox"/> Other:
If representational was observed, which representations were	



present in the lesson:	
Mini-Lesson or Guided Practice: How does the teacher encourage student to student discourse about math?	<input type="checkbox"/> Think Pair Share <input type="checkbox"/> Turn and talk <input type="checkbox"/> Use of academic vocabulary encouraged and modeled <input type="checkbox"/> Small group with guided discussion <input type="checkbox"/> Student demonstrators <input type="checkbox"/> Journal writing as a reflective practice to guide sharing <input type="checkbox"/> Peer tutoring <input type="checkbox"/> Math Share after Rich Task <input type="checkbox"/> Student Reflection <input type="checkbox"/> Not observed <input type="checkbox"/> Other:
How does the teacher encourage mathematical reasoning?	<input type="checkbox"/> Ask questions that require students to think critically <input type="checkbox"/> Encourage productive struggle <input type="checkbox"/> Encourage students to use mathematical vocabulary to explain their thinking <input type="checkbox"/> Inquiry-based Learning <input type="checkbox"/> Rich Task <input type="checkbox"/> No mathematical reasoning present <input type="checkbox"/> Other:
Feedback	<input type="checkbox"/> Effective feedback given (immediate, specific, focused, positive) <input type="checkbox"/> Ineffective feedback given <input type="checkbox"/> Not observed
If "ineffective feedback given" was selected, describe the type of feedback that was given.	
Focus Wrap Up: Which best describes the teacher's closure of the lesson?	<input type="checkbox"/> Exit Ticket <input type="checkbox"/> Reflection <input type="checkbox"/> Journaling <input type="checkbox"/> Error Analysis <input type="checkbox"/> Sharing Strategies as a Group <input type="checkbox"/> No Focus Wrap Up was observed
Focus Wrap Up Notes or Comments	
Additional Comments and Notes	

