

# MATHEMATICS PROFESSIONAL DEVELOPMENT IMPACT STUDY

## CLASSROOM OBSERVATION FORM

DRAFT 04 06 07



### Paperwork Burden Statement

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## I. Explanation/Instruction

Check if activity is observed at any time during each five minute interval.

	Int 1	Int 2	Int 3	Int 4	Int 5	Int 6	Int 7	Int 8	Int 9	Int 10
<b>Previews</b> a problem										
Introduces and/or reviews the <b>definition</b> of a concept										
Provides an <b>explanation</b> for a solution or step in problem										
Makes <b>connections</b> among math concepts and procedures										
<b>Labels</b> math strategy, problem or concept										
Incorporates <b>estimation, benchmarks, number sense</b>										
Incorporates <b>representations</b>										
Requests/requires <b>students to present</b> their work to the class										

## II. Questioning/Feedback

Check if activity is observed at any time during each five minute interval.

	Int 1	Int 2	Int 3	Int 4	Int 5	Int 6	Int 7	Int 8	Int 9	Int 10
Asks <b>close-ended</b> questions (teacher accepts only one answer)										
Poses <b>open-ended</b> questions (teacher accepts multiple answers or solutions)										
States if student answer is <b>correct or not</b> without elaborating or repeats what child said with indication of right or wrong										
<b>Provides correct answer</b> right away (no probing for thinking or hinting)										
Probes for <b>reasoning or justification</b> of solution										
Asks for <b>multiple strategies/solutions</b> for a problem										

**Notes:**

### III. Lesson Structure

Mark yes or no to the statements below.

	Yes	No
States mathematical <b>objective</b> of the lesson (at the beginning of class or lesson segment)		
Connects lesson to <b>prior knowledge</b> /instruction (at any time during class)		
Leads <b>summary</b> of what was learned or asks students to lead/share summary (at end of class or lesson segment)		

### IV. Representations

Mark yes or no to the statements below.

Teacher uses or directs students to use the following representations: (at any time during class)	Yes	No
Picture to illustrate a word problem		
Cartesian coordinate graph with line $y=kx$		
Area model (circle or pie graph)		
Other graph (e.g. scatter plot, bar graph)		
Table (T Table, Ratio Table)		
Number Line		
Rectangular Area Model		
Rectangular Array		
Set Models		
Fraction Strips (Tiles)		
Strip Diagram		
Decimal Squares (Base 10 Blocks)		

**Notes:**

### V. Delivery

Rate how characteristic the statement is of the class that you observed (check one box for each statement).

Not at all (never or almost never evident)

Minimally characteristic (sometimes evident)

Strongly characteristic (frequently evident)

Extremely characteristic (almost always evident)

	1 Not at all	2 Minimal	3 Strong	4 Extreme
Teacher is <b>fluid</b> in her presentation of the lesson.				
Teacher has <b>materials prepared and ready</b> for students				
Students spend <b>little time waiting or transitioning</b> between topics				
Teacher spends <b>a lot of time giving directions</b>				
Class time is spent on <b>understanding or practicing math</b>				
Teacher <b>stays on</b> focus				
Teacher <b>monitors</b> student work and <b>follows</b> through to ensure understanding				

**Notes:**

## V. Student Engagement

Rate how characteristic the statement is of the class that you observed (check one box for each statement).

Not at all (never or almost never evident)

Minimally characteristic (sometimes evident)

Strongly characteristic (frequently evident)

Extremely characteristic (almost always evident)

	1 Not at all	2 Minimal	3 Strong	4 Extreme
Students appear <b>excited</b> by the lesson (smiling, leaning forward, waving hands, starting easily and quickly on activity).				
Students are <b>actively engaged</b> (asking questions, responding, working with materials, writing)				
Students attended to the lesson in a <b>passive way</b> (looking at the speaking, sitting up but with limited opportunity to talk, write, or manipulate materials).				
Students are <b>off-task</b> .				
Student behavior <b>disrupts</b> the classroom				

**Notes:**