

Observation Checklist

Teacher _____

Grade _____ Date _____

What to look for in the mathematics classroom ...

Category	Y	N	NO	Instructional Expectations
Classroom Atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are students willing to risk offering ideas and possible solutions?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Do students talk as often as the teacher does?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Do boys and girls talk equally often?
Warm-Up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the daily routine include the problem of the day?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are students asked to do mental math exercises?
Instructional Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can the teacher identify lesson objectives and how they relate to the EALRs?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are multiple strategies and approaches modeled when introducing new concepts?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the teacher utilize questioning strategies that stimulate higher level thinking skills?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is the emphasis on how solutions are obtained as great as the emphasis on the solutions themselves?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does instruction help students learn how to choose appropriate strategies for different problems?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Do students have frequent opportunities to work in groups?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the teacher reinforce mathematical vocabulary?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are manipulatives effectively used?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are calculators used to develop concepts?
Math Power	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is the teacher using the adopted instructional materials as prescribed?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are math power strands (solves problems, reasons logically, communicate understanding, and makes connections) integrated into the lesson?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the teacher model what good constructed responses look like?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are students asked to write about their thinking?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are math concepts explored in a problem-solving, real-world context?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Do students encounter problems with more than one answer, no answer, and problems that require research?
Estimation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are students asked to estimate and not just round off?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are students asked to estimate to determine reasonableness of answers?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are students frequently asked to do mental arithmetic?
Monitor Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the teacher continually check student understanding to make decisions about next steps in the instructional process?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the teacher use students' verbal and written expressions in making decisions?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are students comfortable asking for and receiving help from both the teacher and their peers?
Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the teacher use activity-based assessments as well as written tests?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are students allowed to edit and revise their responses?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the teacher keep math portfolios for each student, including work samples, dated observations, and formal tests?

Legend: Y = Yes, observation includes evidence of this trait;

N = No, observation includes evidence which shows this trait is not present;

NO = Not Observable, this trait may or may not be present. No evidence to support a yes or no for this trait. Need additional info.