

NOTE CATCHER FOR OBSERVING “DOT CARD MATH TALK”

1. *What facilitative strategies are being used by the teacher to surface the mathematical Big Idea?*
2. *What student behaviors are you observing that indicate students’ mathematical thinking?*

In the Video: Identify the **facilitative strategies** that the **teacher** is using to move the learning forward.

In the Video: Identify **student behavior** that shows evidence of **mathematical thinking**

High-Impact Strategies for Early Mathematics

ESSENTIAL QUESTIONS TO EXAMINE QUALITY IN 9 DIMENSIONS

WHAT	Learning Objectives
	<i>Does the teacher make the learning objective, or purpose, of the lesson clear to students?</i> <i>Is the learning objective focused on procedures or concepts?</i>
	Mathematical Representations
	<i>Are the mathematical representations accurate?</i> <i>Do they help students make sense of mathematical ideas?</i>
	Concept Development
	<i>Does the lesson lead students to a deeper understanding of concepts?</i> <i>Does the teacher help students generalize what they've learned?</i>
WHO	Attention to Developmental Trajectories
	<i>Is the lesson pitched to the right developmental level?</i> <i>Does the teacher scaffold to help build students' understanding?</i>
	Response to Students' Individual Needs
	<i>Is the teacher aware of how individual students are learning the concepts?</i> <i>Does the teacher adjust the lesson when necessary?</i>
	Dev. Appropriate Learning Formats
	<i>Is the format of the lesson developmentally-appropriate?</i>
HOW	Planning
	<i>Has the teacher prepared for the lesson's activities?</i> <i>Is the teacher intentional in her plans or following a manual without making it her own?</i>
	Student Engagement
	<i>Who is doing the bulk of the math work—the thinking, explaining, and justification?</i>
	Establishment of a Mathematical Learning Community
	<i>Does the lesson promote a culture of learning where math is understood to be an important, sense-making activity?</i> <i>Are students welcomed to share their ideas?</i>

CLASSROOM OBSERVATION FORM

Lesson Title: <u>Identifying Shapes</u> Focus of Observation: <u>What am I doing to support my ELL students in their exploration of shapes?</u> How data collected _____ Start Time: _____ End Time: _____	Teacher: _____ School: _____ Coach: _____ Date: _____ Group Size: _____ <div style="display: flex; justify-content: space-around; font-size: small;"> Whole group Small group Centers/Free choice </div> Planning Conversation? Y / N Video? Y / N
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Time (Video Synch)	Teacher Data What is the teacher doing?	Child Data What are the children doing?	Comments/Questions Process standards, Content, "Big Ideas," Math language
Key Symbols Used:		Special Environmental Factors:	

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NOTE CATCHER FOR OBSERVING “MITTENS & GLOVES” LESSON

1. *How do I help the students to focus on the attributes of gloves vs. mittens as they are sorting them into categories?*
2. *How am I getting the students to explain their thinking and justify their sorting choices?*

Focus Question 1: *How do I help the students to focus on the attributes of gloves vs. mittens as they are sorting them into categories?*

Focus Question 2: *How am I getting the students to explain their thinking and justify their sorting choices?*

CLASSROOM OBSERVATION FORM

Lesson Title: <u>Mittens and Gloves</u> Focus of Observation: _____ _____ How data collected _____ Start Time: _____ End Time: _____	Teacher: _____ School: _____ Coach: _____ Date: _____ Group Size: _____ Whole group Small group Centers/Free choice Planning Conversation? Y / N Video? Y / N
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Time (Video Synch)	Teacher Data What is the teacher doing?	Child Data What are the children doing?	Comments/Questions Process standards, Content, "Big Ideas," Math language
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Day 2 Reflections

- What was said or done today that . . .
 - ...Surprised you?
 - ...Delighted you?
 - ...Challenged you?
- What might you take back into your practice?
- Do you have any lingering questions or other thoughts you would like to share with us?
