Prior to the observation, you will meet with your peer observer. During this meeting, your peer observer will ask you to identify three-four focal areas for the observation. Think about the instructional components around which you have questions or would like to make a change. After the observation, you and your peer observer will meet again to debrief around the evidence he/she collected.

| **Focal Areas** | **Clearly evident** | **Mostly evident** | **Somewhat Evident** | **Not Evident** | **Evidence**   * What activities are offered? * What does the instructor/learner say? * What does the instructor/learner do? * What does the instructor/learner read or write? | |
| --- | --- | --- | --- | --- | --- | --- |
| **Mathematical Proficiency:** | | | | | |
| **Conceptual Understanding:**   1. The instructor requires learners to show comprehension of mathematical concepts, operations (procedures) and vocabulary. |  |  |  |  |  | |
| **Procedural Fluency:**   1. The instructor requires learners to practice carrying out procedures. |  |  |  |  |  | |
| **Strategic Competence:**   1. The instructor requires learners to formulate, represent, and solve math problems. |  |  |  |  |  | |
| **Adaptive Reasoning:**   1. The instructor requires learners to justify or explain their answers. |  |  |  |  |  | |
| **Productive Disposition:**   1. The instructor explains a practical use for the math topic. |  |  |  |  |  | |
| **Communication in the math classroom** | | | | | |
| 1. The instructor provides opportunities for learner-to-learner communication. |  |  |  |  |  | |
| 1. During group, pair, or individual work, the instructor is readily available to support learners. |  |  |  |  |  | |
| **Connections within and outside mathematics** | | | | | |
| 1. The instructor connects the lesson to the mathematical demands of various adult contexts (further education, workplace, community, and family). |  |  |  |  |  | |
| **Pedagogy** | | | | | |
| **CCRS Alignment:**   1. The instructor communicates the targeted CCR Standards to learners. |  |  |  |  |  | |
| 1. The instructor communicates the CCRS-aligned objective with learners. |  |  |  |  |  | |
| **Key Instructional Advances:**   1. The instructor uses materials that are rigorous, focused, and coherent in the sequence of learning. |  |  |  |  |  | |
| 1. The instructor provides activities that require the use of at least one of the Standards for Mathematical Practice. |  |  |  |  | 1.Make sense of the problem and persevere in solving it.  2.Reason abstractly and quantitatively.  3.Construct viable arguments and critique the reasoning of others.  4.Model with mathematics.  5.Use appropriate tools strategically.  6.Attend to precision.  7.Look for and make use of structure.  8.Look for and express regularity in repeated reasoning.  ***Evidence:*** | |
| **Assessment** | | | | | |
| 1. The instructor provides opportunities for the learners to engage in independent activities that serve as formative assessment opportunities. |  |  |  |  |  | |