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.
 |  |  |  |  |  |