**ELEMENTARY MATHEMATICS OBSERVATION DEBRIEF PROTOCOL**

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| **COLORADO TEACHER QUALITY STANDARDS**  [check off practices observed in lesson]  **ELEMENT 1a: ALIGNED INSTRUCTION**   * Opportunities to review prior learning * Instructional objectives appropriate for students * Connections to specific learning objectives & approved curriculum   **ELEMENT 1b: LITERACY**   * Integrates literacy connections into lesson   **ELEMENT 1c: MATHEMATICS (practices beyond basic level)**   * Focuses beyond factual recall, computation, & rote procedures * Models appropriate mathematical communication, a variety of mathematical practices, and mathematical thinking * Emphasizes why s’s need to learn math content & skills * Uses instructional strategies that require s’s to apply mathematical knowledge to different content areas * Presents concepts in sequence & age/grade-appropriate manner * Balances teaching for conceptual understanding and procedural fluency   **ELEMENT 1d: KNOWLEDGE CONTENT/CONCEPTS/TOOLS INQUIRY**   * Breaks down concepts into instructional parts and teaches each part using appropriate, effective strategies, and/or tools * Uses instructional materials that are accurate for the lesson taught * Employs a variety of instructional strategies to meet student needs   **ELEMENT 1e: INTERCONNECTEDNESS**   * Emphasizes key concepts and connects them to other powerful ideas within the content area * Connects lessons to other disciplines and/or content areas.   **ELEMENT 1f: RELEVANCE & BACKGROUND KNOWLEDGE**  Selects instructional materials and strategies based on their:   * Relevance to students * Central contexts * Foundational evidence base * Links lessons to students’ prior knowledge * Encourages and provides opportunities for students to make connections to prior learning   **ELEMENT 2a: CARING RELATIONSHIPS**  The teacher creates a classroom environment that facilitates   * Mutual respect, positive relationships between and among student, and empathy for each student   **ELEMENT 2b: RESPECT FOR DIVERSITY**   * Creates a classroom environment in which diversity is used to further student learning   **ELEMENT 2c: ENGAGES INTERESTS & STRENGTHS**   * Implements lessons that reflect student interests & strengths   **ELEMENT 2d: ADAPTS TEACHING ALL ABILITIES**   * Adapts learning environment to address individual student needs   **ELEMENT 2e: LEARNING ENVIRONMENT**   * Provides clear expectations to guide student classroom behavior * Holds students accountable to school and/or class rules   **ELEMENT 3a: KNOWLEDGE OF DEVELOPMENTAL SCIENCE**   * Modifies content so students are able to work at their ability levels   **ELEMENT 3b: EVIDENCE-INFORMED INSTRUCTIONAL GOALS**   * Has specific student outcomes in mind for each lesson   **ELEMENT 3c: EVIDENCE-INFORMED INSTRUCTIONAL PRACTICE**   * Incorporates evidence-based strategies into lessons   **ELEMENT 3d: TECHNOLOGY INTEGRATION**   * Uses available technology to facilitate classroom instruction   **ELEMENT 3e: HIGH EXPECTATIONS**   * Has high expectations for all students * Holds students accountable for their learning   **ELEMENT 3f: STUDENTS WORK TEAMS/GROUPS**   * Includes all students in individual and group activities   **ELEMENT 3g: EFFECTIVE COMMUNICATION**   * Communicates effectively with students   **ELEMENT 3h: APPROPRIATE ASSESSMENT**   * Involves students in monitoring their learning * Assesses learning outcomes appropriately   **ELEMENT 4a: ANALYZE STUDENT LEARNING**   * Collects and analyzes student data to inform instruction | **COMMENTS**  [provide specific examples of practices/interactions observed] |

**Student Learning:** Did students meet the lesson’s learning objectives? (Consider what students understand and do well and where they continue to struggle.)

**Inclusive Classroom:** Were students with unique learning needs included successfully in the lesson?

**Strengths to Build On/Areas Above “Basic” Level of Proficiency on CO Rubric:**

**Areas for Growth/Missed Opportunities/Look For’s in Future**