

Lesson Observation & Evaluation Form
Mathematical Sciences

During Instruction	Level of Performance			
Lesson Implementation	Does Not Meet Standard	Needs Improvement	Meets Expectations	Exceeds Expectations
<p>Stimulating Curricula Teacher candidates will be able to select curriculum materials that stimulate learning by students.</p>	<p>Include justification/rationale</p> <input type="checkbox"/>	<ul style="list-style-type: none"> used only curriculum materials of a lecture-based curriculum <input type="checkbox"/>	<ul style="list-style-type: none"> curriculum materials selected stimulate learning <input type="checkbox"/>	<ul style="list-style-type: none"> curriculum materials provide multiple motivations for learning <input type="checkbox"/>
<p>Effective Teaching Teacher candidates will be able to facilitate instruction in multiple and appropriate ways that allow for effective learning by students.</p>	<p>Include justification/rationale</p> <input type="checkbox"/>	<ul style="list-style-type: none"> used only one instructional method attended to the learning of most students <input type="checkbox"/>	<ul style="list-style-type: none"> used at least two instructional methods attended to the learning of all students <input type="checkbox"/>	<ul style="list-style-type: none"> used multiple and appropriate instructional methods ensured effective learning by all students <input type="checkbox"/>
<p>Concrete Materials Teacher candidates will be able to select and use appropriate concrete materials for learning mathematics.</p>	<p>Include justification/rationale</p> <input type="checkbox"/>	<ul style="list-style-type: none"> demonstrated ideas using concrete materials, but did not provide access to students <input type="checkbox"/>	<ul style="list-style-type: none"> attended to kinesthetic learners though the appropriate use of concrete materials <input type="checkbox"/>	<ul style="list-style-type: none"> facilitated learning using concrete materials that reveal the mathematics concepts of the lesson <input type="checkbox"/>
<p>Multiple Assessment Strategies Teacher candidates will use multiple assessment strategies, including listening to and understanding the ways student think about mathematics, to assess students' mathematical knowledge.</p>	<p>Include justification/rationale</p> <input type="checkbox"/>	<ul style="list-style-type: none"> listened to student to gauge the appropriate pacing of the lesson, but did not adequately assess individual students <input type="checkbox"/>	<ul style="list-style-type: none"> uses at least two informal assessment strategies, including listening to students, to assess student learning <input type="checkbox"/>	<ul style="list-style-type: none"> uses multiple informal assessment strategies, including listening to students, to understand the development of student understanding <input type="checkbox"/>
<p>Conceptual Understanding Teacher candidates will be able to facilitate instruction beyond procedural fluency so that students achieve conceptual understanding.</p>	<p>Include justification/rationale</p> <input type="checkbox"/>	<ul style="list-style-type: none"> addressed the conceptual ideas of the mathematics content <input type="checkbox"/>	<ul style="list-style-type: none"> lead the class in ways the promoted conceptual understanding of relevant math ideas <input type="checkbox"/>	<ul style="list-style-type: none"> lead the class in ways that ensured the conceptual understanding of relevant math ideas <input type="checkbox"/>
<p>Problem Solving Teacher candidates will be able to lead classes in mathematical problem solving and in developing in-depth conceptual understanding</p>	<p>Include justification/rationale</p> <input type="checkbox"/>	<ul style="list-style-type: none"> limited problem solving to routine exercises <input type="checkbox"/>	<ul style="list-style-type: none"> lead the class in ways the promoted problem solving of non-routine problems <input type="checkbox"/>	<ul style="list-style-type: none"> lead the class in ways that revealed problem solving as integral of doing mathematics <input type="checkbox"/>
<p>Reasoning & Proof Teacher candidates will be able to lead classes in mathematical reasoning and proof, including helping students to develop and test generalizations.</p>	<p>Include justification/rationale</p> <input type="checkbox"/>	<ul style="list-style-type: none"> limited reasoning and proof to problems posed by the instructor or curriculum materials <input type="checkbox"/>	<ul style="list-style-type: none"> lead the class in ways the promoted student-generated conjectures through questions tested ways to generalize ideas <input type="checkbox"/>	<ul style="list-style-type: none"> lead the class in ways that ensured the student-generated conjectures lead the class in ways that investigated and proved student-generated conjectures <input type="checkbox"/>