

**Lesson Observation & Evaluation Form**  
**Mathematical Sciences**

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