

Pre-Observational Tool

Directions: Observers should review the lesson plan provided by the teacher candidate or in-service teacher and identify areas of strength and growth for each indicator listed below. The look-fors are color-coded by math narrative: **making math relevant**, **affirming the value of mistakes**, and **encouraging help-seeking**.

Planning			
Process of setting goals and anticipating actions and resources needed to achieve desired outcomes, creating a structured approach that guides teaching and learning.			
Indicator	Teacher Look Fors	Student Look Fors	Notes
Instructional Clarity & Purpose	Instructional plans ensure access to learning experiences that reflect and value students' interests, goals, and lived experiences. (PAS#:2,5)	Explains what is being learned and why it matters to their everyday lives and futures. (SMP#:1,3) Connects mathematical ideas to their own interests and goals. (SMP#:1,4)	
Real World & Project-Based Learning	Assessments are designed to assess relevant and real-life problem solving. (PAS#:2,3,4,8)	Applies mathematical reasoning to solve relevant and real-world problems through project-based assessments. (SMP#:2,4)	
Mathematical Reasoning & Discourse	Lessons are designed to encourage mathematical reasoning and encourage discussion around mathematical definitions and/or concepts. (PAS#:2,4,5)		
Student Agency & Feedback	Plan opportunities within the lesson for students to provide		

	input and feedback on the math content. (PAS#:4,8)
Addressing Misconceptions	Plan for opportunities for students to evaluate misconceptions they may have on a specific topic. (PAS #2,7)
Collaborative Learning	Plans include collaborative work for students to investigate new concept and Ideas while applying previous knowledge. (PAS#:2,3,4,7)