

**CLASSROOM VISITATION (Mathematics Instruction)
OBSERVATION TOOL
INGLEWOOD UNIFIED SCHOOL DISTRICT
2005-2006**

School: _____

Grade: _____

Room #: _____

Observer: _____

Date: _____

CLASSROOM ENVIRONMENT

**Positive learning environment exists
(students actively engaged in learning)**

Multiple students at board solving probs
Example _____

Use of white boards
Ex. _____

Expression of understanding (vote using hand signals)
Ex. _____

Students create similar problems on their own
Ex. _____

TEACHING AND LEARNING

Using direct instruction

Less lecture (10 minutes or less), more student practice (guided group or individual)
Example _____

Highlighting prerequisite skills prior to delivery of new content (sample and practice problems)
Ex. _____

Explicit reference to component skills and concepts
Ex. _____

Differentiation (transformations/translations); moving between symbolic, pictorial, descriptive, realia, concrete, etc.
Ex. _____

TEACHING AND LEARNING (cont'd)

Checking for comprehension (cont'd)

Students explain how they solved a problem
Example. _____

Use of prompts to stimulate conceptual development/understanding
Ex. _____

Building on prior knowledge
Ex. _____

Teachers moving around class/use of proximity
Ex. _____

Going beyond calling on volunteers
Ex. _____

Students model/teach other students

Example _____

Students summarize learning
(journaling, exit slips, etc.)

Ex. _____

STANDARD/LESSON

OBJECTIVE

Posted

Ex. _____

Reflected in lesson

Ex. _____

Making subject matter accessible (use of visual aids, hands-on activities and/or applications, real-life context)

Example _____

Checking for comprehension

Teacher pauses periodically to prompt students for evidence of comprehension

Ex. _____

Students asking/responding to higher-order questions

Ex. _____

STUDENT ACTIVITIES

Students are engaged in [academic] interactions

Strategic/deliberate grouping

Example _____

Think-pair-share, check and compare with peers

Ex. _____

Structures/scaffolds for directing small group work

Ex. _____
