

MSLC Math Classroom Observation Tool - Modeling

1. Lesson Preparation			
		Look-For	Score
1.1	Exit Ticket Unpacking	Teacher preparation includes a fully worked-out and unpacked Exit Ticket. Exit Ticket unpacking includes the identification of the core knowledge and skills students will need to master by the end of the lesson.	
1.2	LDM Alignment	Teacher preparation shows evidence of the teacher pre-identifying the exit ticket, a model task, an aligned you-try task, and aligned independent practice problems.	
1.3	Exemplar Responses	Teacher preparation includes ideal student responses, inclusive of grade-appropriate work setup, annotations, and vocabulary usage.	
1.4	Means of Participation	Teacher preparation makes explicit how students will engage with high-priority questions/tasks in the lesson.	
1.5	Plan for Model: Think Aloud	Teacher preparation includes scripting of the thinking steps used to unpack and solve the model problem.	
1.6	Plan for Model: Check for Understanding	Teacher preparation includes 2-4 Check For Understanding questions that can be asked to check student understanding of the model.	
Notes-Lesson Preparation			
2. Introduction of New Material Through Modeling			
		Look-For	Score
2.1	Contextualize It	Teacher briefly shares how the problem they'll model connects to what students have learned about or will soon learn.	
2.2	Note-Taking/Listening Task	Teacher gives clear and specific directions for when and where students should be taking notes and what they should be listening for.	
2.3	Think Aloud - Unpacking the Prompt	Teacher as they dissect and annotate the prompt in preparation for solving.	
2.4	Think Aloud - Narrating Thinking	Teacher articulates and demonstrates the cognitive process they take to solve a problem, as well as the thinking behind it.	
2.5	Check For Understanding	Teacher asks 2– 4 questions about the key decisions and/or thinking steps that will be important for students to be successful with the “Your Turn” problem.	
2.6	Your Turn	Teacher releases students to independently work on a problem similar in structure and rigor to the model task.	
Notes- Introduction of New Material Through Modeling			

E - Effective

A - Attempted

M - Missed

X - Not Observed

Observation Synthesis & Coaching Planning	
Strengths <i>What do you want to highlight for teachers as a strong practice to keep doing?</i>	Opportunities <i>What is the highest leverage gap that would make teachers' practice and student learning stronger?</i>
Strengths in Planning	Gap in Planning
Strength in Execution	Gap in Execution

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3. Lesson Preparation			
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Notes- Lesson Preparation			
4. Introduction of New Material Through Modeling			
		Look-For	Score
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2.2	Note-Taking/Listening Task	Teacher gives clear and specific directions for when and where students should be taking notes and what they should be listening for.	
2.3	Think Aloud - Unpacking the Prompt	Teacher narrates as they dissect and annotate the prompt in preparation for solving.	
2.4	Think Aloud - Narrating Thinking	Teacher articulates and demonstrates the cognitive process they take to solve a problem as well as the thinking behind it.	
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Notes- Lesson Preparation			
6. Introduction of New Material Through Modeling			
		Look-For	Score
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