

INTERN OBSERVATION FORM - MATH COURSE

Student _____ Observer _____ Course _____

Supervisor _____ School & District _____

Class/Subj/Grade _____ Date _____ Time _____ to _____

Unannounced _____ Announced _____ Number of Students _____

Instructional, Interactional Sequences	Notes
1. Evidence of advance preparation and lesson organization (materials ready).	
2. Provides good lesson opening (e.g., reviews prior learning; considers background knowledge).	
3. Purpose Setting <ul style="list-style-type: none"> a. Clear explanation of task and its purpose. b. Tells students what, how, when, and why for task or strategy. c. Directions (clear directions, checks for student understanding). 	
4. Lesson Presentation <ul style="list-style-type: none"> a. Presents concepts verbally <ul style="list-style-type: none"> - uses think alouds - models use of skill/strategy - models statements to help students self-instruct, self-monitor, self-evaluate (e.g., Do I understand?) b. Presents concepts graphically <ul style="list-style-type: none"> - uses appropriate visuals - integrates all mathematical situations in lesson <ul style="list-style-type: none"> real world pictorial written spoken concrete manipulative c. Uses appropriate graphic structures to organize and connect concepts d. Uses Thinking/Problem-Solving as an integral focus e. Uses appropriate pacing/flow of information 	

<p>5. Student Involvement</p> <ul style="list-style-type: none"> a. Asks students to think aloud when using skills or strategies b. Has students explain, justify or evaluate their answers (e.g., Why do you think that? How do you know?) c. Asks students to dialogue or collaborate on problem-solving tasks (e.g. student-to-student interaction on task). 	
<p>6. Feedback to Students</p> <ul style="list-style-type: none"> a. Appropriate use of praise b. Use of prompting or modeling to support learning following errors. c. Frequent use of probes to determine student understanding, to challenge thinking d. Provides error drill on missed concepts during and at end of lesson 	
<p>7. Guided Practice/Appropriate Follow Up</p> <ul style="list-style-type: none"> a. Provides guided practice through application of content b. Gives rationale for seatwork/homework c. Actively monitors student understanding d. Management/Monitoring of students engaged in seatwork (scanning, circulating, etc.) 	
<p>8. Evidence of closure of task/lesson (summarizes lesson and has students actively summarize lesson, builds continuity across lesson, etc.).</p>	
<p>9. Methods of evaluating and monitoring progress apparent (provides frequent assessments to determine mastery; maintains continuous records and/or graphs).</p>	
<p>10. Evidence of internal consistency among goals, objectives, and activities</p>	