<table>
<thead>
<tr>
<th>Category</th>
<th>Instructional Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Atmosphere</td>
<td>Are students willing to risk offering ideas and possible solutions?</td>
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<td></td>
<td>Do students talk as often as the teacher does?</td>
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<tr>
<td></td>
<td>Do boys and girls talk equally often?</td>
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<tr>
<td>Warm-Up</td>
<td>Does the daily routine include the problem of the day?</td>
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<td>Are students asked to do mental math exercises?</td>
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<tr>
<td>Instructional Practices</td>
<td>Can the teacher identify lesson objectives and how they relate to the EALRs?</td>
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<td></td>
<td>Are multiple strategies and approaches modeled when introducing new concepts?</td>
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<td></td>
<td>Does the teacher utilize questioning strategies that stimulate higher level thinking skills?</td>
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<td></td>
<td>Is the emphasis on how solutions are obtained as great as the emphasis on the solutions themselves?</td>
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<td></td>
<td>Does instruction help students learn how to choose appropriate strategies for different problems?</td>
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<td></td>
<td>Do students have frequent opportunities to work in groups?</td>
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<td></td>
<td>Does the teacher reinforce mathematical vocabulary?</td>
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<td></td>
<td>Are manipulatives effectively used?</td>
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<td>Are calculators used to develop concepts?</td>
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<td></td>
<td>Is the teacher using the adopted instructional materials as prescribed?</td>
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<tr>
<td>Math Power</td>
<td>Are math power strands (solves problems, reasons logically, communicate understanding, and makes connections) integrated into the lesson?</td>
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<td>Does the teacher model what good constructed responses look like?</td>
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<td>Are students asked to write about their thinking?</td>
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<td></td>
<td>Are math concepts explored in a problem-solving, real-world context?</td>
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<td></td>
<td>Do students encounter problems with more than one answer, no answer, and problems that require research?</td>
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<tr>
<td>Estimation</td>
<td>Are students asked to estimate and not just round off?</td>
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<td></td>
<td>Are students asked to estimate to determine reasonableness of answers?</td>
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<td></td>
<td>Are students frequently asked to do mental arithmetic?</td>
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<tr>
<td>Monitor Learning</td>
<td>Does the teacher continually check student understanding to make decisions about next steps in the instructional process?</td>
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<td></td>
<td>Does the teacher use students’ verbal and written expressions in making decisions?</td>
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<td>Are students comfortable asking for and receiving help from both the teacher and their peers?</td>
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<tr>
<td>Assessments</td>
<td>Does the teacher use activity-based assessments as well as written tests?</td>
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<td></td>
<td>Are students allowed to edit and revise their responses?</td>
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<td></td>
<td>Does the teacher keep math portfolios for each student, including work samples, dated observations, and formal tests?</td>
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</tbody>
</table>

Legend:  
Y = Yes, observation includes evidence of this trait;  
N = No, observation includes evidence which shows this trait is not present;  
NO = Not Observable, this trait may or may not be present. No evidence to support a yes or no for this trait. Need additional info.