

Launch-Explore-Close Observation Tool

Beginning – Launch

Conditions for Success		
What is the teacher doing?	What are the students doing?	Evidence
<p>Instructional Look Fors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses the lesson objective as a goal and articulates the objective to the students <input type="checkbox"/> Uses guiding questions to focus the purpose of the lesson <input type="checkbox"/> Connects the lesson to prior experience and/or real-world context for students <input type="checkbox"/> Provides background information necessary for students to engage in the lesson (including vocabulary) <input type="checkbox"/> Uses a problem to launch/introduce the lesson to attract students' attention <input type="checkbox"/> Spends adequate time (approximately 10 – 15 minutes) on introducing the lesson <p>Collaborative Learning Look Fors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes team roles and responsibilities known to students <input type="checkbox"/> Uses an arrangement of student desks that allows for collaborative learning (i.e. groups of 4) <input type="checkbox"/> Uses Vertical non-permanent surfaces with small groups during the lesson 	<ul style="list-style-type: none"> <input type="checkbox"/> Rephrase what the lesson objective is in their own words <input type="checkbox"/> Discuss the lesson objective with a partner, then the class <input type="checkbox"/> Connect the learning objective with the math that they studied previously and see where the math is going <input type="checkbox"/> Clarify “What are we learning? Why are we learning it? What are we learning it through?” 	<p><i>T: Teacher</i> <i>S: Student</i> <i>Ss: Students</i></p>

Conditions for Success		
What is the teacher doing?	What are the students doing?	Evidence
<p>Instructional Look Fors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Intentionally uses a variety of classroom modes: whole group, small group, partner, individual <input type="checkbox"/> Intentionally uses student roles and responsibilities during the lesson <input type="checkbox"/> Circulates the room, listening to student conversations and gathering formative assessment information <input type="checkbox"/> Advances student understanding by asking questions that build on, but do not take over or funnel, student thinking <input type="checkbox"/> Provides appropriate wait time for students to process and make sense of the tasks <input type="checkbox"/> Circulates the room and selects and sequences strategies from student work for whole class discussion <input type="checkbox"/> Asks selected students to explain their strategies to the class and has the class analyze the strategies <input type="checkbox"/> Prompts the class to make connections between the strategies presented by students and their own thinking <input type="checkbox"/> Elicits student’s ideas and leverages them towards developing formal mathematical vocabulary and procedures <p>Collaborative Learning Look Fors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creates an opportunity for students to discuss with a partner or small group to make sense of the math task(s) <input type="checkbox"/> Facilitates structured mathematical discourse among students <input type="checkbox"/> Poses sentence starters or questions to initiate partner or group conversations <input type="checkbox"/> Provides students time to think and discuss with a partner or small group before asking for a student to share their work 	<ul style="list-style-type: none"> <input type="checkbox"/> Working independently <input type="checkbox"/> Working with a partner <input type="checkbox"/> Working in groups <input type="checkbox"/> Actively listen and participate by asking questions <input type="checkbox"/> Show their thinking using concrete manipulatives, models, pictures, words, and/or equations <input type="checkbox"/> Explain their strategy and/or reasoning <input type="checkbox"/> Explain another students’ strategy and/or reasoning <input type="checkbox"/> Critique the reasoning of their partner <input type="checkbox"/> Find connections between their strategy and their partner’s strategy <input type="checkbox"/> Explain and analyze the similarities and differences between the strategies that have been presented <input type="checkbox"/> Agree/disagree, add on to, or restate/rephrase one another’s thinking 	<p><i>T: Teacher</i> <i>S: Student</i> <i>Ss: Students</i></p>

End – Close

Conditions for Success		
What is the teacher doing?	What are the students doing?	Evidence
<p>Instructional Look Fors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Connects the learning objective with the math task from the lesson <input type="checkbox"/> Revisits the guiding questions and shows students that the learning from the lesson answers those questions <input type="checkbox"/> Paraphrases and summarizes student thinking to make connections to larger mathematical ideas <input type="checkbox"/> Assesses where students are in their understanding of the math in the lesson (either formally or informally) <input type="checkbox"/> Provides students the opportunity to self-assess and monitor their own understanding towards the learning objective <p>Collaborative Learning Look Fors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a collaborative instructional strategy so that students summarize their learning with a partner or small group 	<ul style="list-style-type: none"> <input type="checkbox"/> Make connections between today’s various approaches and the mathematical ideas at the heart of the lesson <input type="checkbox"/> Formalize the big ideas discussed in their own words and make connections to prior learning <input type="checkbox"/> Share their thinking aloud about guiding questions as part of a whole class discussion to deepen connections and reflect on their learning <input type="checkbox"/> Self-assess and monitor their own progress toward the learning objective <input type="checkbox"/> Identify areas in which they need to improve <input type="checkbox"/> Solve problems on their own, making decisions about which strategies are most effective for a given problem <input type="checkbox"/> Check their work and revise their thinking 	<p><i>T: Teacher</i> <i>S: Student</i> <i>Ss: Students</i></p>

After the classroom visit, record your observations of the educator’s instructional strengths and opportunities for growth.

Strengths Observed	Growth Opportunities
Questions/Wonderings	Feedback/Next Steps