



Studio Day

Classroom Observation Guide

Name: _____

Focus:	Evidence:
Progress was made towards mathematical goals	
The cognitive demand was maintained throughout the lesson.	
Mathematical ideas were made accessible to all students.	
The Standards for Mathematical Practice were in evidence throughout the lesson.	
<p>Optional Dimensions* (Teacher Chooses 2):</p> <ul style="list-style-type: none"> 5. The focus and direction of the lesson was often determined by ideas originating with students. 12. Students made predictions, estimations and/or hypotheses and devised means for testing them. 14. Students were reflective about their learning. 16. Students were involved in the communication of their ideas to others using a variety of means and media. 17. The teacher's questions triggered divergent modes of thinking. 19. Student questions and comments often determined the focus and direction of classroom discourse. 	

* Optional dimensions were selected from the Reformed Teaching Observation Protocol (RTOP) based upon initial RTOP classroom measurements taken in the MEC MSP (<http://www.mec-math.org/mec-msp/>).

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Additional Observations/Evidence: