

## Lesson Feedback

This form may be used by an administrator, instructional coach, or professional growth partner after a walkthrough or classroom observation. The observer will complete the sections that apply to the particular observation.

Observed Element or Action	Description/Detail/Impact
Teacher demonstrated an understanding of standards, content, and mathematical vocabulary.	
Classroom environment supported student growth and risk-taking (trust, respect, value of mistakes as a method to deepen understanding, value of productive struggle).	
Students were engaged in appropriate practice for computational fluency.	
Students were engaged in an activity or task to help maintain previously taught concepts.	
Teacher adjusted the lesson based on student responses.	
Teacher helped students connect new learning to previous learning.	
The lesson progressed from contextual situations and concrete models, to pictorial/representational models, then to symbolic/abstract. NOTE: Not all stages are necessary for each lesson. The progression may be seen through a sequence of lessons.	
Students had opportunities to work both collaboratively and independently.	
Students completed an independent task that accurately reflected mastery of the day's content/skills focus.	
The teacher asked questions that illuminated student understanding.	
The teacher facilitated student discourse so that big ideas were made explicit (connections, examples, non-examples, clarify misconceptions).	
The teacher matched activities and models to lesson content.	
Students engaged in productive struggle.	
Students participated in reflection at the end of the lesson They shared and justified their thinking and strategies in relation to the big ideas of the lesson.	

What, if any, other elements had a significant impact on this lesson?