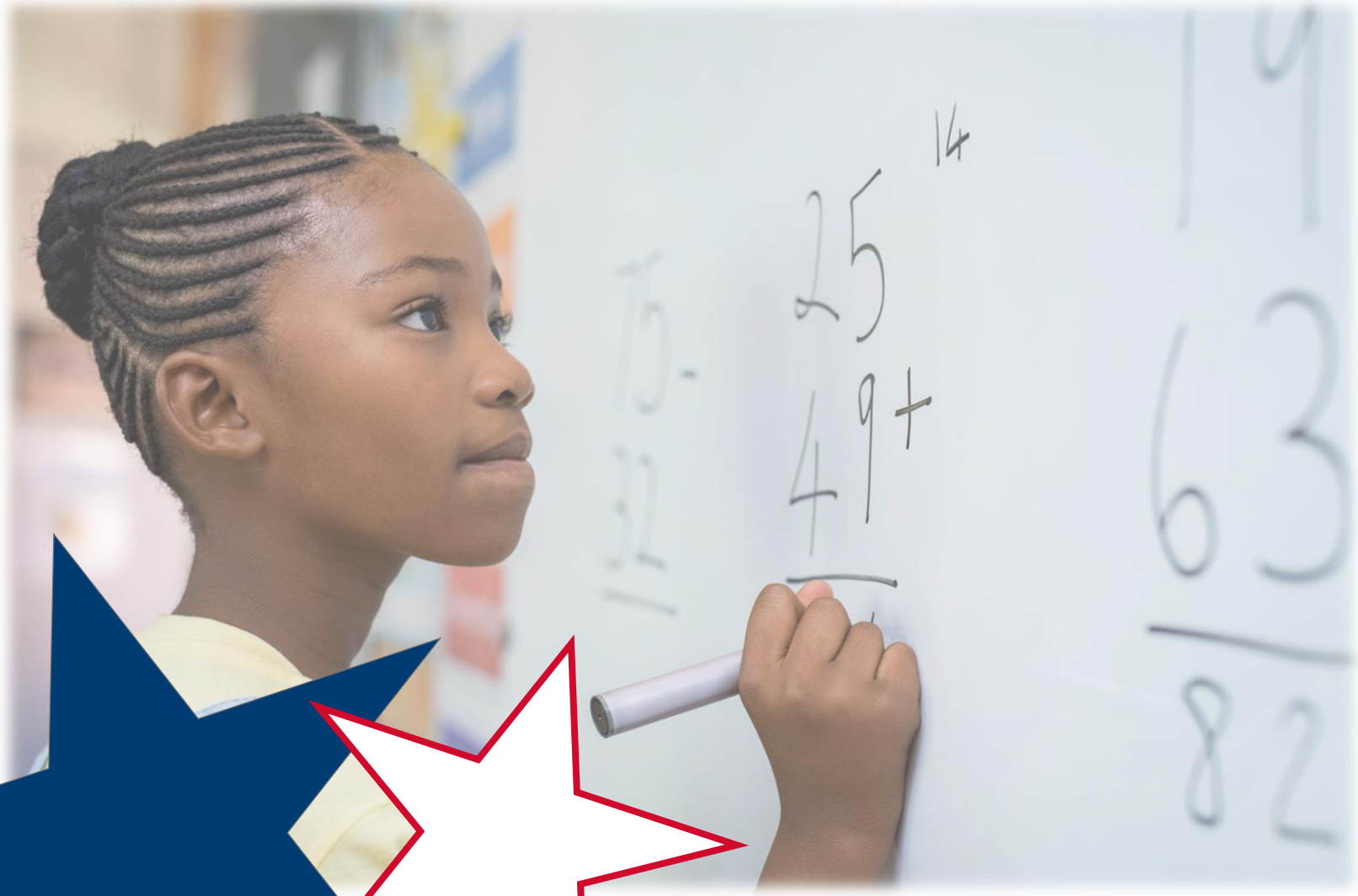
GRADES 3-12 | INSTRUCTIONAL OBSERVATION PROTOCOL



MATHEMATICS

(Released Summer 2022)

MISSISSIPPI DEPARTMENT OF EDUCATION

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MISSISSIPPI
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EDUCATION

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

State Board of Education STRATEGIC PLAN GOALS

1. **ALL** Students Proficient and Showing Growth in All Assessed Areas
2. **EVERY** Student Graduates from High School and is Ready for College and Career
3. **EVERY** Child Has Access to a High-Quality Early Childhood Program
4. **EVERY** School Has Effective Teachers and Leaders
5. **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. **EVERY** School and District is Rated "C" or Higher

INTRODUCTION

Mathematics teaching is complex and requires teachers to have a deep understanding of the mathematical content that they are expected to teach and a clear view of how student learning of mathematics develops and progresses across grades. It also calls for teachers to be skilled at using instructional practices that are effective in developing mathematics learning.

Ensuring mathematical success for all takes administrators, coaches, specialists, and other school leaders to make the mathematical success of every student a nonnegotiable priority. Actions to support this focus include providing job-embedded professional development, training, and coaching to make the implementation of effective instructional practices a priority; maintaining a schoolwide culture with high expectations, allocating time for teachers to collaborate in professional learning communities; and supporting improvement with multifaceted assessments used to monitor progress and inform changes to instruction.

To help identify the needs of individual teachers or the school, many administrators may gather instructional information through the use of a criterion-based tool, such as the ***Mathematics Instructional Observation Protocol (MIOP)***, which is suggested when conducting instructional observations.[1]

PURPOSE

The primary purpose of the ***Mathematics Instructional Observation Protocol (MIOP)*** is to provide instructional leadership teams at the local level with common, research-based, and content-specific criteria when conducting instructional observations. The feedback provided to each mathematics educator, along with coaching and professional learning, are meant to build teacher capacity and improve student achievement while implementing the Mississippi College- and Career-Readiness Standards (MS CCRS) for Mathematics.

[1] From National Council of Teachers of Mathematics. (2014). *Principles to Actions: Ensuring mathematical success for all- Executive summary.* Retrieved from National Council of Teachers of Mathematics: *www.nctm.org/uploadedFiles/Standards_and_Positions/PtAExecutiveSummary.pdf*

INSTRUCTIONAL OBSERVATION DEFINED [2]

An **instructional observation** is a formal or informal observance of the teaching and learning environment and is typically conducted by student teachers, teacher colleagues, administrators, instructional coaches, district, and state staff in order to provide educators with constructive critical feedback aimed at improving their classroom management and instructional techniques.

Instructional observations, also known as ***learning walks***, *peer observations, teacher observations, and* ***walk-throughs*** may vary in time length—from a few minutes to a full class period or school day. In many cases, observation notes are recorded using common templates or guidelines that describe the observers' "look fors" or the observed teacher's feedback request. While classroom observations are conducted for a wide variety of reasons, they are perhaps most commonly associated with building teacher capacity and increasing student achievement. School administrators regularly observe teachers as an extension or in conjunction with formal job-performance evaluations.

INSTRUCTIONAL PROTOCOL DEFINED [3]

An **instructional protocol** is a set of step-by-step guidelines that are commonly used by educators to structure professional discussions about lesson planning, instructional techniques, student engagement, student tasks, performance data, learning environment, and/or classroom management; ensuring they are efficient, purposeful, and productive.

Once completed, they are often followed by a debriefing process during which participants discuss what they have learned from the experience and/or how the process worked well and how it might be improved.

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[2] "Instructional *Observation*"—The Glossary of Education Reform by Great Schools Partnership is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

[3] "*Protocol*"—The Glossary of Education Reform by Great Schools Partnership is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

LEARNING WALK VS. WALK-THROUGH

When discussing instructional observations, educators tend to use the words “learning walk” and “walk-through” interchangeably due to both being non-evaluative, informal classroom visits in which instructional leaders focus on and observe specific areas of the teaching and learning environment. However, it is best practice to decipher a clear distinction between the two.

Learning Walk[4]

A learning walk is a non-evaluative, evidence-based, informal classroom visit using a researched-based tool that allows administrators, teachers, or other specified observers opportunities to reflect on what students are learning, current instructional strategies, student engagement, and student interaction with the content. The primary purpose of a learning walk is for the observer(s) to compare criterion instructional practices with those they observe. The summation dialogue, the subsequent feedback provided, and self-reflection are the chief benefits of this collaboration.

Walk-through[5]

The walk-through can be defined as a brief, structured, classroom observation, usually conducted by the building level administrator that may or may not be followed up with verbal or written feedback about what was observed. An essential benefit of conducting numerouse walk-throughs is to increase the number of classrooms that administrators visit, so brevity in each classroom is a must. While the typical walk-through lasts about 10 minutes, some may be shorter. Depending on the size of the school, walk-throughs may allow the administrator to visit every classroom as often as once a month, weekly, or even daily. Walk-throughs do not replace, but instead, supplement longer or more formal observations by providing a high number of classroom visits that, over time, may reveal patterns and instructional issues throughout the school.

The following two pages provide additional clarity around this distinction.

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[4] Main, P. (n.d.). *Learning walks: A guide for school leaders.* Retrieved from Structural Learning: *https://www.structural-learning.com/post/learning-walks-a-guide-for-school-leaders*

[5] Center for Comprehensive School Reform and Improvement. (n.d.). *Using the Classroom Walk-Through as an Instructional Leadership Strategy.* Retrieved from AdLit| All About Literacy: *https://www.adlit.org/topics/curriculum-instruction/using-classroom-walk-through-instructional-leadership-strategy*

LEARNING WALK CONSIDERATIONS

OBSERVERS	PURPOSE	TIME	FEEDBACK
Administrator(s), Coaches, Content Specialists, Lead Teachers, other Instructional Leadership Team Members, District, and/or State Personnel	To provide opportunities for instructional leaders to see in-practice instruction in comparison to predetermined criteria; gauge successes and deficits; and identify needs for professional development	**Length:** 10 minutes minimum, can extend throughout the entire class period or lesson **Frequency:** Generally conducted bi-annually, quarterly, or as often as needed	Required **Note:** Provides evidence-based feedback to foster teacher self-reflection and identify actionable next steps for professional learning
Professional Learning Community (PLC) Members, Teacher Peers, and/or Pre-Service Teachers	To provide an opportunity for peer observation of in-practice teaching strategies compared to a predetermined criterion		

WALK-THROUGH CONSIDERATIONS

OBSERVERS	PURPOSE	TIME	FEEDBACK
Administrator(s), but can extend to Instructional Coaches, Content Specialists, Lead Teachers, and other Instructional Leadership Team Members	To provide multiple opportunities for instructional leaders to see in-practice instruction	**Length:** 10 minutes maximum **Frequency:** As often as feasible or appropriate	Optional **Note:** Typically, only provided to note instructional practices that are exceptional or require immediate attention
Professional Learning Community (PLC) Members, Teacher Peers, and/or Pre-Service Teachers	To provide an opportunity for peer observation of in-practice teaching strategies	**Length:** 10 minutes maximum **Frequency:** As often as needed to capture instructional strategy	Optional **Note:** Typically leads to PLC discussion and continued professional learning

INSTRUCTIONAL OBSERVATION PROCESS

LEARNING WALK

(C) After

Observers meet to discuss the observed instruction, gauge successes and deficits, determine a plan of action, and provide evidence-based feedback to the observed teachers.

(B) During

Observers follow the predetermined schedule and observe instruction. Based on the assigned criterion, the observer captures the evidence and makes notations, as necessary.

(A) Before

Observers meet to establish a purpose for the walk, identify the teachers to be observed, assign criteria to be observed, and establish other logistical parameters (duration, schedule, etc.)

WALK-THROUGH

(C) After

Observer(s) may provide feedback on observed instruction, typically to commend exceptional instruction or to address items requiring immediate attention.

(B) During

Observers follow the predetermined schedule and observe instruction. If there is an assigned criterion, the observer captures the evidence and makes notations, as necessary.

(A) Before

Observer(s) establish a purpose for the walk (optional), identify the teachers to be observed, assign criteria to be observed (optional), and establish other logistical parameters (duration, schedule, etc.)

CORE ACTIONS DEFINED

The ***Mathematics Instructional Observation Protocol (MIOP)*** provides specific, suggested Core Actions for teachers when implementing daily planning and practice of the Mississippi College- and Career-Readiness Standards (MS CCRS) for Mathematics. Each Core Action includes key criteria with the associated indicators or "look fors" that should be demonstrated by the teachers and students.

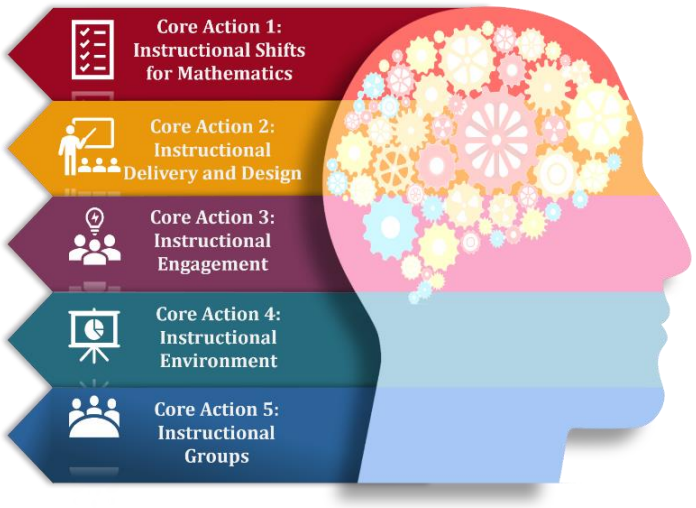

*Figure 1: The Mathematics Instructional Observation Protocol's Five Core Actions [**Note:** The MIOP Core Actions 1-3 are a derivative of Student Achievement Partner's Instructional Practice Guide's Core Actions 1-3[6].]*

Core Action 1: Instructional Shifts for Mathematics—Ensure the work of the enacted lesson reflects the ***Focus, Coherence, and Rigor*** required by the Mississippi College- and Career-Readiness Standards (MS CCRS) for Mathematics.

Core Action 2: Instructional Delivery and Design—Employ ***Effective Mathematics Teaching Practices (EMTPs)*** that allow ***ALL*** students to learn the lesson's content.

Core Action 3: Instructional Engagement—Provide ***ALL*** students with opportunities to exhibit the ***Standards of Mathematical Practice (SMPs)*** while engaging with the lesson's content.

Core Action 4: Instructional Environment—Design classroom systems to ***promote access and attainment*** for ***ALL*** students by having an element of *universal access* and self-selection of the structures and supports students' use.

Core Action 5: Instructional Groups—Utilize ***well-designed, small-group*** *instruction* to make a significant difference for ***EACH*** student, no matter the current level of achievement.

[6] Student Achievement Partners. (2018). *Instructional practice guide: Math K-8.* Retrieved from Achievethecore: *https://achievethecore.org/content/upload/Instructional%20Practice%20Guide_Math_K-8.pdf*

NOTABLE MENTIONS

Collecting Evidence[6]

For each lesson, evidence might include a lesson plan, tasks and assessments, teacher instruction, student discussion and behavior, instructional tools, classroom atmosphere, instructional supports, and student work. Although many indicators will be observable during the course of a lesson, there may be times when a lesson is appropriately focused on a smaller set of objectives, or you observe only a portion of a lesson. In those cases, you should expect to not observe all of the indicators.

Making Notations[6]

For each observation, it is essential to make note of what is seen and heard. It may be helpful to supplement what you have recorded with further evidence from artifacts such as lesson plans, tasks, or student work. Whenever possible, share the evidence collected during the observation in a follow-up discussion or when providing feedback.

Summation Dialogue[6]

The summation dialogue takes place after multiple observers conduct an observation of the same lesson. This collaborative conversation should reflect on the evidence collected during the observation to consider what practices are in place, what worked, what could improve, and what resources are available to support improvement. From this dialogue, a plan of action can be developed.

Providing Feedback

When providing feedback to teachers it is critical to base feedback on observable evidence, reinforce effective practices, and attend to the teacher's area of need and focus.[7] Feedback should be timely, actionable, specific, related to agreed-upon learning outcomes, and calibrated to a teacher's abilities. [8]

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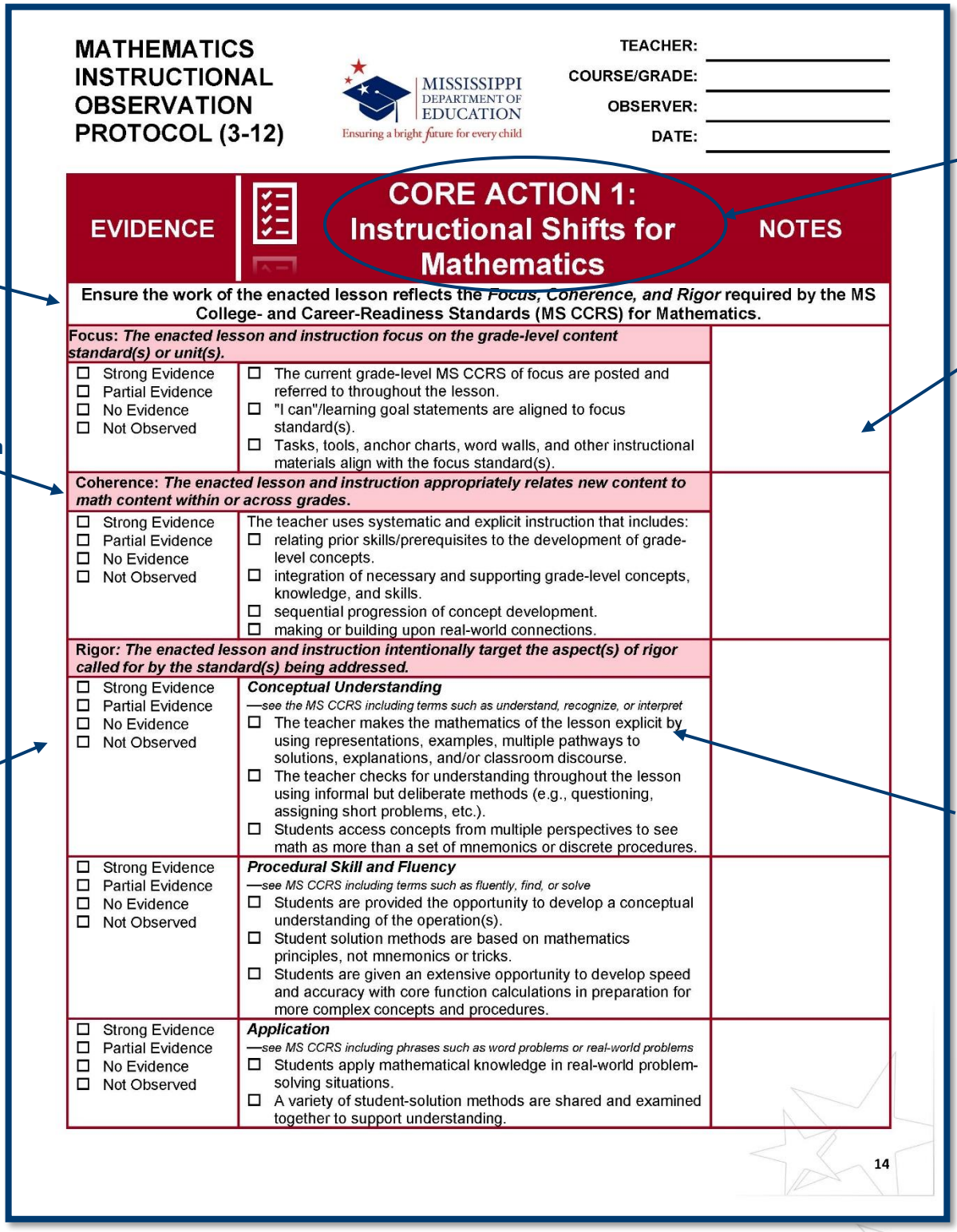
[7] DiPaola, M. F. (n.d.). Providing Effective Feedback to teachers: A critical task of instructional leaders. Retrieved from William & Mary School of Education: *https://education.wm.edu/centers/sli/events/la-conference/Ldrshp%20Insti14-1.pdf*

[8] Insight Advance. (n.d.). *Feedback strategies for coaches and administrators.* Retrieved from Harvard University Center for Education Policy Research: Visibly Better: *https://visiblybetter.cepr.harvard.edu/files/visibly-better/files/instructional-feedback-guidebook.pdf*

MATHEMATICS INSTRUCTIONAL OBSERVATION PROTOCOL (MIOP)–HOW TO READ THE MIOP



MATHEMATICS INSTRUCTIONAL OBSERVATION PROTOCOL (3-12)

MISSISSIPPI DEPARTMENT OF EDUCATION
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TEACHER: _____
COURSE/GRADE: _____
OBSERVER: _____
DATE: _____

EVIDENCE	CORE ACTION 1: Instructional Shifts for Mathematics	NOTES
Ensure the work of the enacted lesson reflects the *Focus, Coherence, and Rigor* required by the MS College- and Career-Readiness Standards (MS CCRS) for Mathematics.		
Focus: ***The enacted lesson and instruction focus on the grade-level content standard(s) or unit(s).***		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	☐ The current grade-level MS CCRS of focus are posted and referred to throughout the lesson. ☐ "I can"/learning goal statements are aligned to focus standard(s). ☐ Tasks, tools, anchor charts, word walls, and other instructional materials align with the focus standard(s).	
Coherence: ***The enacted lesson and instruction appropriately relates new content to math content within or across grades.***		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	The teacher uses systematic and explicit instruction that includes: ☐ relating prior skills/prerequisites to the development of grade-level concepts. ☐ integration of necessary and supporting grade-level concepts, knowledge, and skills. ☐ sequential progression of concept development. ☐ making or building upon real-world connections.	
Rigor: ***The enacted lesson and instruction intentionally target the aspect(s) of rigor called for by the standard(s) being addressed.***		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	***Conceptual Understanding*** *—see the MS CCRS including terms such as understand, recognize, or interpret* ☐ The teacher makes the mathematics of the lesson explicit by using representations, examples, multiple pathways to solutions, explanations, and/or classroom discourse. ☐ The teacher checks for understanding throughout the lesson using informal but deliberate methods (e.g., questioning, assigning short problems, etc.). ☐ Students access concepts from multiple perspectives to see math as more than a set of mnemonics or discrete procedures.	
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	***Procedural Skill and Fluency*** *—see MS CCRS including terms such as fluently, find, or solve* ☐ Students are provided the opportunity to develop a conceptual understanding of the operation(s). ☐ Student solution methods are based on mathematics principles, not mnemonics or tricks. ☐ Students are given an extensive opportunity to develop speed and accuracy with core function calculations in preparation for more complex concepts and procedures.	
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	***Application*** *—see MS CCRS including phrases such as word problems or real-world problems* ☐ Students apply mathematical knowledge in real-world problem-solving situations. ☐ A variety of student-solution methods are shared and examined together to support understanding.	

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Core Action

Core Action Definition

Notes Column

Key Criteria

Level of Evidence

Indicators or "Look Fors"

MATHEMATICS INSTRUCTIONAL OBSERVATION PROTOCOL (3-12)

MISSISSIPPI DEPARTMENT OF EDUCATION
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TEACHER: _____
COURSE/GRADE: _____
OBSERVER: _____
DATE: _____

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Coherence: ***The enacted lesson and instruction appropriately relates new content to math content within or across grades.***		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	The teacher uses systematic and explicit instruction that includes: ☐ relating prior skills/prerequisites to the development of grade-level concepts. ☐ integration of necessary and supporting grade-level concepts, knowledge, and skills. ☐ sequential progression of concept development. ☐ making or building upon real-world connections.	
Rigor*: The enacted lesson and instruction intentionally target the aspect(s) of rigor called for by the standard(s) being addressed.*		
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☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	***Application*** *—see MS CCRS including phrases such as word problems or real-world problems* ☐ Students apply mathematical knowledge in real-world problem-solving situations. ☐ A variety of student-solution methods are shared and examined together to support understanding.	

MATHEMATICS INSTRUCTIONAL OBSERVATION PROTOCOL (3-12)

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TEACHER: _____
COURSE/GRADE: _____
OBSERVER: _____
DATE: _____

EVIDENCE	CORE ACTION 2: Instructional Delivery and Design	NOTES
Employ Effective Mathematics Teaching Practices *(EMTPs)* that allow *ALL* students to learn the lesson's content.		
1. Establish mathematics goals to focus learning.		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	The teacher: ☐ articulates the mathematics students are to learn. ☐ identifies how the goal will fit into the learning progression. ☐ discusses, references, and revisits the purpose of the goal and its contribution to the learning throughout the lesson. ☐ uses the mathematics goal to guide lesson planning and reflection: and to make purposeful in-the-moment decisions.	
2. Implement tasks that promote reasoning and problem-solving.		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	The teacher: ☐ provides opportunities for exploring and problem-solving that extend students' mathematical understanding. ☐ selects tasks that provide multiple entry points through the use of varied tools and representations. ☐ probes students to use various approaches or strategies to make sense of the mathematics concept. ☐ chooses engaging, high-cognitive-demand tasks with various solution pathways. ☐ chooses real-world tasks that reflect community and society.	
3. Use and connect mathematical representations.		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed *Select all observed:* ☐ Visual/Pictorial ☐ Physical/Concrete ☐ Symbolic /Abstract ☐ Verbal ☐ Contextual	The teacher: ☐ introduces representations to support students in building conceptual understanding. ☐ allocates sufficient time to select, use, and discuss representations appropriate for solving the given problem. ☐ focuses students' attention on the structure and essential features of the representation(s). ☐ compares and connects representations to mathematics concepts and other representations. ☐ ensures assessments include multiple representations of mathematics content.	
4. Facilitate meaningful mathematical discourse.		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	The teacher: ☐ promotes an atmosphere where students share, listen to, honor, and critique each other's ideas respectfully. ☐ uses strategies that promote purposeful sharing of mathematical ideas (e.g., Think/Pair/Share, Turn and Talk). ☐ supports students' discourse by strategically selecting and sequencing student responses for whole-class analysis. ☐ makes connections among student approaches and helps students consider and discuss differences in each other's thinking. ☐ requires students to explain or defend their position.	

MATHEMATICS INSTRUCTIONAL OBSERVATION PROTOCOL (3-12)

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TEACHER: _____

COURSE/GRADE: _____

OBSERVER: _____

DATE: _____

5. Pose purposeful questions.		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	The teacher: ☐ asks intentional questions that make mathematics visible and accessible for discussion. ☐ asks questions that probe or extend student understanding by using such words as explain, elaborate on, or clarify. ☐ uses How, Why, and When questions to prompt students to reflect on their reasoning. ☐ asks questions that elicit students to make sense of ideas and relationships. ☐ asks questions that assist students in making connections in ideas and relationships. ☐ allows sufficient wait time for students to formulate a response without interjecting or influencing student answers.	
6. Build procedural fluency from conceptual understanding.		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	The teacher: ☐ gives students time to think about diverse ways to approach a problem. ☐ encourages students to use their own strategies and methods to solve problems. ☐ asks students to justify their selected solution strategy. ☐ connects and compares student-generated strategies to more appropriate or efficient strategies.	
7. Support productive struggle in learning mathematics.		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	The teacher: ☐ anticipates students' mathematical error(s), misconception(s), and/or struggle(s), and how to overcome them. ☐ promotes an atmosphere where students are comfortable making mistakes. ☐ positively encourages persistence through confusion, misconceptions, and struggles. ☐ encourages students to problem-solve to find and correct their own mistakes. ☐ provides ample work time and allows multiple attempts.	
8. Elicit and use evidence of student thinking.		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	The teacher: ☐ identifies strategies or representations that are important to look for as evidence of student understanding. ☐ makes real-time decisions based on observations, student responses to questions, and modeled work. ☐ reflects on evidence of student learning to inform future instruction.	

MATHEMATICS INSTRUCTIONAL OBSERVATION PROTOCOL (3-12)

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TEACHER: _____
COURSE/GRADE: _____
OBSERVER: _____
DATE: _____

EVIDENCE	CORE ACTION 3: Instructional Engagement	NOTES
Provide *ALL* students with opportunities to exhibit the *Standards for Mathematical Practice* (SMPs) while engaging with the lesson's content.		
1. Make sense of problems and persevere in solving them.		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	The students: ☐ explain to themselves—understand—the meaning of a problem and look for entry points to its solution. ☐ analyze the givens, constraints, relationships, and goals. ☐ dissect the problem into simpler forms or parts to gain insight. ☐ make conjectures—unproven statements—and plan a solution pathway. ☐ evaluate the reasonableness of the solution.	
2. Reason abstractly and quantitatively.		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	The students: ☐ make meaning of quantities and their relationships. ☐ demonstrate flexible use of number relationships, number properties, shape attributes, units, and other foundational math skills when solving problems. ☐ decontextualize—abstract a given situation by representing it numerically or symbolically. ☐ contextualize—attach meaning to referents of numerical or symbolic representations.	
3. Construct viable arguments and critique the reasoning of others.		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	The students: ☐ construct arguments by understanding and using stated assumptions, definitions, and previously established solutions. ☐ assess the truth of conjectures—unproven statements—by building a logical progression of statements. ☐ compare the effectiveness of two probable arguments. ☐ identify flaws in logic or reasoning. ☐ recognize and use counterexamples—statements disproving the logic. ☐ communicate, defend, and justify their ideas.	
4. Model with mathematics.		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	The students: ☐ demonstrate flexible use of representations, manipulatives, technology, and solution strategies when solving problems. ☐ select and use mathematical models appropriate for the learning goal (e.g., diagrams, two-way tables, graphs, flowcharts, and formulas). ☐ revise mathematical models used to represent a problem's solution as needed. ☐ apply the mathematics to solve problems arising in everyday life.	

MATHEMATICS INSTRUCTIONAL OBSERVATION PROTOCOL (3-12)

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OBSERVER: _____

DATE: _____

5. Use appropriate tools strategically.		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	The students: ☐ consider, select, and use physical and/or digital tools appropriate for the learning goal of the grade level or course. ☐ use manipulatives, materials, models, tools, and/or technology-based resources to assist in solving problems.	
6. Attend to precision.		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	The students: ☐ use appropriate academic language when reading and writing in mathematics. ☐ use vocabulary, notation, place value, quantity, and units to justify their reasoning. ☐ assign symbols and labels accurately to clarify the relationship of quantities and their meaning. ☐ demonstrates accuracy and efficiency in computation.	
7. Look for and make sense of structure.		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	The students: ☐ look closely to discern patterns and relationships within the representation(s). ☐ analyze the format of the mathematics represented. ☐ recognize the significance of using specific strategies.	
8. Look for and express regularity in repeated reasoning.		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	The students: ☐ discuss repeated reasoning that may occur in a problem's solution. ☐ look for general methods and shortcuts. ☐ consider necessary prerequisite steps when solving a problem. ☐ continually evaluate the reasonableness of results.	

MATHEMATICS INSTRUCTIONAL OBSERVATION PROTOCOL (3-12)

MISSISSIPPI DEPARTMENT OF EDUCATION
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TEACHER: _____
COURSE/GRADE: _____
OBSERVER: _____
DATE: _____

EVIDENCE	CORE ACTION 4: Instructional Environment	NOTES
Design classroom systems to promote access and attainment for *ALL* students by having an element of universal access and self-selection of the structures and supports students' use.		
Walking the Walls		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed *Grades 3-5:* ____ minutes posted for the mathematics block	The teacher: ☐ has the daily class schedule/agenda that includes uninterrupted time for mathematics instruction and accommodates whole-group and small-group instruction posted. ☐ has the current, scaffolded, and aligned learning goals posted. ☐ has an interactive, academic, word wall posted. ☐ has anchor charts that model a coherent progression of concepts, including a mix of content, product, and processes posted.	
Access to Materials, Tools, and Technology		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed *Select all observed:* ☐ calculator ☐ computer/tablet ☐ manipulatives ☐ mini whiteboards ☐ Smartboard ☐ other:	The teacher: ☐ ensures every student has access to the required materials to participate. ☐ uses and provides access to tools (e.g., computer, smartboard, manipulatives, or mini whiteboards) during mathematics instruction. ☐ ensures classroom materials are organized, labeled, and readily accessible to all students.	
Classroom Arrangement		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed *Select all observed:* ☐ Whole Group ☐ Small Group ☐ Both ☐ Transition(s) Required	The teacher: ☐ remains positioned throughout the classroom to observe all students. ☐ uses proximity to maintain student engagement and positive behavior. ☐ has an unobstructed pathway to all students. ☐ has arranged the classroom to maximize room space for instruction. ☐ arranges seating to reflect the format for instruction. *If transitions are required:* ☐ the transition expectations are clearly stated or posted. ☐ transitions between activities for small group and whole group are smooth and efficient.	

MATHEMATICS INSTRUCTIONAL OBSERVATION PROTOCOL (3-12)

MISSISSIPPI DEPARTMENT OF EDUCATION
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TEACHER: _____
COURSE/GRADE: _____
OBSERVER: _____
DATE: _____

EVIDENCE	CORE ACTION 5: Instructional Groups	NOTES
Utilize well-designed small-group instruction to make a significant difference for *EACH* student, no matter the current level of achievement.		
A group management system is evident and indicates flexible student placement and appropriate group size.		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	☐ Expectations are posted and explicitly stated (e.g., station rotation, behavior, student roles, asking questions). ☐ Evidence of student thinking is used to inform station activities and grouping. ☐ The use of scaffolding, differentiation, chunking, and other Universal Design for Learning (UDL) strategies are evident.	
Differentiated math groups are MS CCRS focused, designated, labeled, and defined.		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	☐ Content: ***What students are learning.*** ☐ Process: ***How students develop conceptual understanding.*** ☐ Product: ***What students produce to model their level of understanding.***	
Group work includes student-friendly resources to support opportunities for success.		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	☐ MS CCRS **aligned** "I can"/learning goal statement(s). ☐ MS CCRS **aligned** activities. ☐ Activities require student accountability (demonstration of the practiced skill or completed work). ☐ Activities include explicit student-friendly directions and examples of success (expected outcome/product). ☐ Mini anchor charts provide the necessary support to reflect the content. ☐ Mathematics representations are connected. ☐ Students have access to required tools and resources (e.g., manipulatives, technology).	
Students remain academically engaged during student centers and independent work.		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	☐ Extension and enrichment work is prepared and easily accessible for early finisher. ☐ Extension and enrichment work is aligned to the focus standard, is an extension of the current learning goal(s).	
The teacher's group instruction is present.		
☐ Strong Evidence ☐ Partial Evidence ☐ No Evidence ☐ Not Observed	☐ The teachers' group includes an appropriate number of students. ☐ The teacher's group focuses on content or process. ☐ The teacher utilizes multiple mathematics representations. ☐ The teacher provides access to the required tools.	

NOTES

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