Foundations of Math Observation/Self Reflection Tool

r(s):	School:	Preconference Date:
Date:	Year completed FoM:	Observation/Self Reflection ☐1
	Observer:	Grade Level(s):
Program or Strategy (i.e. Number Worlds, Math	Level (if applicable):	Class Period:
ts in group:	# Model Lesson Completed (if applicable):	Co-Taught Lesson: YES / NO
Scored Items (a):	Number of Observed Items (b):	Average Score (Sum of scored items div number of observed items a/b):

eted the following course(s): Check all that apply.

ching-Going Beyond Basics ☐ FoM ☐ Trained in Program/Strategy by a certified instructor

Reflection Notes: *If completing the form for self-reflection, the teacher/service provider using the tool should have completed FoM*. After teaching or w math lesson, rate your lesson using the rating scale below.

***tes**: If completing the form as an NC SIP site for fidelity data collection, the observer using the tool should have completed the All Leaders: FoM Overview evel 1 of FoM. While observing the teacher, do not coach the teacher during the observation. This information can be used for coaching after the observe observation should last through the entire lesson.*

CALE		❖ All items will not be observed within one classroom visit.	
Skill not ted/Missed opportunity	***Rating 1***= Improperly Implemented	***Rating 2***= Somewhat Properly Implemented	***Rating 3***= Appropriately Im

ve the rating **BLANK** if the skill was NOT APPLICABLE to the observation. **Indicate scale score in the left-hand column of the form below.** *erical Rating)*

Utilizes language that attends to precision, is mathematically accurate and adequately scales to higher level mathematics.

r evidence, examples and vital behaviors seen in the classroom

ting discourse, growth mindset, and perseverance through productive struggle

nguage of equal value as opposed to "same as" for the equal sign

matical language is accurate and connects to the components of number sense without fostering misconceptions that may expire in uppe mathematics

ptual understanding that fosters the ability to reason and communicate mathematically

es students in discourse and activities that improve number sense

geneous grouping of students with teacher-facilitated questions that promote rigorous dialogue and understanding

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Makes connections between math concepts, the components of number sense and to previous learning; encouraging students to build their own understanding.
r evidence, examples and vital behaviors seen in the classroom
tes understanding of the importance of derived facts to solve computation problems
matical properties are embedded within content and components of number sense (not definitions to be memorized)
s, uses think aloud, and components of number sense to promote the connections between data and its meaning
es place value as a system and not just a place
matical situations/structures (not key words) are taught explicitly
sizes part-whole relationships and conservation of units
derlying story structure or context that is connected across multiple models to develop the concepts
ction builds on what they already know through use of think aloud, models, and components of number sense
ctions of counting numbers to objects counted - accurate language that conserves quantity and magnitude and equality
es flexible forms for computation and multiple ways of regrouping and forms of the value
es the relationship between components of number sense
ence of all three, concrete, representational and abstract in the lesson, ability for students to access information at all three levels of understanding.
r evidence, examples and vital behaviors seen in the classroom
ng formative assessment and high-quality feedback
es multiple ways to represent concepts and solve problems
matical models (both concrete and visual) are appropriately introduced and taught explicitly
oint of the lesson includes a concrete display of the concepts
er displays understanding of number sense by fostering the use of mental math and the mental number line

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September 2020

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ng of addition, subtraction, multiplication and division algorithms are displayed concretely, visually and abstractly

on conceptual understanding and not just a procedure

en Frame/Mat

s

eds Board

en Blocks

n Strips/Bars

Models

Cubes

on Structures

er Bonds

er Lines

ing

Exchanges

and Number Cubes/Hands on Equations

Representations

ete Multiplication Mat

nsfer Rating (Only for coaching purposes; not an evaluative score):

rved Items: # of Observed Items: Average Transfer Score:_____

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of Knowledge to Classroom Strengths:

s:

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