

ANI Peer Observation Checklist

Prior to the observation, you will meet with your peer observer. During this meeting, your peer observer will ask you to identify three-four focal areas for the observation. Think about the instructional components around which you have questions or would like to make a change. After the observation, you and your peer observer will meet again to debrief around the evidence he/she collected.

| Focal Areas | Clearly evident | Mostly evident | Somewhat Evident | Not Evident | Evidence <ul style="list-style-type: none"> • What activities are offered? • What does the instructor/learner say? • What does the instructor/learner do? • What does the instructor/learner read or write? |
|---|-----------------|----------------|------------------|-------------|---|
| Mathematical Proficiency: | | | | | |
| Conceptual Understanding: 1. The instructor requires learners to show comprehension of mathematical concepts, operations (procedures) and vocabulary. | | | | | |
| Procedural Fluency: 2. The instructor requires learners to practice carrying out procedures. | | | | | |
| Strategic Competence: 3. The instructor requires learners to formulate, represent, and solve math problems. | | | | | |

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| Adaptive Reasoning: 4. The instructor requires learners to justify or explain their answers. | | | | | |
| Productive Disposition: 5. The instructor explains a practical use for the math topic. | | | | | |
| Communication in the math classroom | | | | | |
| 6. The instructor provides opportunities for learner-to-learner communication. | | | | | |
| 7. During group, pair, or individual work, the instructor is readily available to support learners. | | | | | |
| Connections within and outside mathematics | | | | | |
| 8. The instructor connects the lesson to the mathematical demands of various adult contexts (further education, workplace, community, and family). | | | | | |

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| Pedagogy | | | | | |
| CCRS Alignment: 9. The instructor communicates the targeted CCR Standards to learners. | | | | | |
| 10. The instructor communicates the CCRS-aligned objective with learners. | | | | | |
| Key Instructional Advances: 11. The instructor uses materials that are rigorous, focused, and coherent in the sequence of learning. | | | | | |
| 12. The instructor provides activities that require the use of at least one of the Standards for Mathematical Practice. | | | | | <input type="checkbox"/> 1. Make sense of the problem and persevere in solving it. <input type="checkbox"/> 2. Reason abstractly and quantitatively. <input type="checkbox"/> 3. Construct viable arguments and critique the reasoning of others. <input type="checkbox"/> 4. Model with mathematics. <input type="checkbox"/> 5. Use appropriate tools strategically. <input type="checkbox"/> 6. Attend to precision. <input type="checkbox"/> 7. Look for and make use of structure. <input type="checkbox"/> 8. Look for and express regularity in repeated reasoning. Evidence: |

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| Assessment | | | | | |
| 13. The instructor provides opportunities for the learners to engage in independent activities that serve as formative assessment opportunities. | | | | | |