Mathematics Classroom Observation Protocol for Practices ($MCOP^2$)

1) Students engaged in exploration/investigation/problem solving.

SE		Description	Comments
3		Students regularly engaged in exploration, investigation, or problem solving. Over the course of the lesson, the majority of the students engaged in exploration/investigation/problem solving.	
2		Students sometimes engaged in exploration, investigation, or problem solving. Several students engaged in problem solving, but not the majority of the class.	
1		Students seldom engaged in exploration, investigation, or problem solving. This tended to be limited to one or a few students engaged in problem solving while other students watched but did not actively participate.	
0		Students did not engage in exploration, investigation, or problem solving. There were either no instances of investigation or problem solving, or the instances were carried out by the teacher without active participation by any students.	

2) Students used a variety of means (models, drawings, graphs, concrete materials, manipulatives, etc.) to represent concepts.

SE		Description	Comments
3		The students manipulated or generated two or more representations to represent the same concept, and the connections across the various representations, relationships of the representations to the underlying concept, and applicability or the efficiency of the representations were explicitly discussed by the teacher or students, as appropriate.	
2		The students manipulated or generated two or more representations to represent the same concept, but the connections across the various representations, relationships of the representations to the underlying concept, and applicability or the efficiency of the representations were **not** explicitly discussed by the teacher or students.	
1		The students manipulated or generated one representation of a concept.	
0		There were either no representations included in the lesson, or representations were included but were exclusively manipulated and used by the teacher. If the students only watched the teacher manipulate the representation and did not interact with a representation themselves, it should be scored a 0.	

3) Students were engaged in mathematical activities.

SE		Description	Comments
3		Most of the students spend two-thirds or more of the lesson engaged in mathematical activity at the appropriate level for the class. It does not matter if it is one prolonged activity or several shorter activities. (Note that listening and taking notes does not qualify as a mathematical activity unless the students are filling in the notes and interacting with the lesson mathematically.)	
2		Most of the students spend more than one-quarter but less than two-thirds of the lesson engaged in appropriate level mathematical activity. It does not matter if it is one prolonged activity or several shorter activities.	
1		Most of the students spend less than one-quarter of the lesson engaged in appropriate level mathematical activity. There is at least one instance of students' mathematical engagement.	
0		Most of the students are not engaged in appropriate level mathematical activity. This could be because they are never asked to engage in any activity and spend the lesson listening to the teacher and/or copying notes, or it could be because the activity they are engaged in is not mathematical – such as a coloring activity.	

4) Students critically assessed mathematical strategies.

SE	TF	Description	Comments
3	3	More than half of the students critically assessed mathematical strategies. This could have happened in a variety of scenarios, including in the context of partner work, small group work, or a student making a comment during direct instruction or individually to the teacher.	
2	2	At least two but less than half of the students critically assessed mathematical strategies. This could have happened in a variety of scenarios, including in the context of partner work, small group work, or a student making a comment during direct instruction or individually to the teacher.	
1	1	An individual student critically assessed mathematical strategies. This could have happened in a variety of scenarios, including in the context of partner work, small group work, or a student making a comment during direct instruction or individually to the teacher. The critical assessment was limited to one student.	
0	0	Students did not critically assess mathematical strategies. This could happen for one of three reasons: 1) No strategies were used during the lesson; 2) Strategies were used but were not discussed critically. For example, the strategy may have been discussed in terms of how it was used on the specific problem, but its use was not discussed more generally; 3) Strategies were discussed critically by the teacher but this amounted to the teacher telling the students about the strategy(ies), and students did not actively participate.	

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5) Students persevered in problem solving.

SE		Description	Comments
3		Students exhibited a strong amount of perseverance in problem solving. The majority of students looked for entry points and solution paths, monitored and evaluated progress, and changed course if necessary. When confronted with an obstacle (such as how to begin or what to do next), the majority of students continued to use resources (physical tools as well as mental reasoning) to continue to work on the problem.	
2		Students exhibited some perseverance in problem solving. Half of students looked for entry points and solution paths, monitored and evaluated progress, and changed course if necessary. When confronted with an obstacle (such as how to begin or what to do next), half of students continued to use resources (physical tools as well as mental reasoning) to continue to work on the problem.	
1		Students exhibited minimal perseverance in problem solving. At least one student but less than half of students looked for entry points and solution paths, monitored and evaluated progress, and changed course if necessary. When confronted with an obstacle (such as how to begin or what to do next), at least one student but less than half of students continued to use resources (physical tools as well as mental reasoning) to continue to work on the problem. There must be a road block to score above a 0.	
0		Students did not persevere in problem solving. This could be because there was no student problem solving in the lesson, or because when presented with a problem solving situation no students persevered. That is to say, all students either could not figure out how to get started on a problem, or when they confronted an obstacle in their strategy they stopped working.	

6) The lesson involved fundamental concepts of the subject to promote relational/conceptual understanding.

	TF	Description	Comments
	3	The lesson includes fundamental concepts or critical areas of the course, as described by the appropriate standards, and the teacher/lesson uses these concepts to build relational/conceptual understanding of the students with a focus on the "why" behind any procedures included.	
	2	The lesson includes fundamental concepts or critical areas of the course, as described by the appropriate standards, but the teacher/lesson misses several opportunities to use these concepts to build relational/conceptual understanding of the students with a focus on the "why" behind any procedures included.	
	1	The lesson mentions some fundamental concepts of mathematics, but does not use these concepts to develop the relational/conceptual understanding of the students. For example, in a lesson on the slope of the line, the teacher mentions that it is related to ratios, but does not help the students to understand how it is related and how that can help them to better understand the concept of slope.	
	0	The lesson consists of several mathematical problems with no guidance to make connections with any of the fundamental mathematical concepts. This usually occurs with a teacher focusing on procedure of solving certain types of problems without the students understanding the “why” behind the procedures.	

7) The lesson promoted modeling with mathematics.

	TF	Description	Comments
	3	Modeling (using a mathematical model to describe a real-world situation) is an integral component of the lesson with students engaged in the modeling cycle (as described in the Common Core State Standards).	
	2	Modeling is a major component, but the modeling has been turned into a procedure (i.e. a group of word problems that all follow the same form and the teacher has guided the students to find the key pieces of information and how to plug them into a procedure.); **or** modeling is not a major component, but the students engage in a modeling activity that fits within the corresponding standard of mathematical practice.	
	1	The teacher describes some type of mathematical model to describe real-world situations, but the students do not engage in activities related to using mathematical models.	
	0	The lesson does not include any modeling with mathematics.	

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8) The lesson provided opportunities to examine mathematical structure. (symbolic notation, patterns, generalizations, conjectures, etc.)

TF	Description	Comments
3	The students have a sufficient amount of time and opportunity to look for and make use of mathematical structure or patterns.	
2	Students are given some time to examine mathematical structure, but are not allowed adequate time or are given too much scaffolding so that they cannot fully understand the generalization.	
1	Students are shown generalizations involving mathematical structure, but have little opportunity to discover these generalizations themselves or adequate time to understand the generalization.	
0	Students are given no opportunities to explore or understand the mathematical structure of a situation.	

9) The lesson included tasks that have multiple paths to a solution or multiple solutions.

TF	Description	Comments
3	A lesson which includes several tasks throughout; or a single task that takes up a large portion of the lesson; with multiple solutions and/or multiple paths to a solution and which increases the cognitive level of the task for different students.	
2	Multiple solutions and/or multiple paths to a solution are a significant part of the lesson, but are not the primary focus, or are not explicitly encouraged; **or** more than one task has multiple solutions and/or multiple paths to a solution that are explicitly encouraged.	
1	Multiple solutions and/or multiple paths minimally occur, and are not explicitly encouraged; **or** a single task has multiple solutions and/or multiple paths to a solution that are explicitly encouraged.	
0	A lesson which focuses on a single procedure to solve certain types of problems and/or strongly discourages students from trying different techniques.	

10) The lesson promoted precision of mathematical language.

TF	Description	Comments
3	The teacher "attends to precision" in regards to communication during the lesson. The students also "attend to precision" in communication, or the teacher guides students to modify or adapt non-precise communication to improve precision.	
2	The teachers "attends to precision" in all communication during the lesson, but the students are not always required to also do so.	
1	The teacher makes a few incorrect statements or is sloppy about mathematical language, but generally uses correct mathematical terms.	
0	The teacher makes repeated incorrect statements or incorrect names for mathematical objects instead of their accepted mathematical names.	

11) The teacher's talk encouraged student thinking.

TF	Description	Comments
3	The teacher's talk focused on **high levels** of mathematical thinking. The teacher may ask lower level questions within the lesson, but this is not the focus of the practice. There are three possibilities for high levels of thinking: analysis, synthesis, and evaluation. ***Analysis*** *:* examines/ interprets the pattern, order or relationship of the mathematics; parts of the form of thinking. **Synthesis**: requires original, creative thinking. **Evaluation**: makes a judgment of good or bad, right or wrong, according to the standards he/she values.	
2	The teacher's talk focused on **mid-levels** of mathematical thinking. **Interpretation**: discovers relationships among facts, generalizations, definitions, values and skills. **Application**: requires identification and selection and use of appropriate generalizations and skills	
1	Teacher talk consists of **"lower order"** knowledge based questions and responses focusing on recall of facts. **Memory**: recalls or memorizes information. **Translation**: changes information into a different symbolic form or situation.	
0	Any questions/ responses of the teacher related to mathematical ideas were rhetorical in that there was no expectation of a response from the students.	

12) There were a high proportion of students talking related to mathematics.

SE	Description	Comments
3	More than three quarters of the students were talking related to the mathematics of the lesson at some point during the lesson.	
2	More than half, but less than three quarters of the students were talking related to the mathematics of the lesson at some point during the lesson.	
1	Less than half of the students were talking related to the mathematics of the lesson.	
0	No students talked related to the mathematics of the lesson.	

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13) There was a climate of respect for what others had to say.

SE	TF	Description	Comments
3	3	**Many** students are sharing, questioning, and commenting during the lesson, including their struggles. Students are also listening (active), clarifying, and recognizing the ideas of others.	
2	2	The environment is such that **some** students are sharing, questioning, and commenting during the lesson, including their struggles. Most students listen.	
1	1	Only a **few** share as called on by the teacher. The climate supports those who understand or who behave appropriately. **Or** Some students are sharing, questioning, or commenting during the lesson, but most students are actively listening to the communication.	
0	0	No students shared ideas.	

14) In general, the teacher provided wait-time.

SE		Description	Comments
3		The teacher **frequently** provided an ample amount of "think time" for the depth and complexity of a task or question posed by either the teacher or a student.	
2		The teacher **sometimes** provided an ample amount of "think time" for the depth and complexity of a task or question posed by either the teacher or a student.	
1		The teacher **rarely** provided an ample amount of "think time" for the depth and complexity of a task or question posed by either the teacher or a student.	
0		The teacher **never** provided an ample amount of "think time" for the depth and complexity of a task or question posed by either the teacher or a student.	

15) Students were involved in the communication of their ideas to others (peer-to-peer).

SE		Description	Comments
3		**Considerable** time **(more than half)** was spent with peer to peer dialog (pairs, groups, whole class) related to the communication of ideas, strategies and solution.	
2		**Some** class time **(less than half, but more than just a few minutes)** was devoted to peer to peer (pairs, groups, whole class) conversations related to the mathematics.	
1		The lesson was primarily teacher directed and little opportunities were available for peer to peer (pairs, groups, whole class) conversations. A few instances developed where this occurred during the lesson but only lasted less than 5 minutes.	
0		No peer to peer (pairs, groups, whole class) conversations occurred during the lesson.	

16) The teacher uses student questions/comments to enhance conceptual mathematical understanding.

	TF	Description	Comments
	3	The teacher **frequently** uses student questions/ comments to coach students, to facilitate conceptual understanding, and boost the conversation. The teacher sequences the student responses that will be displayed in an intentional order, and/or connects different students' responses to key mathematical ideas.	
	2	The teacher **sometimes** uses student questions/ comments to enhance conceptual understanding.	
	1	The teacher **rarely** uses student questions/ comments to enhance conceptual mathematical understanding. The focus is more on procedural knowledge of the task verses conceptual knowledge of the content.	
	0	The teacher **never** uses student questions/ comments to enhance conceptual mathematical understanding.	

Additional Notes: Preservice or Inservice. Live or Video. #Students, Grade Level, topic/subject, date, other demographics, school, etc.

Was an indicator marked lower based on teaching practices or student engagement on the MCOP2 that were due to inequity? If yes, which points of the rubric?

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