Teacher's Name:                                                                      Date:

**Domain I: Active, Successful Student Participation in the Learning Process**

Teacher effectively expands students’ involvement by asking a balance of open-ended and closed questions (i.e., "How many do I have?", "How could we make five together with our elbows?")

Teacher provides a range of auditory, visual, and movement opportunities to interest students and maintain their attention (i.e., sing and move to number songs, act out *When the Doorbell Rang*, etc.)

Teacher uses a variety of interesting and creative materials (i.e., thematic counters such as rubber farm animals, snap cubes, measuring tools, etc.) Worksheets are rare.

There are multiple hands-on opportunities for all students.

Students are attentive and active participants when appropriate (i.e., ask and answer questions, use manipulatives correctly and appropriately, etc.)

**Domain II: Learner-Centered Instruction**

Teacher begins by focusing students' attention on the purpose of the lesson

The learning objective(s) addresses PreK Guidelines.

Math lessons are 10-20 minutes long and paced to maintain student engagement.

Instructional strategies build on prior learning (i.e., student demonstrates one-to-one correspondence with a set of 5 before being asked to do so with a set of 10.)

Teacher engages students in real life problem solving activities (i.e., Teacher says "We don't have enough crackers for everyone, what can we do?")

Teacher balances teacher-led activities with student exploration to maximize students' participation. The teacher acts as a guide while the students do the thinking and problem solving.

Teacher consistently asks questions that reflect Bloom's Taxonomy's Application level or higher (i.e., "Using the links, how can you tell which object is longer?", "How are squares and rectangles different?", etc.)

Teacher consistently asks open-ended questions to encourage students to respond with more than one or two words (i.e., "What did you notice about this that is different from that?", "Why do we need to know how heavy something is?", "What might happen if...")

Teacher demonstrates flexibility by responding to students' ideas during the lesson.

**Domain III: Evaluation and Feedback on Student Progress**

Teacher consistently asks questions, including open ended questions, to monitor students' understanding of concepts being taught.

When a student provides an incorrect response, the teacher uses the mistake as a learning opportunity, explaining and scaffolding the child’s understanding

The teacher provides specific encouragement for student learning (i.e., "You found a different way to make 5, 1 finger and 4 fingers!")

**Domain IV: Management of Student Discipline, Instructional Strategies, Time and Materials**

Rules and/or expectations for behavior during a math lesson (which may be posted on a chart) are reviewed prior to the lesson.

Rules and/or expectations are clear and consistently enforced.

Students demonstrate an understanding of rules and expectations.

Teacher is proactive and monitors the class to prevent misbehavior from developing (i.e., may move a student closer to her, may ask two students to move apart, may have assigned spots for students to sit.)

Teacher effectively reduces misbehavior by attending to the positive (i.e., "I like the way Riley is sharing the cubes" or "Thank you for raising your hand.")

Teacher effectively reduces misbehavior by using subtle cues (i.e., eye contact, touch, gesture, etc.)

Teacher is prepared for the lesson; materials are ready and accessible.

Transitions to and from the lesson are quick and efficient with embedded learning opportunities