

Gubbins, E. J., Housand, B., Oliver, M., Schader, R., De Wet, C. F., Moon, T. R., Hertberg-Davis, H., Callahan, C. M., Brighton, C., Sternberg, R. J., Grigorenko, E., Jarvin, L., McNeil, N., & Connolly, K. (2008). *Unclogging the mathematics pipeline through access to algebraic understanding* (RM08236). University of Connecticut, The National Research Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2020/03/rm08236.pdf>

Unclogging the Mathematics Pipeline

Classroom Observation Scale

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Teacher: _____ Date: _____					
Observer: _____		Time observation began: _____			
School: _____		Time observation ended: _____			
Program Teacher: _____		Intervention 1 or 2: _____			
Items				Field Notes	
1. Provides clear and measurable objectives					
1 Not effective	2 Partially effective	3 Moderately effective	4 Very effective		
2. Ensures that students understand lessons and assignments					
1 Not effective	2 Partially effective	3 Moderately effective	4 Very effective		
3. Promotes connections to prior mathematical knowledge, skills, and understandings					
1 Not effective	2 Partially effective	3 Moderately effective	4 Very effective		
4. Uses a variety of tools to reason together about algebra					
1 Not effective	2 Partially effective	3 Moderately effective	4 Very effective		

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Items	Field Notes
<p>5. Engages students in lessons</p> <p>1 2 3 4 Not Partially Moderately Very effective effective effective effective</p>	
<p>6. Reflects on the students' reactions to lessons</p> <p>1 2 3 4 Not Partially Moderately Very effective effective effective effective</p>	
<p>7. Asks questions to press the students onward with solving the algebra</p> <p>1 2 3 4 Not Partially Moderately Very effective effective effective effective</p>	
<p>8. Promotes communication about mathematics</p> <p>1 2 3 4 Not Partially Moderately Very effective effective effective effective</p>	
<p>9. Engages students' intellect</p> <p>1 2 3 4 Not Partially Moderately Very effective effective effective effective</p>	
<p>10. Listens to students' comments and responses carefully to assess understanding</p> <p>1 2 3 4 Not Partially Moderately Very effective effective effective effective</p>	

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Items	Field Notes								
<p>11. Encourages discourse about mathematical problems</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Not effective</td> <td>Partially effective</td> <td>Moderately effective</td> <td>Very effective</td> </tr> </table>	1	2	3	4	Not effective	Partially effective	Moderately effective	Very effective	
1	2	3	4						
Not effective	Partially effective	Moderately effective	Very effective						
<p>12. Observes, listens to, and gathers information about students to assess their learning</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Not effective</td> <td>Partially effective</td> <td>Moderately effective</td> <td>Very effective</td> </tr> </table>	1	2	3	4	Not effective	Partially effective	Moderately effective	Very effective	
1	2	3	4						
Not effective	Partially effective	Moderately effective	Very effective						
<p>13. Assesses students' mathematical knowledge and understanding formally</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Not effective</td> <td>Partially effective</td> <td>Moderately effective</td> <td>Very effective</td> </tr> </table>	1	2	3	4	Not effective	Partially effective	Moderately effective	Very effective	
1	2	3	4						
Not effective	Partially effective	Moderately effective	Very effective						
<p>14. Encourages a positive disposition toward mathematics</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Not effective</td> <td>Partially effective</td> <td>Moderately effective</td> <td>Very effective</td> </tr> </table>	1	2	3	4	Not effective	Partially effective	Moderately effective	Very effective	
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