* **Instructor Survey**
* 1. How many students did you have in your class for this lesson?
* 2. Did the lesson content cover all of the lesson objectives?
  + yes
  + no
* If no, please explain.
* 3. While teaching the lesson, did you diverge from what the lessons directed you to do?
* for example, did you:
  + change your plan for carrying out the lesson
  + make changes to what students were directed to do
  + change the materials during the lesson?
  + Other:
* Notes about this.
* Rationale for making these changes?
  + Formatting
  + Grammar
  + Typo
  + Content
  + Instructor note(s)
  + Video
  + None
  + Other:
* Notes on suggested revisions
* 5. In your opinion, do you any of the following revisions need to be made to the mathematical problems?
* Check all that apply.
  + Numerical error
  + Wording of problem
  + Formatting of problem
  + Student directions
  + Instructor notes
  + none
  + Other:
* Notes on suggested revisions
* 6. I am going to list some language and literacy supports for students. Do any of the following describe your interaction with students for this lesson?
  + I defined challenging vocabulary words.
  + I reviewed and/or explained graphs. tables, or charts.
  + I guided students through the CaS chart.
  + I supported students' understanding of reading through discussion.
  + I guided students through writing questions.
  + I explained instructions/directions for carrying out the lesson.
  + none
  + Other:
* Notes on language and literacy supports used

## Interview

* Did the lesson fit into 50 minutes timeline? If not, what parts of the lesson did you skip or shorten and why?Are the instructor’s notes clearly written in the lesson? Are they useful?

## Utility and Usability - Context

* As you know, the problem situation context was written especially for this course. Was the problem situation context appropriate for teaching the mathematical objectives?
* One of our main aims for the problem situation contexts is to create situations that are interesting for the students. What percentage of the students, do you think, were interested in the problem situation?
* Do you have a sense of why students weren't interested? How could we make it more interesting?
* What percentage of the students, do you think, were confused or struggling with their thinking during the lesson?
* What are some examples of things that you did to help students better understand challenging concepts?
* Have you used these examples or approaches in the past?
* Is there something that we could do to make these math concepts easier to understand?
* What are some larger concerns you have about this lesson?

## 

## Final Comments about the lesson

* Are there any other comments you wish to make about the lesson that we didn’t cover? -content, structure, readability of materials like graphs and charts?
* Math Question Lesson 2.3: In question 3 (a) and (b) how easy was it to calculate the relative change of Brazil and Germany's renewable energy consumption from 2000-2010?
* Math Question Lesson 3.2: In question 5, how easy was it to calculate how much the Pressmans would save in energy per year by installing a 5 kWh solar panel system?
* Math Question Lesson 1.8: How easy was it to complete question 4 (e) in this lesson? That is, were you able to use calculations about waste and recycling to decide where FCC should focus new recycling efforts?
* Math Question Lesson 4.7: In question 8, how easy was it to predict the rise in sea level for year 2012 using an exponential model?