INSTRUCTION STRUCTURING THE LEARNING ENVIRONMENT **EM4: How does the candidate structure the learning environment to engage students in learning mathematical concepts and discourse?**			
Level 1	**Level 2**	**Level 3**	**Level 4**
• There is **little evidence** that the candidate is taking steps to create a **safe environment for sharing ideas or making connections** with prior learning or experiences, and a **number of students** seen in the video clip(s) **appear reluctant** to do so. • Some **students are clearly off-task** and the **candidate does not attempt to elicit their participation**. OR • **Student behavior or candidate's disrespect for one or more students severely limits students' engagement in learning.**	• The candidate is **taking steps to create a safe environment** for sharing ideas or making connections with prior learning or experiences to deepen understanding of mathematical concepts and discourse. A **number of students** seen in the video clip(s) **are doing so**. • Candidate **applies strategies to engage students** in understanding mathematical concepts and discourse. If students are off-task, the candidate **notices** and **attempts to elicit their participation**.	• The candidate is taking steps to create a safe environment for sharing ideas or making connections with prior learning and/or experiences. The candidate **treats errors as learning experiences** to deepen understanding of mathematical concepts and discourse. A number of students are seen in the clip(s) sharing their ideas or making connections with prior learning or experiences. • Candidate applies strategies to engage students more deeply in understanding mathematical concepts and discourse, with a **particular emphasis on students who usually struggle or who are not engaging at a high level**. Candidate **takes steps to identify students that are not engaged and attempts to engage them**.	• The candidate is taking steps to create a safe environment for sharing ideas or making connections with prior learning and/or experiences. The candidate **and students** treat errors as learning experiences and/or experiences as opportunities to deepen understanding of mathematical concepts and discourse. A number of students are seen in the clip(s) sharing their ideas or making connections with prior learning or experiences. • Candidate **scaffolds the learning task to encourage and support students who don't normally engage at high levels** to engage in understanding mathematical concepts and discourse. Candidate notices students who are not engaged and attempt to engage them **and deepen their understanding**.

INSTRUCTION DEEPENING STUDENT LEARNING DURING INSTRUCTION **EM5: How are students deepening their understanding of mathematical concepts and discourse?**			
Level 1	**Level 2**	**Level 3**	**Level 4**
• Ss have **limited opportunities** to **express their own mathematical ideas** and **engage in mathematical discourse.** • **Few connections** are observed being made between and among **mathematical concepts and representations of content**. OR • Materials or candidate responses include **significant content inaccuracies** that will lead to student misunderstandings.	• Students are **engaged in discourse** around mathematical concepts. **Candidate listens** to what they are saying **and/or watches** what they are doing, and **responds to errors**. • **Candidate makes connections** between and among mathematical concepts and representations of content.	• **Candidates and/or other students build on what students are saying and/or doing**, **using reasoning to improve understanding of mathematical concepts**. • **Candidate prompts students to make connections** between and among mathematical concepts and representations of content.	• Candidate's and/or other students' interactions **help develop or reinforce students' abilities to monitor their understanding of mathematical concepts and discourse and to evaluate their own ideas**. • **Students themselves are making connections** between the mathematical concepts and representations of content.