

INSTRUCTION STRUCTURING THE LEARNING ENVIRONMENT

M4: How does the candidate structure the learning environment to engage students in learning mathematical concepts, procedures, and reasoning?

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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, procedures, and reasoning. A number of students seen in the video clip(s) are doing so. • Candidate applies strategies to engage students in understanding mathematical concepts, procedures, and reasoning. If students are off-task, the candidate notices and attempts to elicit their participation. 	<ul style="list-style-type: none"> • 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, procedures, and reasoning. 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, procedures, and reasoning, 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. 	<ul style="list-style-type: none"> • 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, procedures, and reasoning. 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 in understanding mathematical concepts, procedures, and reasoning. Candidate notices students that are not engaged and attempt to engage them and deepen their understanding.

INSTRUCTION		DEEPENING STUDENT LEARNING DURING INSTRUCTION	
M5: How are students deepening their understanding of mathematical concepts, procedures, and reasoning?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • 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 procedures and representations of content. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Materials or candidate responses include significant content inaccuracies that will lead to student misunderstandings. 	<ul style="list-style-type: none"> • Students are engaged in discourse around mathematical concepts, procedures, and reasoning. 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, procedures, and representations of content. 	<ul style="list-style-type: none"> • Candidates and/or other students build on what students are saying and/or doing, using reasoning to improve understanding of mathematical concepts and procedures. • Candidate prompts students to make connections between and among mathematical concepts, procedures, and representations of content. 	<ul style="list-style-type: none"> • Candidate's and/or other students' interactions help develop or reinforce students' abilities to monitor their understanding of mathematical concepts, procedures, and reasoning and to evaluate their own ideas. • Students themselves are making connections between the mathematical concepts, procedures, and representations of content.