Core Action 2: Finding Evidence—Answer Key

Core Action 2: Employ instructional practices that allow all students to learn the content of the lesson.

In order to gain a deeper understanding of the Instructional Practice Guide, respond to the following questions for each indicator for Core Action 2.

<table>
<thead>
<tr>
<th>What indicator is your table discussing?</th>
<th>4 – 7 key words in the indicator (including words in the scale)</th>
<th>2-3 examples that would show this indicator is being met</th>
<th>1–2 examples that would show this indicator is NOT being met</th>
</tr>
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</table>
| 2A: The teacher makes the mathematics of the lesson explicit by using explanations, representations, and/or examples. | • Mathematics  
• Explicit  
• Explanations  
• Representations  
• Examples  
• Variety | • Teacher uses models or diagrams to illustrate the meaning behind procedures.  
• Teacher provides multiple examples and non-examples to illustrate a concept.  
• Teacher makes clear the connection between different models or representations.  
• The discussion about a problem is focused on the mathematical concepts and not simply on how to get the answer. | • Teacher shows students a trick to get the answer (e.g., FOIL, Butterfly Method, “Keep, Change, Change,” “Same, Change, Flip”).  
• Teacher writes steps to a procedure and all students copy them down.  
• Teacher proceduralizes a conceptual task and/or application problems (and gives students the same type over and over). |
| 2B: The teacher strengthens all students’ understanding of the content by strategically sharing students’ representations and/or solution methods. | • Strategically sharing  
• Purposeful  
• Connections  
• Students’ understanding  
• Students’ representations and/or solution methods | • Teacher uses multiple students’ methods for solving problems in order to ensure all students understand the content and will be successful solving (these kinds of) problems.  
• Teacher picks the sequence of methods to share so that each solution builds on the previous one.  
• Teacher shares correct and incorrect answers for students to analyze | • Teacher shows students the solution method that works best for them.  
• Teacher calls on every student to show all the different ways to solve a problem.  
• Students show solution method without conversation about the content. |
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| 2C: The teacher deliberately checks for understanding throughout the lesson to surface misconceptions and opportunities for growth, and adapts the lesson according to student understanding. | • Deliberately checks  
• Adapts  
• Throughout  
• Adjustments to instruction  
• Example  
• Variety | • Teacher takes anecdotal notes on student understanding.  
• Teacher strategically asks questions at specific times during the lesson and calls on multiple students to share their developing thinking.  
• Teacher asks all students to write down an answer to a question and reviews each answer.  
• In response to student answers the teacher gives an additional example or uses an alternate representation to provide further explanation. | • Teacher only checks the understanding of certain students.  
• Teacher checks for understanding once, at the end of the lesson.  
• Teacher only calls on students who raise their hands for questions that check for understanding.  
• Students demonstrate understanding of concept but teacher continues to spend time further explaining. |
| 2D: The teacher facilitates the summary of the mathematics with references to student work and discussion in order to reinforce the purpose of the lesson. | • Summary  
• References student work and discussion  
• Reinforce  
• Focus  
• Many | • Teacher closes the lesson by displaying student work and asking questions about the mathematics behind the work.  
• Teacher calls on students to summarize the focus of the lesson using their work, through a discussion with their peers.  
• Teacher connects the mathematical work of the lesson to future work with the topic. | • Lesson ends abruptly with no summary of the focus.  
• Teacher summarizes lesson without referring to student work.  
• Teacher only summarizes aspects of work that don’t relate to mathematical focus (i.e., quality of group interactions). |