

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.

What indicator is your table discussing?	4 – 7 key words in the indicator (including words in the scale)	2-3 examples that would show this indicator is being met	1–2 examples that would show this indicator is NOT being met
<p>2A: The teacher makes the mathematics of the lesson explicit by using explanations, representations, and/or examples.</p>	<ul style="list-style-type: none"> • Mathematics • Explicit • Explanations • Representations • Examples • Variety 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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).
<p>2B: The teacher strengthens all students’ understanding of the content by strategically sharing students’ representations and/or solution methods.</p>	<ul style="list-style-type: none"> • Strategically sharing • Purposeful • Connections • Students’ understanding • Students’ representations and/or solution methods 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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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<p>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.</p>	<ul style="list-style-type: none"> • Deliberately checks • Adapts • Throughout • Adjustments to instruction • Example • Variety 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>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.</p>	<ul style="list-style-type: none"> • Summary • References student work and discussion • Reinforce • Focus • Many 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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).