

## Teacher Handout #2

### Middle School 5<sup>th</sup>/6<sup>th</sup> Grade Math Lesson

Dimension	Evidence	Rating
Communication	<p>Nearly all the teacher’s questions were directly linked to the lesson objectives and helped to clarify/extend learning, e.g., “Does it sound reasonable that it is 49 degrees?” “Do you agree with her response of 100 degrees?” “Tell me what you know about this word: adjacent.” “How did you figure out that it matches?” “What do you know about this term?” “So, why did we go through all these vocabulary terms?” “What is congruent?” “How many angles do you notice?” “Can you think of another word for angle?” Several times there were instances when the teacher asked students to justify their solutions and answers and asked additional probing questions after their responses such as: “Why did you choose that? Tell me why. Tell me about what you chose. Can both of those girls go to the same school? How do you know?” The structure of the lesson allowed/ encouraged students to communicate with each other and the teacher. The teacher anticipates possible student misunderstanding and provides a model of her expectations in order to help mitigate this and encourages students to respond to questions with the opportunity to adjust their responses after instruction and time for reflection while justifying any changes made. At one point she provides clear guidance for a student following misunderstanding and an incorrect response by saying to them: “I want you to use what you know about angle measurements and decide if that answer is a reasonable answer.” The teacher goes on to prompt the student by saying, “What do you know about an angle that measures 123 degrees?”.....The teacher prompts the student to do a little more scratch work and the student figures it out. Another example of the teacher anticipating student misunderstanding is spotlighted when she begins an explanation with: “Give me those eyes. I need you to give me your eyes.....watch this example....”</p>	

Dimension	Evidence	Rating
Achieving Expectation		
Content Knowledge and Expertise		
Differentiation		
Monitor and Adjust		
Classroom Environment, Routines and Procedures		