Evidence of Exemplar Qualities in a Mathematics Unit Sheet

NOTE: The Teacher Growth Rubric (TGR) is NOT intended to be an evaluation tool for exemplar units. The TGR will serve as guide for our discussions. Our goal is that you leave understanding how to make informed instructional decisions concerning instructional units and understanding how these concepts fit together with the new observation system.

Domain I: Lesson Designs • **Lessons are aligned to standards and represent a coherent sequence of learning.** • **Lesson have high levels of learning for all students** (Note: Most evidence of Domain I can be seen in lessons/units. Some evidence may be exhibited during instruction or pre-/post-conferences.)	**Evidence from the Unit/Lesson**
Targets a set of grade-level MS CCRS math standards: • Content Standards are taught to the full depth • Standards for Mathematical Practice are incorporated and central to the lessons	
Provides a balance between mathematical procedures with deeper conceptual understanding: • Opportunities to explore mathematics using tools and manipulatives are provided • Allow students to make connections between patterns and structures observed • Demonstrates a gradual release of supports as students move toward fluency	
Implements assignments and activities that contain the following components: • Appropriate scaffolding that effectively builds student understanding • Ample evidence that the teacher knows each student's level and tracks each student's progress toward mastery • Differentiation based on students' abilities and learning styles • Integrates appropriate supports, such as the use of manipulatives, peer supports, or varying levels of performance tasks in math for students who are ELL, have disabilities, or read or perform well below the grade level in mathematics • Provides extensions and/or more advanced performance tasks for students who perform well above the grade level in mathematics • Student-centered learning whenever appropriate	

• Relevant connections to students' prior experiences or learning opportunities for students to choose challenging tasks and instructional materials	
Selects tasks that measure standards within grade-level	
Provides opportunities for mathematical discourse and has students support solutions and find counterexamples to challenge incorrect responses	
Focuses on students' use of precise and accurate mathematics, academic language, terminology, and concrete or abstract representations	
Within a collection of grade-level units, demonstrates an effective sequence and progression of I earning where the concepts or skills advance and deepen over time	
Includes a balance of instructional strategies	
Domain II: Student Understanding • **Assists student in taking responsibility for learning and monitors student learning.** • **Provides multiple ways for students to make meaning of content.** (Note: Some evidence of Domain II can be seen in lessons/units. More evidence should be exhibited during instruction.)	**Evidence from the Unit/Lesson**
Includes a clear and explicit purpose for instruction AND provides opportunities for students to demonstrate connections between what they are learning and how it advances their personal and professional goals/interests	

Cultivates student interest and elicit mathematical thinking through problems and tasks selected	
Provides opportunities for students to independently apply mathematical concepts in real-world situations and solve challenging problems with persistence, choosing and applying an appropriate model or strategy to new situations	
Varies explanations and strategies, as well as provides multiple representations of concepts	
Elicits direct, observable evidence (from varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures) of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriate mathematical tasks	
Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance	
Creates opportunities for students to apply clear, specific, actionable and timely teacher and peer feedback to improve performance and accelerate learning	
Creates an opportunity for students to construct viable arguments and critique the reasoning of others through the following components • Explanations of methods and strategies • Examples and counterexamples • Asking thought-provoking questions • Using multiple representations (e.g., pictures, tables, graphs, symbols, models, expressions, and equations)	
Coherently selects tasks that enable students to build content knowledge and deepen their understanding of mathematical concepts	

Domain III: Culture and Learning Environment • **Manages learning focus classroom community.** • **Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.** • **Creates and maintains a classroom of respect for all students.** (Note: Only some evidence of Domain III can be seen in lessons/units. Most evidence should be exhibited during instruction.)	**Evidence from the Unit/Lesson**
Cultivates student interest and engagement in problem solving, proving, and explaining reasoning of mathematical concepts	
Provides all students with multiple opportunities to engage in mathematical tasks with appropriate struggle for the grade level; includes appropriate scaffolding so students directly experience a gradual release of supports to encourage mathematical fluency	
Indicates how students are accountable for independent practice to build fluency, confidence, and motivation (may be more applicable across the year or several units)	
Uses technology (not limited to calculators) and media to deepen learning as appropriate	
Domain IV: Professional Responsibility • **Engages in professional learning** • **Establishes and maintains effective communication with families/guardians.** (Note: Evidence for Domain IV is best seen in documentation of communication, classroom observations, and pre- and post-observation conferences.)	**Evidence from the Unit/Lesson**
Provides opportunity to coordinate learning between home and school	