California State University
SAN MARCOS
SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course & Section Nos.	**EDSS 543B Section 1**
Course Title	**Secondary Mathematics Education B**
Class Roster No.	**#20214**
Course Day(s)	**Selected Thursdays**
Time	**5:00-8:00**
Course Location	**Zoom**
Semester / Year	**Spring 2021**
Instructor	**Anthony Matranga, Ph.D.**
Phone	**760-750-8523**
E-Mail	**amatranga@csusm.edu**
Office	**Zoom**
Office Hours	**By appointment**

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

Table of Contents

COURSE DESCRIPTION

Focuses on developing an understanding of theory, methodology, and assessment of Mathematics in integrated and inclusive secondary classrooms: Part B. In addition to what is described in the course catalog, EDSS 543B is designed to support teacher candidates in building on what they learned in EDSS 543A and continue to develop a disposition towards mathematics instruction that *takes student thinking seriously* and places student thinking at the center of instructional decision making.

Course Prerequisites

Admission to the Single Subject Credential Program and EDSS 543A.

Course Objectives

Course objectives are aligned with recommendations by the National Council of Teachers of Mathematics (NCTM) for effective and equitable practices for teaching mathematics outlined in the organization's 2018 publication titled "Catalyzing change in high school mathematics: Initiating critical conversations." The course objectives are intended to support teacher candidates in extending and refining their knowledge and practice from EDSS 543A, which includes refining their understanding of NCTM's effective and equitable teaching practices and enhancing skills for noticing significant aspects of students' mathematical thinking.

Specifically, upon completion of this course, the teacher candidate will be able to:

(1) Support the emergence of a community of learners by
    (a) welcoming and valuing all students' contributions,
    (b) scaffolding rich student-to-student discussion, and
    (c) using technology to mediate student interaction;
(2) Anticipate student thinking to generate themes in thinking that might emerge during a particular lesson; and
(3) Reflect on evidence of student thinking to make formative decisions about subsequent instructional tasks.

Unique Course Requirements

Observation and participation in the public schools, including collaborative planning with teachers.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

Required Texts

Jansen, A. (2020). Rough draft math. Revising to learn. Portsmouth, N.H, Stenhouse Publishers.

Cougar Courses

All course materials, activities and assignments will be shared via cougar courses

COURSE LEARNING OUTCOMES

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course. Note if the TPE is introduced, practiced, and/or assessed and the assignment that this addressed in the course. TPEs in detail: http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf

1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. *(See Subject- Specific Pedagogical Skills in Section 2 for reference)*

4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Single Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2020-21 academic year the CSUSM credential programs will use the CalTPA (California Teacher Performance Assessment).

> To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website: http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOS)

The PSLOs and the Course Learning Outcomes (p. 5) are based on the Teacher Performance Expectations:

TPE 1. Engaging and Supporting All Students in Learning
TPE 2. Creating and Maintaining Effective Environments for Student Learning TPE 3. Understanding and Organizing Subject Matter for Student Learning
TPE 4. Planning Instruction and Designing Learning Experiences for All Students TPE 5. Assessing Student Learning
TPE 6. Developing as a Professional Educator

TPEs in detail: http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf

SCHEDULE/COURSE OUTLINE

Date	Topics	Assignments
Session 1 2/4 5:00-8:00	Course Introduction Lesson Study (A)	*See below for due dates for the online problem-solving series.*
Session 2 Group Meetings 2/11	Lesson Study (B)	

Session 3 2/18 5:00-8:00	Lesson Study (C)	
Session 4 3/4 5:00-8:00	Lesson Study (D)	
Session 5 3/18 5:00-8:00	Lesson Study (A)	Lesson Study Cycle 1 Deliverables Due March 17th
Session 6 4/1 3/23-3/26	Lesson Study (B)	
Session 7 4/8 5:00-8:30	Lesson Study (C)	
Session 8 4/22 5:00-8:00	Lesson Study (D)	
Session 9 5/6 5:00-8:00	Presentations and Moving Forward	Lesson Study Cycle 2 Deliverables Due April 29th Social Justice Assignment Due 6th

**The above is a tentative schedule of assignments. Based on the issues that arise during the course, additional readings and resources will be provided.*

COURSE ASSIGNMENT DESCRIPTIONS

Lesson study cycles

You will participate in two lesson study cycles with a focus on planning, designing, implementing and monitoring student learning in ways that are consistent with National Council of Teachers of Mathematics recommended, research-informed and equitable teaching practices, specifically the Launch Explore Summarize model (LES). The lesson study cycle can focus on cross-disciplinary learning sequences as well as integrate visual and performing arts (e.g. acting out a scenario as a means to understand a math problem). Each cycle will consist of 4 phases of work: (1) choose and solve a mathematics task and define goals for the research lesson, (2) co-plan the research lesson with your group and the instructor, (c) rehearse the research lesson in our methods class, (d) teach and video record the research lesson in your clinical practice, and then (e) debrief the lesson and analyze student work with your peers. Deliverables for the lesson study will be:

a. Evidence of solving the PoW multiple ways
b. A statement of specific areas you will focus and/or work on with this lesson study related to getting better at teaching mathematics
c. A lesson plan that uses LES to promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. The lesson plan will also create opportunities for students to connect subject matter to real-life contexts and engage in active learning experiences to that support student interest, motivation, and allow students to extend their learning.
d. A monitoring plan and demonstrated use of the plan to monitor student learning and adjust your instruction while teaching so that students continue to be actively engaged in learning
d. Observation notes from the lesson rehearsal
e. Collect and analyze student work to identify themes in student solutions strategies and mathematical thinking; and then use this analysis to plan and modify instruction and document students' learning overtime.
f. Write a two-page reflection that responds to your group's statement from part b above

TPE: 1.3 (I,P), 1.4, 1.5 (P*), 1.8 (P, A), 2.2, 2.5, 2.6, 3.3 (P), 3.4, 4.3, 4.4, 4.6, 4.7, 5.2 (I), 5.3, 6.1

Online problem-solving series

I strongly believe that to be a good mathematics teacher you should be regularly doing mathematics. In particular, as a math teacher it is important to work on challenging problems that push you to engage in mathematical practices and demonstrate mathematics content knowledge (including the adopted California State Standards) through building connections, identifying patterns, developing algorithms and generalizing your understandings. This provides you with opportunities to put yourself in your students' shoes and think like a learner. Therefore, as part of this course there will be an online problem-solving series, where you work on open-ended mathematics problems, post your solutions online, provide your colleagues feedback, and then revise your solution.

- NOTE: The online problem-solving work will be only graded on whether or not the work was completed. There will be NO grade for whether or not the problem was solved correctly as the intention of the work is not to test your mathematical ability. Rather, the purpose is to develop a community that engages collaborative problem solving. I hope you enjoy this aspect of the course!

This term you will solve two PoWs focused on social justice issues. All of the online problem-solving work (submitting your solution, providing feedback to peers, and submitting a revision) will take place in our google drive.

TPE: 3.1 (P), 4.6, 5.2, 6.1

PoW #	Week	Due (All deadlines are @ 11:55 PM)
PoW #1	a. Initial Solution	Feb 8th
	b. Two Peer Responses	Feb 15th

	c. Revision	Feb 22nd
PoW #2	a. Initial Solution	March 1st
	b. Two Peer Responses	March 8th
	c. Revision	March 15th

Social Justice Assignment

Teacher candidates will work in groups to complete a social justice assignment of their choice. The following outlines the three choices for this assignment. Each assignment has four checkpoints aligned with the PoW schedule above.

- **Social Justice Math Lesson:** This assignment includes (1) reading two chapters from the book "Mathematics Lessons to Explore, Understand, and Respond to Social Injustices; (2) collaboratively solving problems from the book; (3) planning and teaching a lesson that uses the problem solved form the book in the teacher candidates clinical practice setting, and (4) reflecting on and revising the lesson after teaching it.
- **Social Justice Math Problem:** This assignment includes (1) reading two chapters from the book "Mathematics Lessons to Explore, Understand, and Respond to Social Injustices; (2) identifying a local social issue that the teacher candidates are interested in; (3) developing a summary of the local issue, including relevant data and resources; and (4) developing a problem scenario that allows the teacher candidates' students to explore and understand the local issue with mathematics.
- **Personal Network Study**: This assignment includes reading research about the influences of new teachers' advice seeking practices on their instructional practices; (2) developing a network map that captures who (colleagues from the teacher candidates' school site) and what (resources from the internet, including social media) the teacher candidate seeks for advice about teaching mathematics; (3) developing short summaries of the core teaching practices these resources value; and (4) developing a plan for advice seek when the teacher candidate transitions to their first teaching position.

*I,P, and A indicate that the particular TPE will be Introduced, Practiced, or Assessed during the corresponding assignment.

Grading Standards

It is expected that work will be turned in on time and course expectations will be met. Please discuss individual issues with the instructor promptly if extraordinary circumstances prohibit you from turning in assignments on time, going to the school sites, or participate in course activities. Points will be deducted if assignments are submitted late (10% penalty per day late) **except for the field notes assignment. If you submit your field notes past 48hours mark, you will receive no credit**.

94 – 100 A	90 – 93 A-
87 – 89 B+	84 – 86 B
80 – 83 B-	77 – 79 C+
74 – 76 C	70 – 73 C-
60 – 69 D	Below 60 F

Assignments	Percentage
Lesson Study Cycles	**60%**

Online Problem Solving	**25%**
Social Justice Assignment	**15%**
Total:	**100%**

Final Exam Statement

There will be no final exam.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

This Course Attendance Policy

Attendance and promptness reflect the professional dispositional behaviors required and expected in the teaching profession. A minimum grade of C+ is required in all credential courses to earn the single subject credential. Absences and late arrivals/early departures will affect the final grade. ***Teacher candidates may have one absence with no penalty.*** **Second absence will result in a decrease of half-letter grade (5%). Third absence will result in a decrease of a letter grade (10%) or more,** a Statement of Concern and possible failure of class.

First tardy of early departure will receive a warning. Second tardy or early departure will receive a warning. Second tardy or early departure will receive a warning. **Third tardy or early departure will result in a decrease of a half-letter grade (5%) and a Statement of Concern.**

Statement of Concern will require the candidate to write an action plan to resolve the issue. A total of three Statements of Concern on this and/or other issues combined warrant exit from the program.

No credit will be given if you miss an in-class assignment or required presentation. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

Policy on Late/Missed Work

The grade of assignments submitted after a due date will be deducted by 10% for each day it is late.

Student Collaboration Policy

Due to the collaborative nature of learning, many EDSS 530 course assignments include collaboration with peers. Therefore, students are expected to work together synchronously and asynchronously with peers on assignments. In addition, students are expected to make themselves available for small group meetings outside of the scheduled synchronous collaboration time for this class.

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

The combination of synchronous meeting time, asynchronous collaboration time, and individual activities outside of class (e.g., reading, lesson planning, writing, and reflecting) totals to at least the minimum of 45 hours per unit of credit.

All University Writing Requirement

The 2,500-word writing requirement for this 2-unit course will be met in the following way: (1) two lesson plans and associated monitoring plans of approximately 500-1,000 words each (1,000-2,000 words total); (2) four written explanations of teacher candidates' mathematical problem solving of approximately 250 words each (1,000 words total); and (3) one written reflection associated with the social justice assignment of approximately 500 words.

Course Format

This online course includes asynchronous and synchronous activities. The synchronous meeting times will be help on Thursdays identified in the course schedule from 5:00-8:00. The asynchronous learning activities will be posted to cougar courses on Monday mornings and will be due the Wednesday prior to a synchronous class meeting.

Necessary Technical Competency Required of Students

Candidates are expected to demonstrate competency in the use of word processing, electronic mail, Moodle, use of the Internet, multimedia presentations and social media.

Contact Information for Technical Support Assistance

CSUSM Help Desk, 2nd Floor of Kellogg Library, (760) 750-4790. **techsupport@csusm.edu**

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Recording

To ensure the free and open discussion of ideas, students may not record class/program activities without the advance written permission of the instructor and all participants. If you are interested in recording a class session as a tool for understanding the content, please make an appointment with the instructor for alternative supports.

*****COVID-19 Statement*****

The single subject credential program is being offered amid a global pandemic, which means you will be juggling this course alongside your other responsibilities, such as other courses, work, family obligations, economic disruptions, and perhaps even COVID-19 sick friends and family. The single subject team understands these are disruptive, unprecedented times, and have collaborated to offer a program that accounts for and accommodates those disruptions.

Please contact me, other instructors, or Julie Rich our coordinator if you need assistance, clarification, and/or support on course concepts, expectations, or assignments. Together, we will get through this tough time. We want our program to be a place where we can come each week to learn from each other and find some sense of normalcy and humanity despite all that is going on. We look forward to working with and learning from all of you.
Here are some resources:

CSUSM Student Crisis Resource List
https://www.csusm.edu/counseling/counselingmarketing/crisislist.pdf

CSUSM Establishing Student Expectations in Virtual Learning Environments
https://www.canva.com/design/DAEC6sp2jJc/lzHIdbV2kg10cPx7CV__kQ/view?utm_content=DAEC6sp2Jc&utm_campaign=designshare&utm_medium=link&utm_source=vie wer#1

COURSE RUBRICS

Lesson study cycle rubric (TPE 3.3)

planning, designing, implementing and monitoring student learning in ways that are consistent with National Council of Teachers of Mathematics recommended, research-informed and equitable teaching practices, specifically the Launch Explore Summarize model. The lesson study cycle can focus on cross-disciplinary learning sequences as well as integrate visual and performing arts (e.g. acting out a scenario as a means to understand a math problem).

	Expert	Practitioner	Novice
Application (e.g. plan, design) of a Launch Explore Summarize Lesson Plan.	A lesson plan that includes a scripted lesson launch that is engaging and invokes a "problem to solve;" details regarding how students will be grouped to maximize collaboration, anticipated student solutions, planned responses, as well as a plan for selecting and sequencing student presentations during summarize; connecting questions for the summarize phase and a script for one potential summarization of student thinking in relationship to the mathematical goal.	A lesson plan that includes the three phases of instruction (Launch, Explore, Summarize), however the plan is missing detail in one area of the lesson. See the novice category for potential shortcomings of the lesson.	A lesson plan that includes the three phases of instruction (Launch, Explore, Summarize), however the plan lacks specificity and detail across the phases of the lesson. For example, the candidates might include a Launch activity but not have a scripted introduction, or the candidate includes questions for the explore phase but does not connect these questions to anticipated student responses.
Implementation of Launch Explore Summarize during lesson rehearsal.	The implementation of the lesson aligns with what is outlined in the lesson plan. In addition, the candidate effectively adapts instruction to unanticipated events (e.g. absent students, novel or unique solution strategies that were not anticipated, unanticipated student struggle with a problem)	The implementation of the lesson mostly aligns with what is in the lesson plan. However, the candidate experiences challenges in adjusting instruction to unanticipated events.	The implementation of the lesson does not align with the plan and/or reverts to direct instruction for various reasons. This might include a case where the candidate has an LES lesson plan and then shows students how to solve a problem in response to student struggle with a problem. Another case might be where the

			candidate implements the Launch and Explore phase of the lesson but runs out of time before getting to the summarize.
Evidence of making progress towards personal goal (An NCTM research-informed and equitable teaching practice defined at the end of the fall term).	There is clear evidence of how the NCTM research-informed and equitable teaching practice was enacted during the lesson rehearsal. During the lesson debrief, the candidate demonstrates awareness of the effectiveness of the implementation of the practice as well as how to improve engagement in the practice according to how students responded to enactment of the practice.	The evidence is mostly clear regarding the candidate implementing the NCTM research-informed and equitable teaching practice during the lesson rehearsal. During the lesson debrief, the candidate does not articulate a perspective on the effectiveness of the practice.	The candidate indicates which NCTM research-informed and equitable teaching practice will be enacted during the lesson, however there is no clear evidence of implementing the practice. This might be a result of lack of clarity of how to implement the practice or the candidate might struggle reporting on the details of their practice after the fact.

Monitoring and adjusting instruction to maintain active engagement and learning (TPE 1.8)			
	Expert	**Practitioner**	**Novice**
Monitoring Plan	The monitoring plan includes anticipated student responses to a problem and planned questions that assess and advance student thinking for each anticipated response. When prompted, the candidate also provides rationale regarding why the assess/advance questions are aligned with the particular anticipated student solution strategy. There is also a projected sequencing of student solutions strategies and planned connecting questions for the summarize phase and these plans align with recommendations from the 5 practices (e.g.	The monitoring plan includes anticipated student responses and planned questions that assess and advance student thinking for each anticipated response. However, the questions may be surface level or the same for all anticipated strategies. In addition, the candidate is still developing in regard to providing rationale regarding why the assess/advance questions are aligned with the particular anticipated student solution strategy. Finally, there is a projected sequencing of student solutions strategies and planned	The monitoring plan is incomplete regarding the features outlined in the Expert category of this rubric.

	sequencing according to sophistication of strategy).	connecting questions for the summarize phase, however the plans do not align with recommendations from the 5 practices.	
Evidence of using the monitoring plan to adjust instruction so that students continue to be actively engaged in learning	The candidate has a clipboard with the monitoring plan and actively tracks how students' strategies align with what was anticipated. The candidate also uses the assess and advance questions to support student learning and engagement during the lesson. The candidate also shows an ability to adjust instruction in the moment (e.g. modifying assess/advance questions) so that students continue to be actively engaged in learning. Furthermore, the candidate reports on how they adjusted instruction according to unanticipated events (e.g. regroups students during a lesson, implements a mini summarize to support the class in advancing on the problem).	The candidate has a clipboard with the monitoring plan and actively tracks how students' strategies align with what was anticipated. The candidate may use the assess and advance questions but also tells students how to complete key parts of a problem. The candidate shows an ability to adjust instruction in the moment (e.g. modifying assess/advance questions) so that students continue to be actively engaged in learning.	The candidate does not have a clipboard with the monitoring plan and tends to work with particular groups for long periods of time rather than monitoring all groups' progress on the problem. There is little to no evidence of adjusting instruction so that students continue to be actively engaged in learning..