Mathematics Design Collaborative: Fidelity Measure

Teacher/Course: _____ **Date:** _____ **Time:** _____

Observer/Coach: TB/AG/DS/SS/JW/SESC_____/DIT_____ **School:** DBE#1/DBE#2/FMS/MMS/KCE/KVE #1/KVE #2/SCE **Class:** Beginning/Middle/End

Teacher Actions (with reference to the Kentucky Framework for Teaching, Mathematics Teaching Practices, and OTISS)	**Evidence**
1. The teacher clarifies for students the learning outcomes and criteria. **A.** Posts learning target congruent to lesson **B.** References learning target throughout the lesson **C.** Reviews clear directions and expectations for the lesson **D.** Communicates importance of the learning target *TPGES: 1a,1b,1c,1e,1f,2b,2c,2d,3a,3b,3c,3d,3e,4a,4b MTP: 1,7,8 OTISS: 1,2,7*	
2. The teacher engineers effective discussion, questions, activities, and tasks that elicit evidence of learning. **A.** Implements practices that allow opportunity for all learners to respond **B.** Asks questions that do not require one-word responses **C.** Allows wait time after question is asked **D.** **Students** are persevering through higher-level cognitive demands *(L—S—M)* **E.** **Students** demonstrate flexibility in problem-solving (multiple representations/strategies)*(L—S—M)* _____ Concrete _____ Representational/Semi-Concrete _____ Abstract *TPGES: 1a,1b,1d,1e,1f,2b,2c,3a,3b,3c,3d,3e,4a MTP: 2,3,4,5,6,7,8 OTISS: 2,3,4,5,6,7*	
3. The teacher provides feedback that moves learning forward. **A.** Uses formative assessment to scaffold the lesson **B.** Provides feedback in the form of questions to clarify student-thinking **C.** Provides/Facilitates lessons which allow for productive struggle **D.** Provides feedback to students in a timely manner that moves learning forward (verbal/written) *TPGES: 1a,1b,1d,1e,1f,2a,2b,2c,2d,3a,3b,3c,3d,3e,4b MTP: 2,5,7,8 OTISS: 3,4,5,6,7*	
4. The teacher activates students as owners of their own learning. **A.** **Students** are engaged, using several different resources to reach learning goal(s) *(L—S—M)* **B.** Provides opportunities for students to assess their own work and make improvements **C.** Provides opportunities for students to reflect on learning *TPGES: 1b,1d,1e,1f,2b,2c,2e,3a,3b,3c,3d,3e,4b MTP: 2,3,5,6,7,8 OTISS: 3,4,5,6,7*	
5. The teacher activates students as instructional resources for one another. **A.** Acts as facilitator (Anticipating, Monitoring, Selecting, Sequencing, & Connecting) **B.** Invites students to explain their thinking and critique the reasoning of others **C.** Groups students intentionally using assessment data **D.** **Students** are engaged in mathematical discourse with each other *(L—S—M)* *TPGES: 1a,1b,1d,1e, 1f,2a,2b,2c,2e,3a,3b,3c,3d,3e,4b MTP: 2,3,4,5,7,8 OTISS: 2,3,4,5,6,7*	

Additional Notes:

**Limited (<50%); Some (50-79%); Most (80%+)*