



# Renato N. Estacio

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DOMAINS 1 - 3

*Teaching should help students of all backgrounds become life-long learners and mentors to future generations, living by tenets of truth, gratitude, fairness, community, and honesty. The goal is to help improve lives in the community through knowledge, skills, ethical behavior, access to appropriate resources, relationships and social emotional behaviors. Teaching is a way to transfer life lessons and life needs to improve social and community welfare.*

- TEACHING PHILOSOPHY – RENATO N. ESTACIO

## Element 1-A. Demonstrating Knowledge of Content

Indicators Include:

- Lesson and unit plans that reflect important concepts and academic language in the discipline and progress in a logical manner
- Lesson and unit plans that integrate a variety of strategies to help learners access information
- Lesson and unit plans that contain differentiation

Applying	Innovating
<ul style="list-style-type: none"> <li>✓ Demonstrates sound knowledge and understanding of the content area and academic language demands at a grade-appropriate level, and consistently engages students in the learning experiences that enable them to acquire complex knowledge, skills, and vocabulary.</li> <li>✓ Demonstrates knowledge of the developmental levels of students in this grade or subject by providing differentiated learning experiences that enable all students to exercise self-management, make responsible decisions, and make significant progress toward intended learning outcomes.</li> <li>✓ Lessons/units are directly aligned to all NM adopted standards and/or IEP goals for present levels of performance.</li> <li>✓ Lesson/units developed contain evidence of collaboration between general and special education teachers to ensure understanding and inclusion of IEP goals, modifications, and accommodations related to self-advocacy skills.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Demonstrates extensive knowledge of the content area(s) to be taught, including academic language demands, and correlates the IEP objectives with lesson plans/unit, when applicable.</li> <li>✓ Adapts as needed and implements standard-based units comprising well-structured lessons with challenging tasks and measurable outcomes with appropriate student engagement strategies, pacing, resources, grouping, and purposeful questions and strategic use of technology and digital media.</li> <li>✓ Students are able to learn and apply authentic context to the knowledge and skills defined in the state standards. It contains evidence-based specialized instruction according to the IEP, when applicable.</li> <li>✓ Creates opportunities for students to contribute to the lesson design and content; includes opportunities for modifications in the IEP or language proficiency levels to be implemented across content areas, when applicable.</li> </ul>

# Element 1-A. Demonstrating Knowledge of Content

1) Knowledge of the content and academic language

The Distance Formula / La fórmula de la distancia

How it works/ Cómo funciona:

1. After substituting the numbers, you can solve. Después de sustituir los números, puedes resolver.
2. To get the distance, you need to subtract Xs and then square the result. / Para obtener la distancia, debes restar X y luego cuadrar el resultado.
3. Then, subtract Ys and square the result. / Luego, resta Ys y eleva el resultado al cuadrado.
4. Take the squares and add them together. Tome los cuadrados y júntelos.
5. Then find the square root. / Luego encuentre la raíz cuadrada.

$$d = \sqrt{(5 - 1)^2 + (4 - 1)^2}$$

$$d = \sqrt{(4)^2 + (3)^2}$$

$$d = \sqrt{16 + 9}$$

$$d = \sqrt{25}$$

$$d = 5$$

3) NM standards

Standard Covered by this Lesson / Estándar cubierto por esta lección:

Standard Covered by this Lesson: [CCSS.MATH.CONTENT.HSG.GPE.B.4](#)

Estándar cubierto por esta lección: [CCSS.MATH.CONTENT.HSG.GPE.B.4](#)


Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).

Usar coordenadas para demostrar algebraicamente teoremas geométricos simples. Por ejemplo, pruebe o refute que una figura definida por cuatro puntos dados en el plano de coordenadas es un rectángulo; probar o refutar que el punto (1, √3) se encuentra en el círculo centrado en el origen y que contiene el punto (0, 2).

[CCSS.MATH.CONTENT.HSG.GPE.B.7](#)

Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

Usa coordenadas para calcular perímetros de polígonos y áreas de triángulos y rectángulos, por ejemplo, usando la fórmula de la distancia.



2) Self-management encouraged through personal contribution / participation which is weighted heavily

- **4 P's: Participation, Preparedness, Punctuality, & Personal Contribution: 18%** (6% per each 6 weeks, or 1% every week for 6-weeks)
  - To receive full credit: Must be actively engaged.
    1. Participating
    2. Being Prepared
    3. Being Punctual
    4. Personally Contributing or Responding when appropriate:
      - Samples of contributing: answering questions, reviewing with peers, managing special projects, speaking when appropriate, posting to discussion boards (online or in-class), following the 10 Great ways to Treat Others, and other agreed upon methods of contributing. Each week, you receive 1% of the 18% until the end of semester has been reached. If there is no class, or a test, or another factor that gets in the way of the 4 P's, then there will be an automatic grade based on the week prior.
- **Course-Related, Academic and Professional Development Tasks: 10%**
  - This course has a strong learning, success strategies, and professional development approach.
    1. Note-taking – 3%
    2. Writing – 2%
    3. Practical applications / tasks – 2%
    4. Professionalism – 1%
    5. Presentations – 2%
- **Exams: 10% of semester grade**
- **Final Exam: 25%**

4) Expectation set – student with an IEP states expectations must be set

By the end of this lesson – you should be able to:

- Use the Distance Equation to Find the Length or Distance of a Segment and use it to find perimeter of a polygon.
- Explain to a peer how to use the distance formula (to show you understand).

1. Demonstrates sound knowledge and understanding of the content area and academic language demands at a grade-appropriate level, and consistently engages students in the learning experiences that enable them to acquire complex knowledge, skills, and vocabulary.
2. Demonstrates knowledge of the developmental levels of students in this grade or subject by providing differentiated learning experiences that enable all students to exercise self-management, make responsible decisions, and make significant progress toward intended learning outcomes.
3. Lessons/units are directly aligned to all NM adopted standards and/or IEP goals for present levels of performance.
4. Lesson/units developed contain evidence of collaboration between general and special education teachers to ensure understanding and inclusion of IEP goals, modifications, and accommodations related to self-advocacy skills.

# Element 1-A. Demonstrating Knowledge of Content

This slide shows content from a lesson. Shows 1) Knowledge of content áreas, 2) Challenging tasks that engage students, and 3) Authentic content.

How it works / Cómo funciona:

1. Use the following equation. / Usa la siguiente ecuación.
2. To use the equation, substitute the Xs first and then the Ys with the numbers from the chart. / Para usar la ecuación, sustituya las X primero y luego las Y con los números de la tabla.

x	y	x	y
B(x <sub>2</sub> )	y <sub>2</sub> )	B(5, 4)	
A(x <sub>1</sub> )	y <sub>1</sub> )	A(1, 1)	

This Distance Formula / Esta fórmula de distancia

$$d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$

This Distance Formula / Esta fórmula de distancia

$$d = \sqrt{( \quad )^2 + ( \quad )^2}$$

Innovating	
1.	Demonstrates extensive knowledge of the content area(s) to be taught, including academic language demands, and correlates the IEP objectives with lesson plans/unit, when applicable.
2.	Adapts as needed and implements standard-based units comprising well-structured lessons with challenging tasks and measurable outcomes with appropriate student engagement strategies, pacing, resources, grouping, and purposeful questions and strategic use of technology and digital media.
3.	Students are able to learn and apply authentic context to the knowledge and skills defined in the state standards. It contains evidence-based specialized instruction according to the IEP, when applicable.
4.	Creates opportunities for students to contribute to the lesson design and content; includes opportunities for modifications in the IEP or language proficiency levels to be implemented across content areas, when applicable.

## Element 1-A. Demonstrating Knowledge of Content

4) Designed for kinesthetic learner to work on during class:

How it works/ Cómo funciona:

$$d = \sqrt{(\text{?} - \text{?})^2 + (\text{?} - \text{?})^2}$$
$$d = \sqrt{(\text{?})^2 + (\text{?})^2}$$
$$d = \sqrt{\text{?} + \text{?}}$$
$$d = \sqrt{\text{?}}$$
$$d = \text{?}$$

### Innovating

1. Demonstrates extensive knowledge of the content area(s) to be taught, including academic language demands, and correlates the IEP objectives with lesson plans/unit, when applicable.
2. Adapts as needed and implements standard-based units comprising well-structured lessons with challenging tasks and measurable outcomes with appropriate student engagement strategies, pacing, resources, grouping, and purposeful questions and strategic use of technology and digital media.
3. Students are able to learn and apply authentic context to the knowledge and skills defined in the state standards. It contains evidence-based specialized instruction according to the IEP, when applicable.
4. Creates opportunities for students to contribute to the lesson design and content; includes opportunities for modifications in the IEP or language proficiency levels to be implemented across content areas, when applicable.

1. After substituting the numbers, you can solve.
2. To get the distance, you need to subtract Xs and then square the result. / Para obtener la distancia, debes restar X y luego cuadrar el resultado.
3. Then, subtract Ys and square the result. / Luego, resta Ys y eleva el resultado al cuadrado.
4. Take the squares and add them together. Tome los cuadrados y júntelos.
5. Then find the square root. / Luego encuentre la raíz cuadrada.

**Element 1-A. Demonstrating Knowledge of Content – continued:** 4) Innovating: Creates opportunities for students to contribute to the lesson design and content; includes opportunities for modifications in the IEP or language proficiency levels to be implemented across content areas, when applicable.



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### Vocabulary

- **Circle:** A round shape that has no corners or edges
- **Radius:** A distance From the center of a circle to any point of the circumference
- **Diameter:** A straight line that passes through a circle and touches the edge
- **Circumfrance:** Distance around the circle
- **Arc:** Part of the circumference of a circle
- **Inscribed angles:** Angles formed inside of a circle
- **Volume:** An area of a closed space
- **Triganometry:** Math that involves angles
- **Transformation:** A way of flipping ,Switch an object
- **Tanslation:** Takes two points and and puts them in the same direction to figure out which one is longer

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### Questions

- What's the difference between rotation, reflection and translation?
- How do you draw an image of a figure under translation

The diagram shows a coordinate grid with x and y axes ranging from -10 to 10. A blue quadrilateral is located in the upper right quadrant, with vertices at approximately (4, 8), (6, 8), (6, 6), and (4, 6). An orange quadrilateral is located in the lower left quadrant, with vertices at approximately (-4, -8), (-6, -8), (-6, -6), and (-4, -6). This represents a translation of 10 units to the left.

Students create PowerPoints as a review of videos and class lectures; they present them to the class and receive live feedback as if they were on a corporate team.

Sample of slides created.

Summarize major concepts. Goal was to perform research and share what they found using learned vocabulary.

## Element 1-B. Demonstrating Knowledge of Students

### Indicators Include:

- Formal and informal information about students gathered by the teacher for use in planning and instruction
- Student interests, cultural and linguistic background, as well as needs, are learned by the teacher for use in planning
- Teacher-designed opportunities for families to share their heritage
- The teacher has listed the modifications or accommodations that a student needs to be successful in obtaining the learning goals of the lesson

### Applying

- ✓ Uses formative assessments that explicitly support instructional outcomes in both content and language.
- ✓ Learning outcomes are explicitly stated as measurable and observable and reflect high expectations.
- ✓ Checks for understanding throughout the lesson.
- ✓ Establishes instructional processes and assessments that address the varying abilities of all learners.
- ✓ Assessments address the language demands of the content by including differentiated language demands based on individual students' academic language proficiency levels.
- ✓ Assessments contain modifications and are aligned to IEP goals, as required to ensure all students can complete the instructional outcomes.
- ✓ Consistently and explicitly informs students of the content and language objectives for the lesson.
- ✓ Includes a variety of assessments, both formative and summative, in the four language domains (Reading, Writing, Speaking, Listening).
- ✓ Include differentiated language demands based on individual student's academic language proficiency levels.

### Innovating

- ✓ Reflects high expectations that are clearly stated.
- ✓ Designs and administers a comprehensive system of informal and formal assessments, including common interim assessments and ongoing progress monitoring methods, to measure each student's learning, growth, critical thinking, and progress toward achieving state standards.
- ✓ Assessments contain modifications, as required to ensure students can complete the instructional outcomes and address IEP goals.
- ✓ Involves students in the process of developing learning goals, based on NM adopted standards.
- ✓ Provides opportunities for students to demonstrate and/or record where they are in their own learning. Shares clearly aligned rubrics with students and supports students to monitor their academic and linguistic growth.



## Element 1-B. Demonstrating Knowledge of Students

How it works/ Cómo funciona:

1. After substituting the numbers, you can solve. Después de sustituir los números, puedes resolver.
2. Then, subtract Ys. / Luego, resta Ys.
3. Fill in the yellow. / Rellena el amarillo.

$$\frac{(\text{?} - \text{?})}{(\text{?} - \text{?})}$$

$m \Rightarrow \text{?}$

- 1) Formative assessment &
- 3) Check for understanding

2) & 7)

### Materials for Class:

1. Journal for Writing, pen, paper
2. Laptop or electronic device to pull up Class PowerPoint
3. Book for Class
4. Access to Internet

### Language:

1. Practice writing a reasoned proof using SSS or SAS mathematical language related to segments and congruency.
2. Have provided a review of the topic on your slide

### Content:

- Class PowerPoint for the day

### Process:

- Use class material, Google, Book, standards to complete PowerPoint

### Product (deliverables for today):

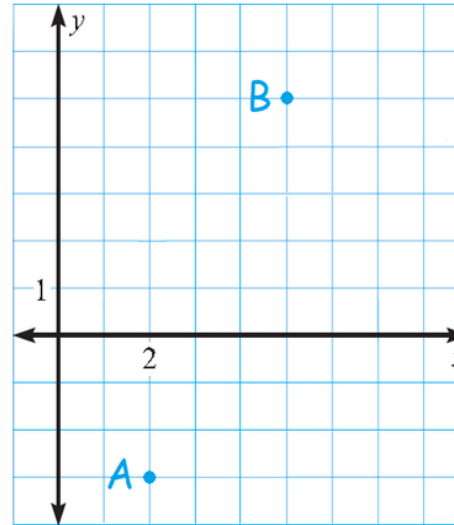
1. Journal with proof
2. PowerPoint
3. Exit ticket

### Assessment

1. Exit Ticket

5) Assessment in dual language.

In the following picture, A is (2, -3) and B is (5, 5). What is the slope of the segment created by joining A and B? En la siguiente imagen, A es (2, -3) y B es (5, 5). ¿Cuál es la pendiente del segmento creado al unir A y B?



- 8/3  
 (8, 3)  
 -8/3  
 3/8  
 -3/8  
 Not enough information / No hay suficiente información  
 Answer not shown / No se muestra la respuesta

## Applying

1. Uses formative assessments that explicitly support instructional outcomes in both content and language.
2. Learning outcomes are explicitly stated as measurable and observable and reflect high expectations.
3. Checks for understanding throughout the lesson.
4. Establishes instructional processes and assessments that address the varying abilities of all learners.
5. Assessments address the language demands of the content by including differentiated language demands based on individuals students' academic language proficiency levels.
6. Assessments contain modifications and are aligned to IEP goals, as required to ensure all students can complete the instructional outcomes. (N/A)
7. Consistently and explicitly informs students of the content and language objectives for the lesson. Include differentiated language demands based on individual student's academic language proficiency levels.

## Course-Related, Academic and Professional Development Tasks: 10%

- This course has a strong learning, success strategies, and professional development approach.
  1. Note-taking – 3%
  2. Writing – 2%
  3. Practical applications / tasks – 2%
  4. Professionalism – 1%
  5. Presentations – 2%

4) Varying abilities included through varied approach to grading:

# Element 1-B. Demonstrating Knowledge of Students

1) Shows summative assessment that is differentiated and using different domains

Name: \_\_\_\_\_ Class Period: \_\_\_\_\_

### Circles

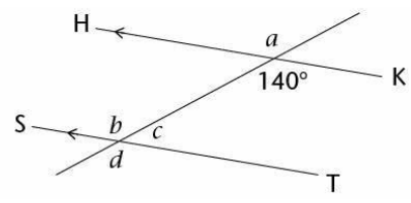
1. What is the area of a circle with radius 2 units?
2. What is the circumference of a circle with radius of 1 units.
3. Draw a circle with circumference of 6.28 inches

### Arcs

4. Draw a sample of a minor arc and label the arms, vertex, and the interception points.
5. Draw a sample of a major arc and label the arms, vertex, and the interception points.
6. If the minor arc is 60 degrees, what is the corresponding inscribed angle measurement?
7. If a major arc is 300 degrees, what is the measure of the corresponding minor arc and the inscribed angle that corresponds to the minor arc?

### Parallel Lines

8. In the figure to the right:



- a. What is the measure of angle a?
- b. What is the measure of angle b?
- c. What is the measure of angle c?
- d. What is the measure of angle d?
- e. What angle relationship pair is a and b?
- f. What angle relationship pair is a and d?
- g. What angle relationship pair is b and c?
- h. What angle relationship pair is 140 degrees and c?
- i. What angle relationship pair is 140 degrees and a?

1) Part 1 of Test is written portion on Circles, Arcs, and Parallel lines.  
2) Part 2 of test is Verbal/ Speaking and listening.

### Applying

1. Includes a variety of assessments, both formative and summative, in the four language domains (Reading, Writing, Speaking, Listening).
2. Include differentiated language demands based on individual student's academic language proficiency levels.

4. Analyze the relationship of angles found in the picture. How can you prove that the alternate exterior angles 1 and 8 are congruent? What information do you need? *ວິເຄາະຄວາມສຳພັນຂອງມຸມທີ່ພົບໃນຮູບ. ທ່ານຈະພິສູດໄດ້ແນວໃດວ່າມຸມພາຍນອກທາງເລືອກ 1 ແລະ 8 ແມ່ນກົງໄປກົງມາ? ທ່ານຕ້ອງການຂໍ້ມູນຫຍັງແດ່?*

5. In a straight, line segment that is bisected evenly by a ray (the ray is perpendicular to the line segment), what are the angle measurements on either side of the ray? *ໃນສ່ວນທີ່ກົງໄປກົງມາ, ຕັ້ງເຖິງກັບ bisected ກັບ ray (ray ແມ່ນ perpendicular to the line segment), ສິ່ງວິດແທກມຸມຢູ່ທັງສອງຂ້າງຂອງ ray ແມ່ນຫຍັງ?*

Use the following picture to solve questions 6 – 8. *ໃຊ້ຮູບຕໍ່ໄປນີ້ເພື່ອແກ້ຂໍ້ກາຖາມ 6 – 8:*

4. Analyze the relationship of angles found in the picture. How can you prove that the alternate exterior angles 1 and 8 are congruent? What information do you need? *Gisesengura isano yimfuruka iboneka ku ishusho. Nigute ushobora kwerekana ko ubundi buryo bwo hanze bwimbere 1 na 8 buhuye? Ni ayahe makuru ukeneye?*

5. In a straight, line segment that is bisected evenly by a ray (the ray is perpendicular to the line segment), what are the angle measurements on either side of the ray? *Mu gice kigororotse, umurongo*

2 | Page - Geometry Exam - 1<sup>st</sup> 6 Weeks

ugabanjwemo kabiri n'umucyo (imirasire ihanamye ku gice cy'umurongo), ni ubuhe bipimo bw'imfuruka ku mpande z'imirasire?

Use the following picture to solve questions 6 – 8 / *Koresha ishusho ikurikira kugirango ukemure ibibazo 6 – 8:*

2) Quizzes in multiple languages to assist initial learning.

# Element 1-C. Setting Instructional Outcomes and Designing Student Assessment

4. Personally Contributing or Responding when appropriate:
- o Samples of contributing: answering questions, reviewing with peers, managing special projects, speaking when appropriate, posting to discussion boards (online or in-class), following the 10 Great ways to Treat Others, and other agreed upon methods of contributing. Each week, you receive 1% of the 18% until the end of semester has been reached. If there is no class, or a test, or another factor that gets in the way of the 4 P's, then there will be an automatic grade based on the week prior.

## Course-Related, Academic and Professional Development Tasks: 10%

- This course has a strong learning, success strategies, and professional development approach.
  1. Note-taking – 3%
  2. Writing – 2%
  3. Practical applications / tasks – 2%
  4. Professionalism – 1%
  5. Presentations – 2%

1) Expectation

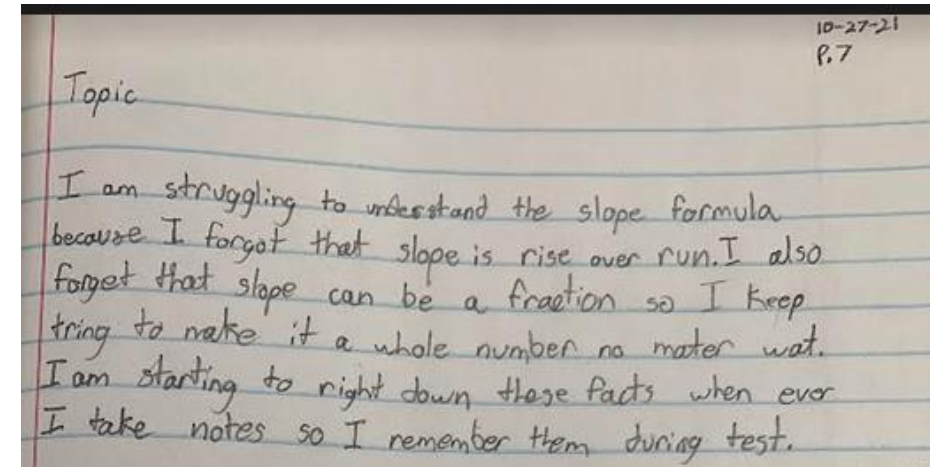
2) Designs and administers a comprehensive system of assessments.

Final exam comprises aspects of what they were formally assessed on as well as a variety of areas.

<p>Writing - 10%</p> <ul style="list-style-type: none"> <li>• Prove that 2 figures are congruent using SSS, ASA, SAS</li> <li>• Prove that 2 figures are congruent using distance formula</li> <li>• Prove 2 lines are parallel</li> <li>• Show the perimeter of 2 objects using the distance formula</li> </ul>	<p>Practical – 15%</p> <ul style="list-style-type: none"> <li>• Use geoboards to show:                             <ul style="list-style-type: none"> <li>• Perimeters</li> <li>• Areas</li> </ul> </li> <li>• Use wooden rectangles to show kinds of angles and triangles</li> </ul>	<p>Slope – 10%</p> <ul style="list-style-type: none"> <li>• Predictions</li> <li>• Solve for slopes</li> <li>• Proving parallel and perpendicular lines</li> </ul> <p>Midpoints – 5%</p> <ul style="list-style-type: none"> <li>• Basic</li> <li>• Finding a radius</li> </ul> <p>Distance formula – 10%:</p> <ul style="list-style-type: none"> <li>• Basic</li> <li>• Advanced applications like finding perimeter, understanding "why" the equation is written as it is.</li> </ul> <p>Other topics – 5%:</p> <ul style="list-style-type: none"> <li>• Using: <math>a^2 + b^2 = c^2</math> → Pythagorean theorem</li> <li>• Central angles</li> </ul>
<p>Shapes – Cylinder, Cone, Circle, Triangle, Rectangle, Sphere, Triangular Prisms – 10%:</p> <ul style="list-style-type: none"> <li>• Identification</li> <li>• Properties</li> <li>• Perimeter, Area, Volume</li> <li>• Find missing angles in a triangle or when supplementary / complementary</li> <li>• Solving for sides of a triangle</li> </ul>	<p>Fill in the blanks - 5%</p> <p>Vocabulary</p> <p>Matching</p>	
<p>Research and Deduce – 10%:</p> <ul style="list-style-type: none"> <li>• You will be asked to research and deduce an answer based on finding an unknown topic.</li> </ul>	<p>Arithmetic – no calculator – 10%</p> <ul style="list-style-type: none"> <li>• Adding, subtracting, dividing</li> </ul>	
	<p>Algebra problems – 10%</p> <ul style="list-style-type: none"> <li>• Percent changes</li> <li>• Linear relationships</li> <li>• Averages</li> <li>• Solve for X</li> <li>• Solve 2 linear equations</li> </ul>	

4) & 5) Involves students in process and provides opportunities to record where they are in their learning

Innovating	
1.	Reflects high expectations that are clearly stated.
2.	Designs and administers a comprehensive system of informal and formal assessments, including common interim assessments and ongoing progress monitoring methods, to measure each student's learning, growth, critical thinking, and progress toward achieving state standards.
3.	Assessments contain modifications, as required to ensure students can complete the instructional outcomes and address IEP goals. (N/A)
4.	Involves students in the process of developing learning goals, based on NM adopted standards.
5.	Provides opportunities for students to demonstrate and/or record where they are in their own learning. Shares clearly aligned rubrics with students and supports students to monitor their academic and linguistic growth.



## Element 1-C. Demonstrating Knowledge of Students

### Indicators Include:

- Formal and informal information about students gathered by the teacher for use in planning and instruction
- Student interests, cultural and linguistic background, as well as needs, are learned by the teacher for use in planning
- Teacher-designed opportunities for families to share their heritage
- The teacher has listed the modifications or accommodations that a student needs to be successful in obtaining the learning goals of the lesson

### Applying

- ✓ Uses formative assessments that explicitly support instructional outcomes in both content and language.
- ✓ Learning outcomes are explicitly stated as measurable and observable and reflect high expectations.
- ✓ Checks for understanding throughout the lesson.
- ✓ Establishes instructional processes and assessments that address the varying abilities of all learners.
- ✓ Assessments address the language demands of the content by including differentiated language demands based on individual students' academic language proficiency levels.
- ✓ Assessments contain modifications and are aligned to IEP goals, as required to ensure all students can complete the instructional outcomes.
- ✓ Consistently and explicitly informs students of the content and language objectives for the lesson.
- ✓ Includes a variety of assessments, both formative and summative, in the four language domains (Reading, Writing, Speaking, Listening).
- ✓ Include differentiated language demands based on individual student's academic language proficiency levels.

### Innovating

- ✓ Reflects high expectations that are clearly stated.
- ✓ Designs and administers a comprehensive system of informal and formal assessments, including common interim assessments and ongoing progress monitoring methods, to measure each student's learning, growth, critical thinking, and progress toward achieving state standards.
- ✓ Assessments contain modifications, as required to ensure students can complete the instructional outcomes and address IEP goals.
- ✓ Involves students in the process of developing learning goals, based on NM adopted standards.
- ✓ Provides opportunities for students to demonstrate and/or record where they are in their own learning. Shares clearly aligned rubrics with students and supports students to monitor their academic and linguistic growth.

## Element 1-D. Demonstrating Knowledge of Resources

### Indicators include:

- Materials provided by the district
- Materials provided by professional organizations
- A range of texts
- Internet resources, community resources, and/or guest speakers (experts in the field)
- Ongoing participation by the teacher in professional education courses or professional groups

### Applying

- Uses existing resources—including support materials, textbooks, and supplementary materials—to enhance content knowledge for teaching and to differentiate instruction for all students.
- Uses resources and supplementary materials—which may include those available through the school, district, community, and/or on the internet—in the language(s) of the students, when appropriate.
- Uses information and strategies obtained through professional development to address students’ individual learning needs, styles, rates, and level of learning—including academic English language proficiency.

### Innovating

- Seeks out and uses resources available beyond the school and district—including those from professional organizations, the internet, and/or within the community—to enhance content knowledge and to use in teaching all students and especially those who demonstrate need.
- Strategically implements information and strategies obtained through professional development to address individual learning styles, rates, and levels of learning including students with disabilities, students’ cultural backgrounds, and/or English language proficiency.
- Creates lessons that reduce barriers, optimize levels of challenge and support, meet the needs of all learners, and increase access to the grade-level curriculum.

# Resources and Materials

Accredible

Here is your **digital badge for AVID DigitalXP: Math.**

Congratulations on completing AVID DigitalXP: Math from AVID! You can now share or download your badge.

AVID has created a digital badge available in an online format so that you can easily retrieve and share the details of your achievement. Your badge is available [here](#).



3) & 4) PD/resource in the community but not in the school or district

Questions to answer on separate sheet of paper:

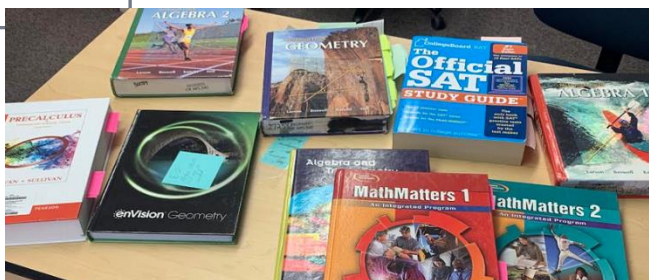
1. What is the question asking?
2. What am I being tested on?
3. Can I solve using process of elimination?
4. Is this an easy problem that can be done in 30 seconds or less?
5. What do I need to know to solve this problem?
6. Solve
7. Be sure to choose correct answer and double check it is what you intend to select



5) PD in action using Socratic method

6) Lesson to reduce barriers – visually, the numbers move to show where they go, and it is dual language).

1 & 2) & 3) Multiple sources: Khan, YouTube, Professional Journals, multiple textbooks across multiple subjects in math, SAT prep, ACT prep. Lesson in dual language.



## Applying & Innovating

1. Uses existing resources—including support materials, textbooks, and supplementary materials—to enhance content knowledge for teaching and to differentiate instruction for all students.
2. Uses resources and supplementary materials—which may include those available through the school, district, community, and/or on the internet—in the language(s) of the students, when appropriate.
3. Uses information and strategies obtained through professional development to address students' individual learning needs, styles, rates, and level of learning—including academic English language proficiency.
4. Seeks out and uses resources available beyond the school and district—including those from professional organizations, the internet, and/or within the community—to enhance content knowledge and to use in teaching all students and especially those who demonstrate need.
5. Strategically implements information and strategies obtained through professional development to address individual learning styles, rates, and levels of learning including students with disabilities, students' cultural backgrounds, and/or English language proficiency.
6. Creates lessons that reduce barriers, optimize levels of challenge and support, meet the needs of all learners, and increase access to the grade-level curriculum.

How it works / Cómo funciona:

1. Use the following equation. / Usa la siguiente ecuación.
2. To use the equation, substitute the Xs first and then the Ys with the numbers from the chart. / Para usar la ecuación, sustituya las X primero y luego las Y con los números de la tabla.

x	y	x	y
B(x <sub>2</sub>	y <sub>2</sub> )	B(5	4)
A(x <sub>1</sub>	y <sub>1</sub> )	A(1	1)

This Distance Formula / Esta fórmula de distancia

$$d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$

This Distance Formula / Esta fórmula de distancia

$$d = \sqrt{(5 - 1)^2 + (4 - 1)^2}$$

## Element 1-E. Designing Coherent Instruction

### Indicators include:

- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- Use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plan/unit

### Applying

- Learning activities are suitable and/or are research-based.
- A variety of learning strategies and individual student supports.
- Time allocations for learning activities that are reasonable and/or grade-level appropriate.
- Learning activities are differentiated by scaffolding content and academic language for all learners.
- Learning activities create explicit connections between previous learning and new concepts and develop skills for all learners.
- Opportunities for all students to participate in flexible grouping.
- Challenging research-based learning tasks that are structured to progressively develop students' cognitive abilities and academic language.
- Explicit use of students' backgrounds to teach relationships among topics, concepts, and language.

### Innovating

- Pedagogical practices include flexible grouping and differentiated instruction, based on student level and IEP goals, as applicable.
- Questions to reinforce and extend student learning and engagement to include real-world and application-based experiences, while including purposeful scaffolding of questions based on students' level of academic language.
- Learning activities that, when possible, incorporate students' use of their first and second languages to make connections to real-world applications and include learning activities that progress coherently, are research-based, and are relevant to students and the instructional/IEP goals, as applicable.
- Opportunities to incorporate student-centered learning as an instructional tool.
- Research-based practices, including sheltered and differentiated instructional strategies, with a variety of specially designed instructional materials.

## Element 1-E. Designing Coherent Instruction

- 1) Researched based activity allows for Blooms Taxonomy of "Creating" and Level 3 of Costas Level of Understanding.
- 3) allows time.
- 4) Activity is scaffolding by providing the framework.
- 5) Connects to prior knowledge and current learnings.
- 7) Challenging and involves a researched style of teaching, which is creating.
- 8) Use background.

Research question and response due 12/10/21:

You are asked to find 3 sources of information on a topic where you should be able to find articles and books on it using our library resources.

To be successful at this, you might want to become familiar with using the library catalogue, finding research articles, and knowing how to "summarize" a book (see the covers and the contents of books - they usually do this)

Using our "proof layout" (connect this to what you learned on setting up proofs)

1. Sample Problem statements (see below for all possible sample problems):

Geometry is used in almost every profession or used as a precursor to every profession (classes, reasoning, hands-on): what profession are you planning to pursue and how is it used?

Give 3 - 5 examples from 3 - 5 different resources. No Wikipedia.

1 bonus point for each source over 3 that you find and use- up to 5 bonus points on the 1 question assigned.

2. Provide why you chose the resources, what information is in the sources that you need (ie data, quotations, historical facts...) to show you can draw a conclusion based on a problem. \*\*\*in other words, show me what you know and how you know it\*\*\*

3. Draw your conclusion

## 2) Supports

### bilingual. Writing for Today - Escribiendo para hoy

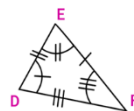
During the first 10 minutes of class

1. Write about something that you'd like to have better control of
2. Show the following two figures are congruent (or not); write out the following as part of the process:
  1. State the problem or question
  2. List 3 facts you know (ie, are there angles that are congruent?)
  3. Conclude by saying, "Therefore, triangles ABC and DEF are congruent."



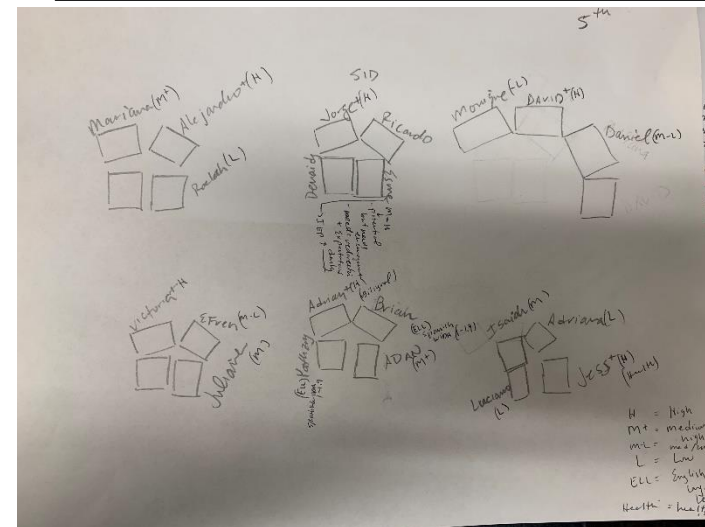
Durante los primeros 10 minutos de clase

1. Escribe sobre algo sobre lo que te gustaría tener un mejor control.
2. Muestre que las dos figuras siguientes son congruentes (o no); escriba lo siguiente como parte del proceso:
  1. Indique el problema o la pregunta
  2. Enumera 3 hechos que conozcas (es decir, ¿hay ángulos congruentes?)
  3. Concluya diciendo: "Por lo tanto, los triángulos ABC y DEF son congruentes."



## Applying

1. Learning activities are suitable and/or are research-based. (Research based)
2. A variety of learning strategies and individual student supports. (Supports using bilingual students and placing together)
3. Time allocations for learning activities that are reasonable and/or grade-level appropriate. (Response to research is 12/10/21 – 1 month)
4. Learning activities are differentiated by scaffolding content and academic language for all learners.
5. Learning activities create explicit connections between previous learning and new concepts and develop skills for all learners.
6. Opportunities for all students to participate in flexible grouping.
7. Challenging research-based learning tasks that are structured to progressively develop students' cognitive abilities and academic language.
8. Explicit use of students' backgrounds to teach relationships among topics, concepts, and language



6) Flexible groups – home groups based on level, knowledge, language. They are flexible as well.



# Element 1-E. Designing Coherent Instruction

- 2) Researched based activity allows for Blooms Taxonomy of "Creating" and Level 3 of Costas Level of Understanding.
- 3) Allows time.
- 4) Opportunities to incorporate student-centered learning
- 5) Connects to prior knowledge and current learnings.

Research question and response due 12/10/21:

You are asked to find 3 sources of information on a topic where you should be able to find articles and books on it using our library resources.

To be successful at this, you might want to become familiar with using the library catalogue, finding research articles, and knowing how to "summarize" a book (see the covers and the contents of books - they usually do this)

Using our "proof layout" (connect this to what you learned on setting up proofs)

1. Sample Problem statements (see below for all possible sample problems):

Geometry is used in almost every profession or used as a precursor to every profession (classes, reasoning, hands-on): what profession are you planning to pursue and how is it used?

Give 3 - 5 examples from 3 - 5 different resources. No Wikipedia.

1 bonus point for each source over 3 that you find and use- up to 5 bonus points on the 1 question assigned.

2. Provide why you chose the resources, what information is in the sources that you need (ie data, quotations, historical facts...) to show you can draw a conclusion based on a problem. \*\*\*in other words, show me what you know and how you know it\*\*\*

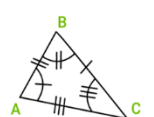

3. Draw your conclusion

- Innovating
1. Pedagogical practices include flexible grouping and differentiated instruction, based on student level and IEP goals, as applicable.
  2. Questions to reinforce and extend student learning and engagement to include real-world and application-based experiences, while including purposeful scaffolding of questions based on students' level of academic language. (Real world application)
  3. Learning activities that, when possible, incorporate students' use of their first and second languages to make connections to real-world applications and include learning activities that progress coherently, are research-based, and are relevant to students and the instructional/IEP goals, as applicable.
  4. Opportunities to incorporate student-centered learning as an instructional tool.
  5. Research-based practices, including sheltered and differentiated instructional strategies, with a variety of specially designed instructional materials.

5) Supports bilingual.

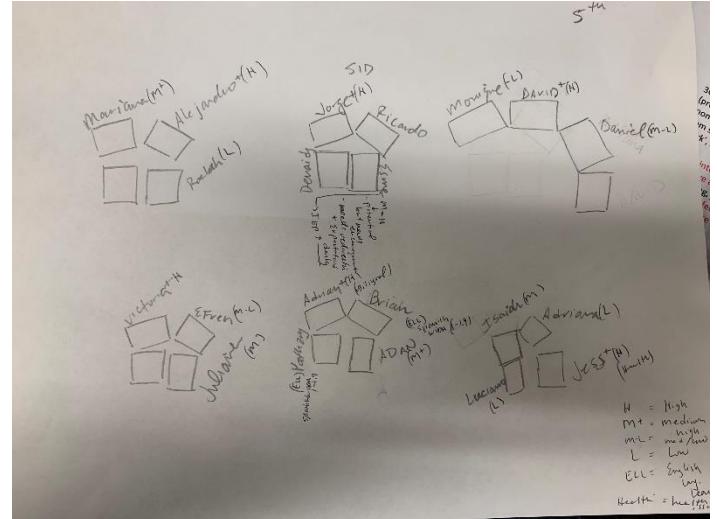
### Writing for Today - Escribiendo para hoy

<p>During the first 10 minutes of class</p> <ol style="list-style-type: none"> <li>1. Write about something that you'd like to have better control of.</li> <li>2. Show the following two figures are congruent (or not); write out the following as part of the process:             <ol style="list-style-type: none"> <li>1. State the problem or question</li> <li>2. List 3 facts you know (i.e. are there angles that are congruent?)</li> <li>3. Conclude by saying, "Therefore, triangles ABC and DEF are congruent."</li> </ol> </li> </ol>	<p>Durante los primeros 10 minutos de clase</p> <ol style="list-style-type: none"> <li>1. Escribe sobre algo sobre lo que te gustaría tener un mejor control.</li> <li>2. Muestre que las dos figuras siguientes son congruentes (o no); escriba lo siguiente como parte del proceso:             <ol style="list-style-type: none"> <li>1. Indique el problema o la pregunta</li> <li>2. Enumera 3 hechos que conozcas (es decir, ¿hay ángulos congruentes?)</li> <li>3. Concluya diciendo: "Por lo tanto, los triángulos ABC y DEF son congruentes."</li> </ol> </li> </ol>
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2) Costa's is used, such as, evaluating whether two triangles are congruent.

## Costa's Levels of Thinking



1) Flexible groups - home groups based on level, knowledge, language. They are flexible as well.

## Element 2-A. Creating an Environment of Respect and Rapport

### Indicators include:

- Respectful talk, active listening, and turn-taking
- Acknowledgment of students' backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by the teacher and students
- Appropriate physical proximity
- Politeness and encouragement
- Fairness and inclusivity

### Applying

- Exhibits politeness and respect.
- Supports students in managing disagreements.
- Creates and maintains an environment in which students' diverse backgrounds, languages, identities, strengths, and challenges are respected.
- Displays respect and value for the languages and cultures of the school's diverse community through classroom artifacts and interactions.


### Innovating

- Exhibits a high degree of respect.
- Reflects warmth and caring.
- Reflects a high degree of sensitivity to students' cultures that may include purposeful teacher-student or student-student dialogue in multiple languages.
- Reflects a high degree of sensitivity to students' levels of development.

# Element 2-A. Creating an Environment of Respect and Rapport

1) Communication with students showing respect and encouragement.




**Renato Estacio**  
 Aug 29, 2022  
 Hello everyone - I don't want anyone to be shocked when they come in (thank you 1st period for helping set up the room).  
 The desks are in a u-shape formation today.

- Applying
1. Exhibits politeness and respect. (see communication)
  2. Supports students in managing disagreements. (informal debates held every 3 – 4 weeks)
  3. Creates and maintains an environment in which students' diverse backgrounds, languages, identities, strengths, and challenges are respected. (Posters and translated texts)
  4. Displays respect and value for the languages and cultures of the school's diverse community through classroom artifacts and interactions.

3) & 4) diversity welcomed

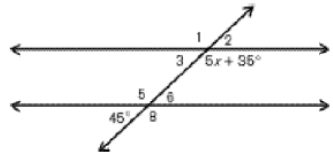


4) Displays respect and value for the languages.



3) & 4) dual language used.

4. Analyze the relationship of angles found in the picture. How can you prove that the alternate exterior angles 1 and 8 are congruent? What information do you need? / Gisesengura isano yimfuruka iboneka ku ishusho. Nigute ushobora kwerekana ko ubundi buryo bwo hanze bwimbere 1 na 8 buhuye? Ni ayaha makuru ukeneye?



5. In a straight line segment that is bisected evenly by a ray (the ray is perpendicular to the line segment), what are the angle measurements on either side of the ray? Mu gice kigororotse, umurongo

ugabanijwemo kabiri n'umucyo (imirasire ihanamye ku gice cy'umurongo), ni ubuhe bipimo bw'imfuruka ku mpande z'imirasire?

Use the following picture to solve questions 6 – 8 / Koresha ishusho ikurikira kugirango ukemure ibibazo 6 – 8:



# Element 2-A. Creating an Environment of Respect and Rapport

1) Exhibits respect through communication.



**Renato Estacio**  
Aug 29, 2022

Hello everyone - I don't want anyone to be shocked when they come in (thank you 1st period for helping set up the room).

The desks are in a u-shape formation today.

1) Exhibits respect through "10 Great Ways to Treat Others"



4) I use other languages for students as we have WIDA ACCESS scores between 1 and 2 in our class. Also, level of development approach is given as each step is shown, which can be followed by clicking on the slide.



Innovating	
1.	Exhibits a high degree of respect.
2.	Reflects warmth and caring.
3.	Reflects a high degree of sensitivity to students' cultures that may include purposeful teacher-student or student-student dialogue in multiple languages.
4.	Reflects a high degree of sensitivity to students' levels of development.

## The Distance Formula / La fórmula de la distancia

How it works/ Cómo funciona:

1. After substituting the numbers, you can solve. Después de sustituir los números, puedes resolver.
2. To get the distance, you need to subtract Xs and then square the result. / Para obtener la distancia, debes restar X y luego cuadrar el resultado.
3. Then, subtract Ys and square the result. / Luego, resta Ys y eleva el resultado al cuadrado.
4. Take the squares and add them together. Tome los cuadrados y júntelos.
5. Then find the square root. / Luego encuentre la raíz cuadrada.

$$\begin{aligned}
 d &= \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} \\
 d &= \sqrt{(4)^2 + (3)^2} \\
 d &= \sqrt{16 + 9} \\
 d &= \sqrt{25} \\
 d &= 5
 \end{aligned}$$

## Element 2-B. Creating a Safe Learning Environment with Routines and Procedures

### Indicators include:

- Pleasant, inviting atmosphere
- Safe environment
- Accessibility for all students including the posting of learning and language goals
- Furniture arrangement suitable for the learning activities and supports the student to student collaboration
- Effective use of physical resources, including computer technology, by both teacher and students
- The smooth functioning of all routines
- Little or no loss of instructional time (smooth and efficient transitions)
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

### Applying

- Uses routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.
- Ensures learning resources are accessible to all students.
- The physical arrangement encourages teacher-student and student-student interaction in a variety of settings and student groupings.
- Learning goals, such as content and language objectives, are posted and easily accessible during the lesson for the teacher and all students to reference.
- Visuals, graphics, anchor charts, and technology are readily accessible to enhance learning opportunities.
- Provides techniques to enhance learning opportunities, such as preferential seating, study carrels, quiet areas, etc.

### Innovating

- Uses routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Models this practice and shares thinking with students.
- Learning resources are accessible to use and adapt to advance learning and engage students at varying levels of academic content including English language proficiency and supports for students with disabilities.
- Students internalize daily routines.
- Students taking the initiative and contributing to the seamless operation of the classroom, well-organized transitions, and classroom procedures, including those that pertain to developmentally appropriate cooperative learning activities.

## Element 2-B. Creating a Safe Learning Environment with Routines and Procedures

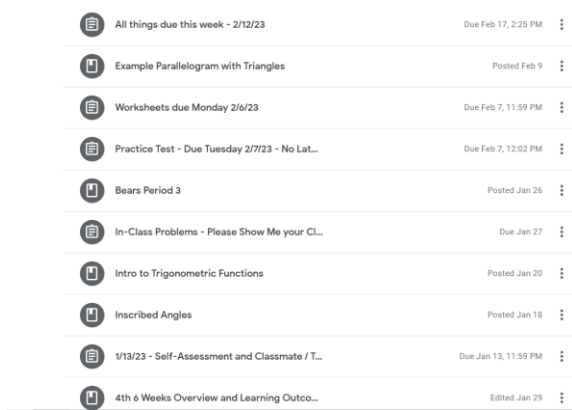
### 1) Routines/Agendas & 4) Language

<p><b>Materials for Class:</b></p> <ol style="list-style-type: none"> <li>Journal for Writing, pen, paper</li> <li>Laptop or electronic device to pull up Class PowerPoint</li> <li>Book for Class</li> <li>Access to Internet</li> </ol> <p><b>Agenda:</b></p> <ol style="list-style-type: none"> <li>Writing</li> <li>Practice Problem</li> <li>Addition and Subtraction Review</li> <li>Algebra: 1 variable equation</li> <li>Complete your PowerPoint slide</li> <li>Complete Exit Ticket</li> </ol>	<p><b>Language:</b></p> <ol style="list-style-type: none"> <li>Practice writing a reasoned proof using SSS or SAS mathematical language related to segments and congruency.</li> <li>Have provided a review of the topic on your slide</li> </ol> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Class PowerPoint for the day</li> </ul> <p><b>Process</b></p> <ul style="list-style-type: none"> <li>Use class material, Google, Book, standards to complete PowerPoint</li> </ul> <p><b>Product (deliverables for today):</b></p> <ol style="list-style-type: none"> <li>Journal with proof</li> <li>PowerPoint</li> <li>Exit ticket</li> </ol> <p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>Exit Ticket</li> </ol>
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Applying

- Uses routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.
- Ensures learning resources are accessible to all students. (posted to Google Classroom)
- The physical arrangement encourages teacher-student and student-student interaction in a variety of settings and student groupings. (see picture)
- Learning goals, such as content and language objectives, are posted and easily accessible during the lesson for the teacher and all students to reference. (see picture)
- Visuals, graphics, anchor charts, and technology are readily accessible to enhance learning opportunities. (see pictures)
- Provides techniques to enhance learning opportunities, such as preferential seating, study carrels, quiet areas, etc. (see picture of quiet area)

### 2) Google Classroom:



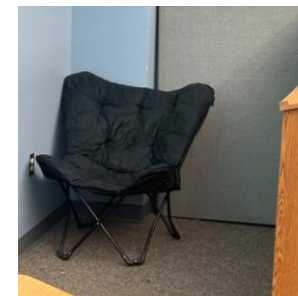
### 3) Physical arrangement encourages teacher-student and student-student interaction:



### 5) Visuals, graphics, anchor charts, technology



### 6) Preferential seating, quiet areas



## Element 2-B. Creating a Safe Learning Environment with Routines and Procedures

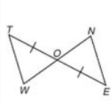
### Writing for Today - Escribiendo para hoy

During the first 15 minutes of class, please spend time writing in your journal a response to the following. Use the following structure to formulate your response.

1. State the Question
2. Tell me what you know (i.e. How do you know?) – Give at least 3 reasons
3. Then restate the question in the form: "Therefore, it is ..."

Question:

Can you prove the following pair of triangles are congruent?

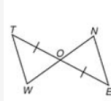


Durante los primeros 15 minutos de clase, dedique tiempo a escribir en su diario una respuesta a lo siguiente. Utilice la siguiente estructura para formular su respuesta.

1. Exprese la pregunta
2. Dime lo que sabes (es decir, ¿cómo lo sabes?) - Da al menos 3 razones
3. Luego, vuelva a formular la pregunta en la forma: "Por lo tanto, es ..."

Pregunta:

¿Puedes probar que el siguiente par de triángulos es congruente?



- 1) Journaling / writing provides bell ringer and risk-taking ability – ungraded but used for participation points
- 2) Dual language is used; presentation is via PowerPoint and saved to Google Classroom. Presentation includes class discussion and whiteboard clarification and writing

### Exit ticket / boleto de salida

<https://forms.gle/ioXtUkjwho4LNEH7>

#### Materials for Class:

1. Journal for Writing, pen, paper
2. Laptop or electronic device to pull up Class PowerPoint
3. Book for Class
4. Access to Internet

#### Agenda:

1. Writing
2. Practice Problem
3. Addition and Subtraction Review
4. Algebra: 1 variable equation
5. Complete your PowerPoint slide
6. Complete Exit Ticket

#### Language:

1. Practice writing a reasoned proof using mathematical language related to congruency.
2. Have provided a review of the topic

#### Content:

- Class PowerPoint for the day

#### Process

- Use class material, Google, Book, standards to complete PowerPoint

#### Product (deliverables for today):

1. Journal with proof
2. PowerPoint
3. Exit ticket

#### Assessment

1. Exit Ticket

2

#### Innovating

1. Uses routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Models this practice and shares thinking with students. (Bell ringer is a writing exercise or review, material, and exit ticket)
2. Learning resources are accessible to use and adapt to advance learning and engage students at varying levels of academic content including English language proficiency and supports for students with disabilities. (PowerPoint, books, internet, writing)
3. Students internalize daily routines. (Agenda posted)
4. Students taking the initiative and contributing to the seamless operation of the classroom, well-organized transitions, and classroom procedures, including those that pertain to developmentally appropriate cooperative learning activities. (Students will distribute materials, students take out laptops when they finish writing, writing goes first and exit ticket last)

2) Resources for learning include the text book, online, and worksheets. Additional resources posted to Google classroom.

## Element 2-C. Establishing a Culture for Learning

### Indicators include:

- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- The expectation of high-quality work by the teacher and internalized by the student
- Expectation and recognition of effort and persistence on the part of the students
- High expectations for expression and work products

Applying	Innovating
<ul style="list-style-type: none"> <li>• High expectations for all students.</li> <li>• Norms and participant structures that are established with significant interaction by, and among, all peers, such as flexible student groups, student presentations, and structured student dialogue.</li> <li>• Supports all students to hold themselves to high standards of performance through instruction, including addressing foundational skills, as per the IEP goals.</li> <li>• Authentic and relevant use of research-based strategies to enhance the understanding of content and increase student engagement with the related academic vocabulary.</li> <li>• Student commitment to the subject and demonstration of pride in their efforts.</li> <li>• Provides opportunities for students to learn in groups with diverse peers and facilitates meaningful academic discourse by developing individual student’s relationship and communication skills.</li> <li>• Often creates learning experiences that guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; take academic risks, and challenge themselves to learn.</li> <li>• The tone is inclusive of cultural and linguistic differences.</li> </ul>	<ul style="list-style-type: none"> <li>• High levels of enthusiasm for the subject by teacher and students is evidenced by student engagement.</li> <li>• Students seek out support and initiate improvements to their efforts (may vary depending on the student group population, e.g., ID, ED).</li> <li>• Students being encouraged to reflect on their personal learning and growth.</li> <li>• Students regularly seek out their peers as resources.</li> <li>• Routinely supports all students to identify strengths, interests, and needs; set and pursue learning and language goals; ask for support when appropriate; take academic risks; problem-solve; challenge themselves, and monitor their own progress.</li> <li>• The tone is set by the students and is inclusive of cultural and linguistic differences.</li> </ul>



## Element 2-C. Establishing a Culture for Learning

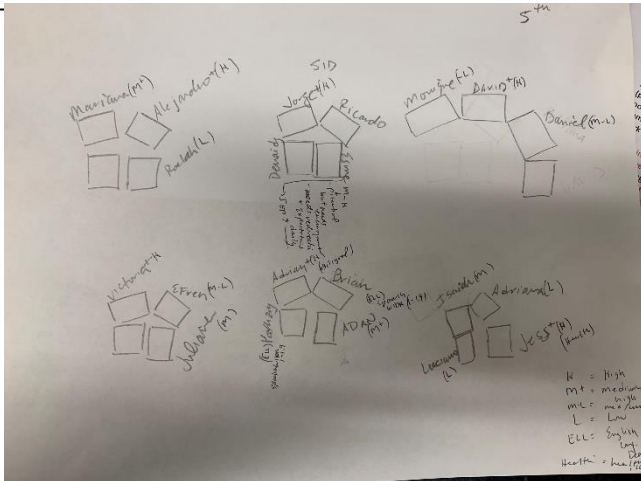
1) High expectations shown in participation grade.

- **4 P's: Participation, Preparedness, Punctuality, & Personal Contribution:**  
18% (6% per each 6 weeks, or 1% every week for 6-weeks)
  - To receive full credit: Must be actively engaged.
    1. Participating
    2. Being Prepared
    3. Being Punctual
    4. Personally Contributing or Responding when appropriate:
      - Samples of contributing: answering questions, reviewing with peers, managing special projects, speaking when appropriate, posting to discussion boards (online or in-class), following the 10 Great ways to Treat Others, and other agreed upon methods of contributing. Each week, you receive 1% of the 18% until the end of semester has been reached. If there is no class, or a test, or another factor that gets in the way of the 4 P's, then there will be an automatic grade based on the week prior.

### Participant Roles

- ✓ Choose someone to write on the poster so the handwriting is neat, consistent, and easy to read
- ✓ Choose someone or a few people to be artists
- ✓ Plan out what you are going to put on the poster – don't just start it... Use a sheet of paper to map out what you are going to do
- ✓ Someone needs to be the "final say" or all of you need to agree on a democratic process of approval (i.e. two-thirds majority rule)
- ✓ Critique each other's work before finalizing it
- ✓ Speaker or speakers to help us understand what is on the poster
- ✓ Someone to take a picture of the poster and post in Google Classroom after done.

2) & 6) Norms and participant structures



3) Foundational math:

1.  $1 + 1 =$  adding a number
2.  $1 - 1 =$  subtracting a number
3.  $1 + -1 =$  adding a negative to a positive
4.  $-1 + 1 =$  a negative plus a positive

4) Researched based activity allows for Blooms Taxonomy of "Creating" and Level 3 of Costas Level of Understanding.

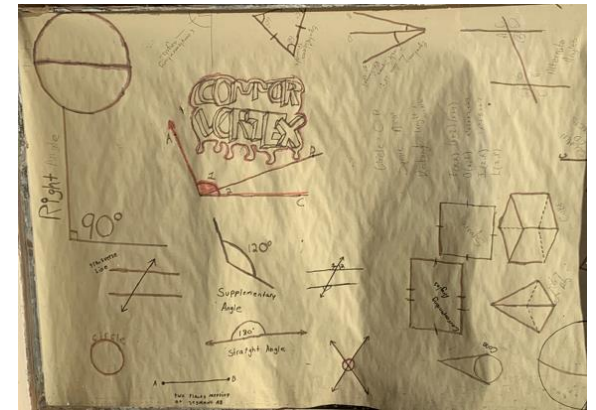
### Research question and response

You are asked to find 3 sources of information on a topic where you should be able to find articles and books on it using our library resources.

To be successful at this, you might want to become familiar with using the library catalogue, finding research articles, and knowing how to "summarize" a book (see the covers and the contents of books - they usually do this)

Using our "proof layout" (connect this to what you learned on setting up proofs)

5) Student commitment to the subject and demonstration of pride in their efforts. Poster faces outside so others outside of class can see it (per student).

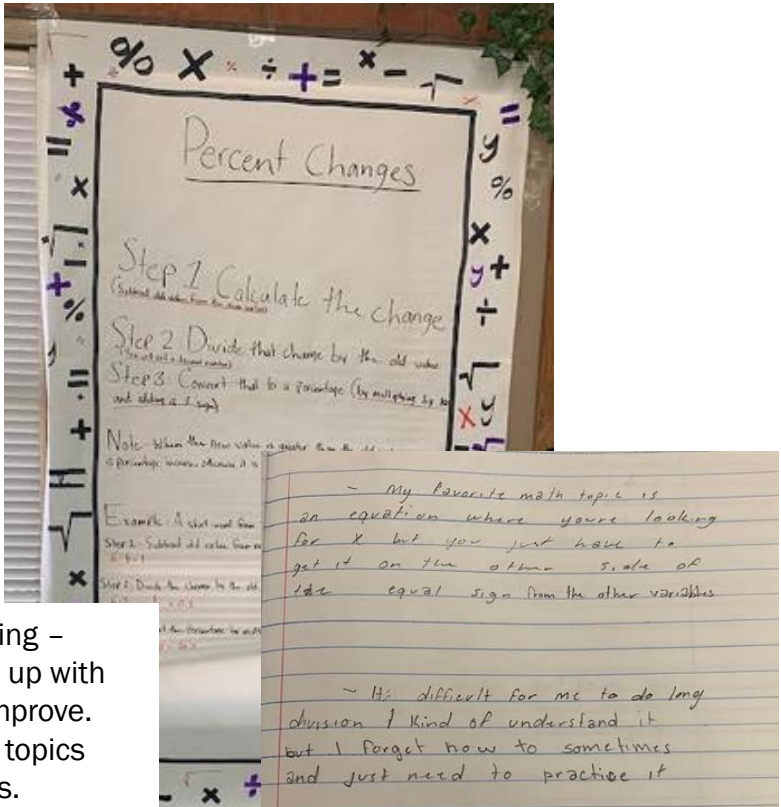


### Applying

1. High expectations for all students. (Participation weighted high)
2. Norms and participant structures that are established with significant interaction by, and among, all peers, such as flexible student groups, student presentations, and structured student dialogue. (Debates based on deductive or inductive logic. They also need to follow 3-step process of presenting a problem, support, and conclusion.)
3. Supports all students to hold themselves to high standards of performance through instruction, including addressing foundational skills, as per the IEP goals. (foundational math taught every lesson, and students are redirected to learning when needed)
4. Authentic and relevant use of research-based strategies to enhance the understanding of content and increase student engagement with the related academic vocabulary. (research due at end of term)
5. Student commitment to the subject and demonstration of pride in their efforts. (Student posted in-class project to window where passers-by can view).
6. Provides opportunities for students to learn in groups with diverse peers and facilitates meaningful academic discourse by developing individual student's relationship and communication skills.
7. Often creates learning experiences that guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; take academic risks, and challenge themselves to learn.
8. The tone is inclusive of cultural and linguistic differences.

# Element 2-C. Establishing a Culture for Learning

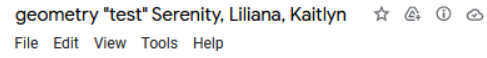
1) Student Engagement:



2) & 3) Journaling – students come up with how they will improve. They reflect on topics and themselves.

- Innovating
- High levels of enthusiasm for the subject by teacher and students is evidenced by student engagement.
  - Students seek out support and initiate improvements to their efforts (may vary depending on the student group population, e.g., ID, ED). (Students journal about what they are not doing well in and what steps they are taking to improve; students request calls and e-mail)
  - Students being encouraged to reflect on their personal learning and growth. (Students journal daily)
  - Students regularly seek out their peers as resources. (Daily during class time and during class work)
  - Routinely supports all students to identify strengths, interests, and needs; set and pursue learning and language goals; ask for support when appropriate; take academic risks; problem-solve; challenge themselves, and monitor their own progress. (Students asked about what they could change or control more so they can set their goals)
  - The tone is set by the students and is inclusive of cultural and linguistic differences. (Teacher uses English and Spanish terms while speaking, giving instructions, as well as when testing.)

4) Peer-to-peer interaction on projects, presentations, debates, in-class tasks.



- Question 1) 1.1: what is an intersection?
- Question 2) 1.4: what does congruent mean? How do you know?
- Question 3) 3.3: how can you tell if a line segment is parallel? explain.

## Writing for Today - Escribiendo para hoy

During the first 15 minutes of class, please spend time writing in your journal a response to the following. Use the following structure to formulate your response.

Durante los primeros 15 minutos de clase, dedique tiempo a escribir en su diario una respuesta a lo siguiente. Utilice la siguiente estructura para formular su respuesta.

- State the Question
- Tell me what you know (i.e., How do you know?) – Give at least 3 reasons
- Then restate the question in the form: "Therefore, it is ..."

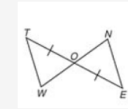
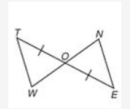
- Expresar la pregunta
- Dime lo que sabes (es decir, ¿cómo lo sabes?) - Da al menos 3 razones
- Luego, vuelva a formular la pregunta en la forma: "Por lo tanto, es ..."

Question:

Pregunta:

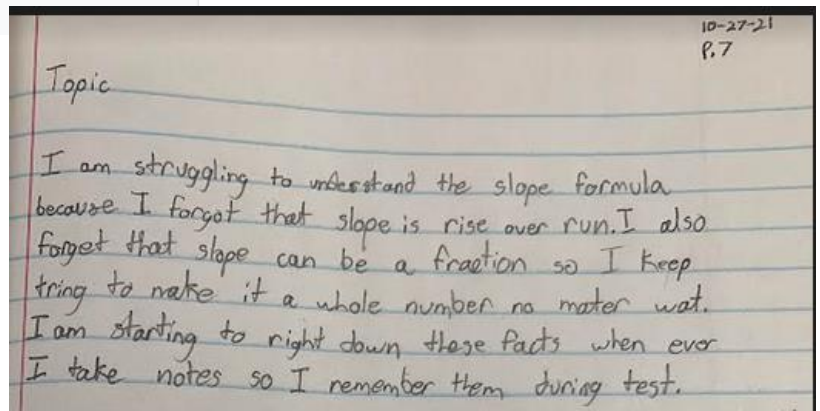
Can you prove the following pair of triangles are congruent?

¿Puedes probar que el siguiente par de triángulos es congruente?



6) CLR – dual presentation

5) Journaling on monitoring progress and needs.



## Element 2-D. Managing Student Behavior

### Indicators include:

- Behavior Management plan or social contract posted
- Teacher acknowledging expected behavior and misbehaviors
- Teacher modeling student expectations for the classroom and/or activity
- Teacher prompting students of the expectations for each activity (proactive)

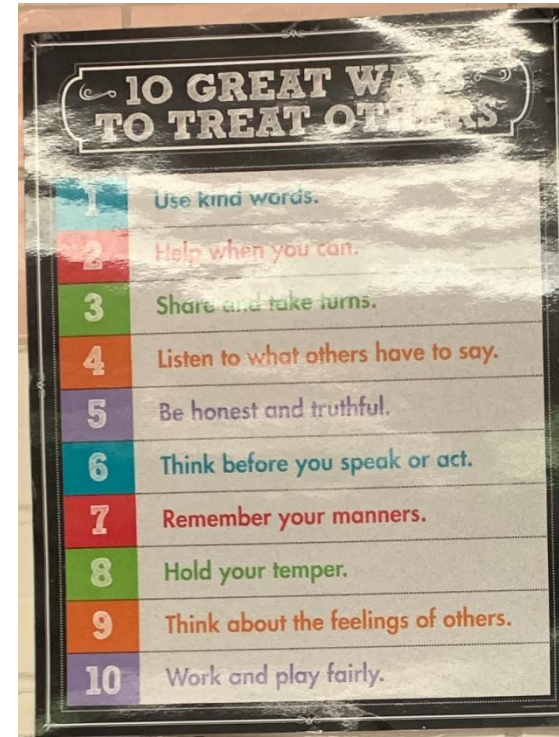
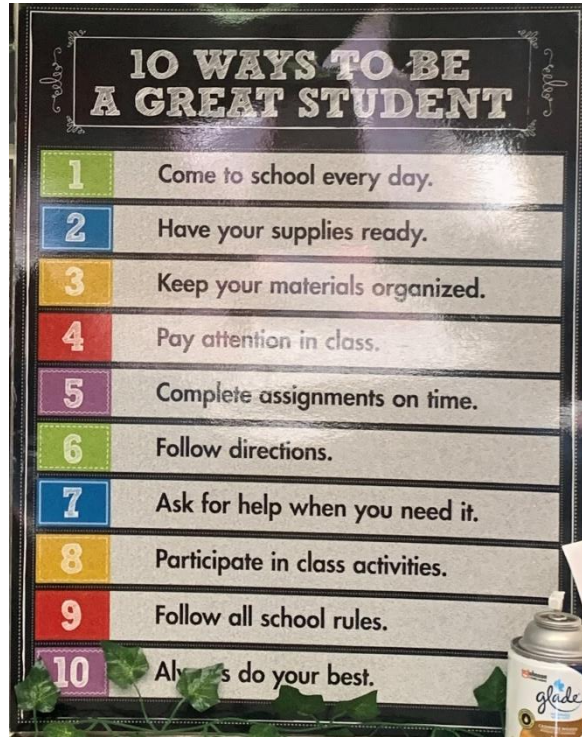
Applying	Innovating
<ul style="list-style-type: none"><li>● Evidence of a student behavior management plan with students' knowledge of their roles.</li><li>● An atmosphere conducive to learning with a focus on student self-discipline, respect for the rights of others, and cooperation.</li><li>● Communication and modeling of said expectations for all students.</li><li>● Responses to student behavior are consistent, respect student's dignity, sensitive to cultural and linguistic differences, and are in accordance with the student's FBA/BIP strategies, when applicable.</li></ul>	<ul style="list-style-type: none"><li>● Allowing student ownership and creating opportunities for students to lead the implementation of the student behavior management plan.</li><li>● Evidence of students' participation in setting conduct standards and monitoring their own behavior.</li><li>● Responds with sensitivity to the individual needs of all students including those with diverse linguistic and cultural backgrounds and identities while ensuring the FBA/BIP are being followed, when applicable.</li></ul>

## Element 2-D. Managing Student Behavior

1), 3) & 4) adherence is part of grading

- **4 P's: Participation, Preparedness, Punctuality, & Personal Contribution:** 18% (6% per each 6 weeks, or 1% every week for 6-weeks)
  - To receive full credit: Must be actively engaged.
    1. Participating
    2. Being Prepared
    3. Being Punctual
    4. Personally Contributing or Responding when appropriate:
      - Samples of contributing: answering questions, reviewing with peers, managing special projects, speaking when appropriate, posting to discussion boards (online or in-class), following the 10 Great ways to Treat Others, and other agreed upon methods of contributing. Each week, you receive 1% of the 18% until the end of semester has been reached. If there is no class, or a test, or another factor that gets in the way of the 4 P's, then there will be an automatic grade based on the week prior.

2) Atmosphere conducive to learning



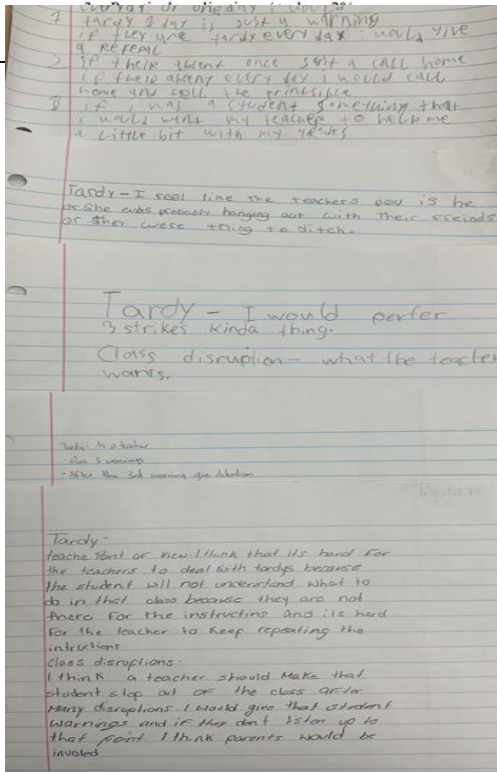
### Applying

1. Evidence of a student behavior management plan with students' knowledge of their roles. (Participation requirement is detailed.)
2. An atmosphere conducive to learning with a focus on student self-discipline, respect for the rights of others, and cooperation. (See photos of tech "Please unplug", "10 Ways to be a Great Student" and "10 Great Ways to Treat Others")
3. Communication and modeling of said expectations for all students. (Syllabus outlines Norms, as well as behavior from teacher is modeled.)
4. Responses to student behavior are consistent, respect student's dignity, sensitive to cultural and linguistic differences, and are in accordance with the student's FBA/BIP strategies, when applicable. (Participation requirement is detailed in syllabus and reflected in grading when out of guidance.)

## Element 2-D. Managing Student Behavior

1) Allowing student ownership & 2) Participation

- 4 P's: Participation, Preparedness, Punctuality, & Personal Contribution: 18%** (6% per each 6 weeks, or 1% every week for 6-weeks)
  - To receive full credit: Must be actively engaged.
    - Participating
    - Being Prepared
    - Being Punctual
    - Personally Contributing or Responding when appropriate:
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- Course-Related, Academic and Professional Development Tasks: 10%**
  - This course has a strong learning, success strategies, and professional development approach.
    - Note-taking – 3%
    - Writing – 2%



2) Participation

3) Responds with sensitivity to the individual needs of all students including those with diverse linguistic and cultural backgrounds

### Innovating

- Allowing student ownership and creating opportunities for students to lead the implementation of the student behavior management plan.
- Evidence of students' participation in setting conduct standards and monitoring their own behavior.
- Responds with sensitivity to the individual needs of all students including those with diverse linguistic and cultural backgrounds and identities while ensuring the FBA/BIP are being followed, when applicable.

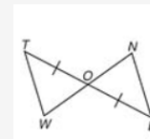
## Writing for Today - Escribiendo para hoy

During the first 15 minutes of class, please spend time writing in your journal a response to the following. Use the following structure to formulate your response.

- State the Question
- Tell me what you know (i.e. How do you know?) – Give at least 3 reasons
- Then restate the question in the form: "Therefore, it is ..."

Question:

Can you prove the following pair of triangles are congruent?

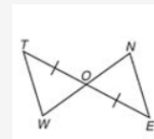


Durante los primeros 15 minutos de clase, dedique tiempo a escribir en su diario una respuesta a lo siguiente. Utilice la siguiente estructura para formular su respuesta.

- Expresar la pregunta
- Dime lo que sabes (es decir, ¿cómo lo sabes?) - Da al menos 3 razones
- Luego, vuelve a formular la pregunta en la forma: "Por lo tanto, es ..."

Pregunta:

¿Puedes probar que el siguiente par de triángulos es congruente?



**Element 3-A. Communicating with Students in a Manner that is Appropriate to their Culture, Language, and Level of Development**

- Indicators include:**
- Clarity of lesson purpose
  - Clear directions and procedures specific to the lesson activities
  - Absence of content errors and clear explanations of concepts and strategies, awareness of potential student misconceptions
  - Utilizing opportunities to connect to students’ cultural and linguistic background knowledge

Applying	Innovating
<ul style="list-style-type: none"> <li>● Desired learning goals, such as content and language objectives, are posted, stated, and referred to during the lesson cycle.</li> <li>● Use of clear communication and a range of vocabulary with scaffolds to ensure learning goals are understandable, including the solicitation of feedback and allowing for clarification from all students by using multiple strategies such as wait time, visuals, methodical systems, and physical cues.</li> <li>● Instructions and procedures are consistent.</li> <li>● Teacher begins lessons by accessing students’ prior knowledge.</li> <li>● Student misconceptions are anticipated, planned for and addressed.</li> <li>● Content is delivered and differentiated by language proficiency levels and/or IEP goals, as applicable.</li> <li>● Use of opportunities to connect to students’ cultural and linguistic background knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>● Strategies for students to interact with each other and offer feedback to peers.</li> <li>● Grade-level appropriate scaffolds that support students’ language and academic proficiency levels and IEP goals for content and explanation of academic tasks.</li> <li>● Ensuring understanding of idioms and figurative language by clarifying and rephrasing when necessary.</li> <li>● Opportunities for students to lead and direct lesson components.</li> <li>● Intentionally creating connections to students’ cultural and linguistic background knowledge.</li> </ul>

## Element 3-A. Communicating with Students in a Manner that is Appropriate to their Culture, Language, and Level of Development

1) Learning goal in terms of language 4) Writing uses prior knowledge and relates to lesson

### Materials for Class:

1. Journal for Writing, pen, paper
2. Laptop or electronic device to pull up Class PowerPoint
3. Book for Class
4. Access to Internet

### Agenda:

1. Writing
2. Practice Problem
3. Addition and Subtraction Review
4. Algebra: 1 variable equation
5. Complete your PowerPoint slide
6. Complete Exit Ticket

### Language:

1. Practice writing a reasoned proof using SSS or SAS mathematical language related to segments and congruency.
2. Have provided a review of the topic on your slide

### Content:

- Class PowerPoint for the day

### Process

- Use class material, Google, Book, standards to complete PowerPoint

### Product (deliverables for today):

1. Journal with proof
2. PowerPoint
3. Exit ticket

### Assessment

1. Exit Ticket

2

2) Use of words as scaffolds

1.  $1 + 1 =$  adding a number
2.  $1 - 1 =$  subtracting a number
3.  $1 + -1 =$  adding a negative to a positive
4.  $-1 + 1 =$  a negative plus a positive

3) Instructions and procedures are consistent

Using our "proof layout":

1. Sample Problem statements (see below for all possible sample problems):

Geometry is used in almost every profession or used as a precursor to every profession (classes, reasoning, hands-on): what profession are you planning to pursue and how is it used?

Give 3 - 5 examples from 3 - 5 different resources. No Wikipedia.

1 bonus point for each source over 3 that you find and use- up to 5 bonus points on the 1 question assigned.

2. Provide why you chose the resources, what information is in the sources that you need (ie data, quotations, historical facts...) to show you can draw a conclusion based on a problem. \*\*\*in other words, show me what you know and how you know it\*\*\*

3. Draw your conclusion

## Applying

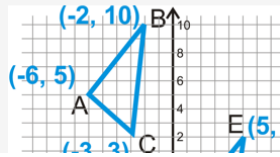
1. Desired learning goals, such as content and language objectives, are posted, stated, and referred to during the lesson cycle.
2. Use of clear communication and a range of vocabulary with scaffolds to ensure learning goals are understandable, including the solicitation of feedback and allowing for clarification from all students by using multiple strategies such as wait time, visuals, methodical systems, and physical cues.
3. Instructions and procedures are consistent.
4. Teacher begins lessons by accessing students' prior knowledge.
5. Student misconceptions are anticipated, planned for and addressed.
6. Content is delivered and differentiated by language proficiency levels and/or IEP goals, as applicable.
7. Use of opportunities to connect to students' cultural and linguistic background knowledge.

### Element 3-A. Communicating with Students in a Manner that is Appropriate to their Culture, Language, and Level of Development - continued

4) Activating prior knowledge through a practice problem at beginning of class

#### Practice Problem / Problema de práctica

- During the first 20 minutes of class
- Show the following two figures are congruent (or not); write out the following as part of the process:
    - State the problem or question
    - List 3 facts you know (i.e., are there angles that are congruent?)
    - Conclude by saying, "Therefore, triangles ABC and DEF are congruent."



5 & 6) Misconceptions are anticipated. Differentiated by using Spanish for our ELs who have WIDA ACCESS scores less than 3.

Bonus: One year ago, an average restaurant meal cost \$10. Today, the average restaurant meal costs \$12. Using the same trend, what is the cost of the meal next year? **Hint - It's not \$14.00.** Bono: Hace un año, una comida promedio en un restaurante costaba \$ 10. Hoy, la comida promedio en un restaurante cuesta \$ 12. Usando la misma tendencia, ¿cuál es el costo de la comida el próximo año? Sugerencia: no son \$ 14.00.

- \$14.00
- \$14.40
- \$14.50
- \$15.00
- \$16.00

7) Students local to Albuquerque are familiar with Chimichangas which are sold by the gas station named Allsup's.

- Applying
- Desired learning goals, such as content and language objectives, are posted, stated, and referred to during the lesson cycle.
  - Use of clear communication and a range of vocabulary with scaffolds to ensure learning goals are understandable, including the solicitation of feedback and allowing for clarification from all students by using multiple strategies such as wait time, visuals, methodical systems, and physical cues.
  - Instructions and procedures are consistent.
  - Teacher begins lessons by accessing students' prior knowledge.
  - Student misconceptions are anticipated, planned for and addressed.
  - Content is delivered and differentiated by language proficiency levels and/or IEP goals, as applicable.
  - Use of opportunities to connect to students' cultural and linguistic background knowledge.

Bonus: Three years ago, an average chimichanga costed \$1. Today, the average chimichanga costs \$2. By what percent has the cost of a chimichanga increased? Hace tres años, una chimichanga promedio costaba 1 dólar. Hoy, la chimichanga promedio cuesta \$2. ¿En qué porcentaje ha aumentado el costo de una chimichanga?

- 50%
- 100%
- 200%
- 75%
- Answer not shown / No se muestra la respuesta



### Element 3-A. Communicating with Students in a Manner that is Appropriate to their Culture, Language, and Level of Development

1,4) Students are participants in groups and critique each other's work.

Here are the topics:

- 1) "Proofs" – simplified form
- 2) Solving for X
- 3) Percent Changes
- 4) Fractions
- 5) Questions to Ask yourself
- 6) Parallel Lines and Corresponding Angles
- 7) Slope
- 8) Distance
- 9) Midpoint
- 10) Polygons and Finding X
- 11) Supplementary Angles and Finding X
- 12) Congruency theories

If you placed the poster on the wall, will you be able to read it?

- 1) Is your poster legible from 10 feet away?
- 2) Is it uncluttered?
- 3) Did you make it interesting?
- 4) Is it relevant?
- 5) Did you include steps to solving a problem (i.e., how do you find the slope?)
  - a. Map out the steps ahead of time
  - b. Be sure your team agrees

Participant Roles

- ✓ Choose someone to write on the poster so the handwriting is neat, consistent, and easy to read
- ✓ Choose someone or a few people to be artists
- ✓ Plan out what you are going to put on the poster – don't just start it..Use a sheet of paper to map out what you are going to do
- ✓ Someone needs to be the "final say" or all of you need to agree on a democratic process of approval (i.e. two-thirds majority rule)
- ✓ Critique each other's work before finalizing it
- ✓ Speaker or speakers to help us understand what is on the poster
- ✓ Someone to take a picture of the poster and post in Google Classroom after done.

3) Language clarified for democratic process.

2) Grade-level appropriate scaffolds and explanation of tasks

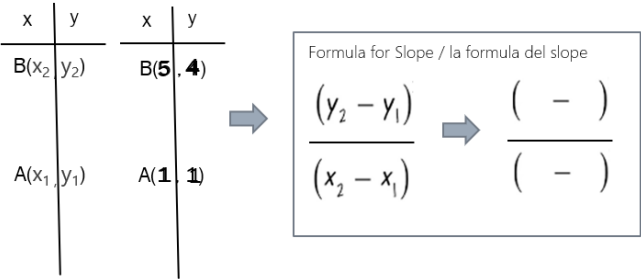
5) Students local to Albuquerque are familiar with Chimichangas which are sold by the gas station named Allsup's.

**Innovating**

1. Strategies for students to interact with each other and offer feedback to peers.
2. Grade-level appropriate scaffolds that support students' language and academic proficiency levels and IEP goals for content and explanation of academic tasks.
3. Ensuring understanding of idioms and figurative language by clarifying and rephrasing when necessary.
4. Opportunities for students to lead and direct lesson components.
5. Intentionally creating connections to students' cultural and linguistic background knowledge.

How it works / Cómo funciona:

1. Use the following equation. / Usa la siguiente ecuación.
2. To use the equation, substitute the Xs first and then the Ys with the numbers from the chart. / Para usar la ecuación, sustituya las X primero y luego las Y con los números de la tabla.



Bonus: Three years ago, an average chimichanga costed \$1. Today, the average chimichanga costs \$2. By what percent has the cost of a chimichanga increased? Hace tres años, una chimichanga promedio costaba 1 dólar. Hoy, la chimichanga promedio cuesta \$2. ¿En qué porcentaje ha aumentado el costo de una chimichanga?

- 50%
- 100%
- 200%
- 75%
- Answer not shown / No se muestra la respuesta

## Element 3-B. Using Questioning and Discussion Techniques to Support Classroom Discourse

### Indicators include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- Effective use of student responses and ideas
- Discussion, with the teacher stepping out of the central, mediating role
- Focus on the reasoning exhibited by students in discussion, both in a give-and-take with the teacher and with their classmates
- High levels of student participation in discussion

### Applying

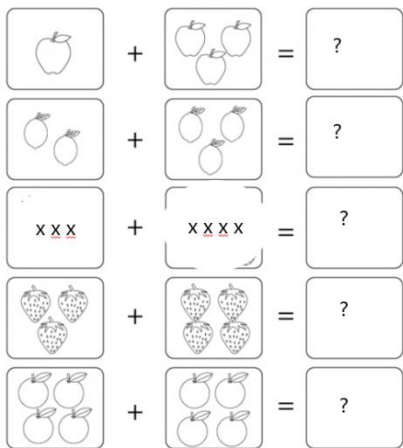
- Provides frequent opportunities for interaction between teacher and student and student-to-student
- Uses scaffolds as appropriate for the developmental, cognitive and linguistic needs of the students.
- Uses pre-planned questions or tasks throughout the lesson.
- Employs systems that evoke responses from all students and are appropriate to students' developmental, cognitive and academic language proficiency, including the use of wait-time.
- Consistently engages students in high levels of thinking within the instruction and content.
- Allows students to respond in a variety of ways, including kinesthetic or visual representation, depending on their developmental, cognitive, and academic language proficiency.

### Innovating

- Models questioning and discussion approaches that lead students to access knowledge on their own.
- Allows consistent, analytical, and collaborative approaches to understanding.
- Scaffolds for a deep understanding of concepts using academic language.
- Create opportunities for student-led discussion and debate on key concepts.
- Encourages students to take ownership or to lead, ensuring that all voices are heard in classroom and group discussions.
- Incorporates student-generated, high-level questions that are within the instruction and are content-specific.
- Integrates the use of discourse prompts to support students' when engaging in the classroom and/or small group discussions and/or debate.

## Element 3-B. Using Questioning and Discussion Techniques to Support Classroom Discourse

2) Uses scaffolds

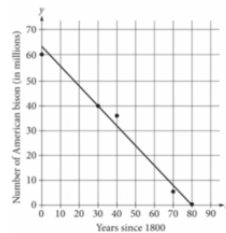


4) Employs systems that evoke responses. Students practice ahead of time of exams by responding in various ways (verbally and written) in class. During exams, they are given the same opportunity to respond verbally and via written work.

1) Provides frequent opportunities for interaction & 5) Engages students in high-level of thinking

Period	Part 1 - Verbal	Part 2 - Problem Solving
7	6	16
7	4	14
7	4	8
7	4	6
7	4	10
7	2	14
7	2	12
7	2	10
7	2	6

### Practice Problems / Problemas de práctica



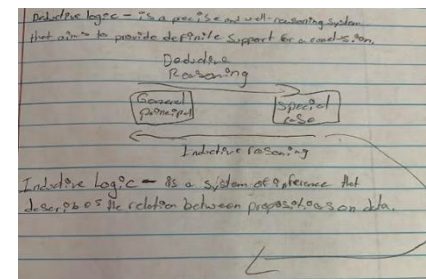
The scatterplot shows the relationship between the population  $y$ , in millions, of the American bison and the number of years,  $x$ , since 1800. A line of best fit for the data is also shown. Which equation is the most appropriate linear model for the data shown?

Questions to answer on separate sheet of paper:

1. What is the question asking?
2. What am I being tested on?
3. Can I solve using process of elimination?
4. Is this an easy problem that can be done in 30 seconds or less?
5. What do I need to know to solve this problem?
6. Solve

Preguntas para responder en una hoja de papel separada ¿Qué hace la pregunta?

1. ¿En qué me están probando?
2. ¿Puedo resolver usando el proceso de eliminación?
3. ¿Es este un problema fácil que se puede resolver en 30 segundos o menos?
4. ¿Qué necesito saber para resolver este problema?
5. Resolver



6) Allows students to respond in a variety of ways. Small group interaction allows for verbal responses. Problem solving also done on the board. The example to the right was a topic discuss in class in terms of a debate. Later, students journaled on the topic.

Applying	
1.	Provides frequent opportunities for interaction between teacher and student and student-to-student
2.	Uses scaffolds as appropriate for the developmental, cognitive and linguistic needs of the students.
3.	Uses pre-planned questions or tasks throughout the lesson.
4.	Employs systems that evoke responses from all students and are appropriate to students' developmental, cognitive and academic language proficiency, including the use of wait-time.
5.	Consistently engages students in high levels of thinking within the instruction and content.
6.	Allows students to respond in a variety of ways, including kinesthetic or visual representation, depending on their developmental, cognitive, and academic language proficiency.

3) Pre-planned questions/tasks

The Distance Formula / La fórmula de la distancia

Practice Problem: What is the Length of the Following Segment: A(2, 2) and B(6, 8). / Problema de práctica: ¿Cuál es la longitud del siguiente segmento: A (2, 2) y B (6, 8)?

Label this Figure / Etiquetar esta figura

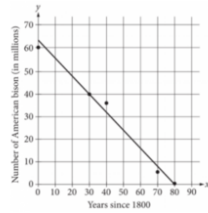


## Element 3-B. Using Questioning and Discussion Techniques to Support Classroom Discourse

1) Questioning and discussion approach

2) 4) & 5) & 7) Student led discussion and debate (see podiums that are used): Samples include debate on “Which is better? Inductive or Deductive Reasoning and why? Or creation of a poster where students have to decide what is the most important content based on the topic (i.e. slope = what will help someone understand from start to finish and how to show an example). Team lead can choose advisors and presenters.

### Practice Problems / Problemas de práctica



The scatterplot shows the relationship between the population  $y$ , in millions, of the American bison and the number of years,  $x$ , since 1800. A line of best fit for the data is also shown. Which equation is the most appropriate linear model for the data shown?



### Participant Roles

- ✓ Choose someone to write on the poster so the handwriting is neat, consistent, and easy to read
- ✓ Choose someone or a few people to be artists
- ✓ Plan out what you are going to put on the poster – don’t just start it... Use a sheet of paper to map out what you are going to do
- ✓ Someone needs to be the “final say” or all of you need to agree on a democratic process of approval (i.e. two-thirds majority rule)
- ✓ Critique each other’s work before finalizing it
- ✓ Speaker or speakers to help us understand what is on the poster
- ✓ Someone to take a picture of the poster and post in Google Classroom after done.

Questions to answer on separate sheet of paper:

1. What is the question asking?
2. What am I being tested on?
3. Can I solve using process of elimination?
4. Is this an easy problem that can be done in 30 seconds or less?
5. What do I need to know to solve this problem?
6. Solve

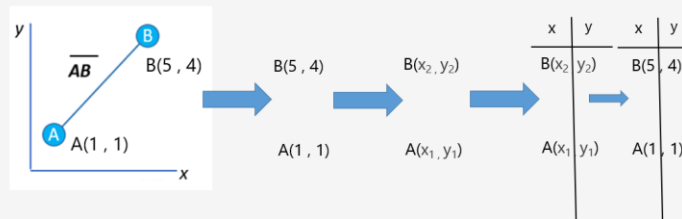
Preguntas para responder en una hoja de papel separada ¿Qué hace la pregunta?

1. ¿En qué me están probando?
2. ¿Puedo resolver usando el proceso de eliminación?
3. ¿Es este un problema fácil que se puede resolver en 30 segundos o menos?
4. ¿Qué necesito saber para resolver este problema?
5. Resolver

### 3) Scaffolds

How it works / Cómo funciona:

- Then, label the points: A is 1, so  $A(x_1, y_1)$  and B is 2,  $B(x_2, y_2)$ . / Luego, rotula los puntos: A es 1, entonces  $A(x_1, y_1)$  y B es 2,  $B(x_2, y_2)$ .
- Set up a table to help you keep track of the coordinates. / Prepara una tabla que te ayude a realizar un seguimiento de las coordenadas.



### 6) Student-generated, high-level questions.

Ricardo  
Jessica  
David  
Jacqueline  
Angel

#### 1.1 Segments and Rays

- a. Give another name for  $\overline{GH}$
- b. Name all rays with endpoint J. Which of these rays are opposite rays?

#### 1.4 Finding Angle Measurements

- a. Given that  $\angle KLM$  is a straight angle, find  $m\angle KLN$  and  $m\angle NLM$
- b. Given that  $\angle EFG$  is a right angle, find  $m\angle EFG$  and  $m\angle HFG$

#### 3.3 Proving Lines are Parallel

- a. Find the value of  $x$  that makes  $m \parallel n$ .

#### 3.6 Proving Lines are Perpendicular

- a. Find the distance between  $y = 2x + 3$  and  $y = 2x + 8$

#### 5.3 Pg. 313

- a. Find  $\angle ABD$

#### 8.2 Pg. 724

34. Find the area of a triangle with side lengths 5 ft, 5ft, and 8 ft.

## Element 3C – Engaging Students in Learning

- Indicators include:**
- Student enthusiasm, interest, thinking, problem solving, etc.
  - Learning tasks that require high-level student thinking and invite students to explain their thinking
  - Students highly motivated to work on all tasks and persistent even when the tasks are challenging
  - Students actively “working”, rather than watching while their teacher “works”
  - Suitable pacing of the lesson; neither dragged out nor rushed, with time for closure and student reflection

Applying	Innovating
<ul style="list-style-type: none"> <li>• The teacher explicitly connects the lesson to prior understanding by integrating students’ cultural and linguistic background experience.</li> <li>• Consistently uses instructional practices that are likely to motivate and engage most students in the content of the lesson.</li> <li>• The lesson supports the active engagement of all students and maintains an awareness of the effective amount of student talk vs. teacher talk.</li> <li>• The teacher delivers lessons coherently with attention to scaffolding, pacing, sequencing, flexible grouping, student reflection, and closure.</li> <li>• The teacher incorporates cognitive, developmental, linguistic, and cultural experiences to support learning.</li> <li>• The teacher assesses student engagement and understanding and adapts methods for improved learning when needed.</li> <li>• Students are strategically grouped to provide opportunities to practice speaking, reading, writing, and listening.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher provides opportunities for students to lead reading, writing, speaking, and listening activities throughout the lesson.</li> <li>• Consistently uses instructional practices that motivate and engage <u>all</u> students in the content for the lesson and independent work.</li> <li>• Students incorporate cognitive, developmental, linguistic, and cultural experiences to support learning.</li> <li>• The lesson incorporates multiple means of representation, expression, and engagement.</li> <li>• The teacher encourages students to negotiate meaning and clarify understanding with their peers, which may be supported using a language other than English, as appropriate.</li> <li>• The teacher consistently assesses student engagement and understanding while adapting instruction for improved learning when needed.</li> </ul>

# Element 3C – Engaging Students in Learning

1) Connect to prior knowledge and CLR (presented in English and Spanish

**Agenda:**

1. Activity: Writing – used to help you remember from last class what you did, as well as help you create answers at a higher-learning level (Level 3)
2. New: Learn Distance Formula
3. Activity: Apply Distance Formula
4. Activity: Discuss findings / results
5. Activity: Complete Exit Ticket: Turn in Problems from slide

**Agenda:**

1. Actividad: Escritura: se utiliza para ayudarlo a recordar de la última clase lo que hizo, así como para ayudarlo a crear respuestas a un nivel de aprendizaje superior (Nivel 3).
2. Escritura: se utiliza para ayudarlo a recordar de la última clase lo que hizo, así como para ayudarlo a crear respuestas a un nivel de aprendizaje superior (Nivel 3).

2) Practices motivate student, and 3) Lesson supports active engagement, 5) Activity is student centric (using familiar places when measuring distances) and 6) teacher assess student engagement: “Prove you know” activity gets almost 100% engagement.

## In-Class – Activity / En clase - Actividad

- For the following slides, work on the yellow with the question marks.
- Complete using small groups
- Time: 30 minutes
- Review results together (someone speaks or comes to board)
- Prove you know how to complete and you will not have to take the upcoming quiz.
- Para las siguientes diapositivas, trabaje en el amarillo con los signos de interrogación.
- Completar usando grupos pequeños
- Tiempo: 30 minutos
- Revisar los resultados juntos (alguien habla o sube a bordo)
- Demuestre que sabe cómo completar y no tendrá que realizar el próximo cuestionario.

How it works / Cómo funciona:

1. Use the following equation. / Usa la siguiente ecuación.
2. To use the equation, substitute the Xs first and then the Ys with the numbers from the chart. / Para usar la ecuación, sustituya las X primero y luego las Y con los números de la tabla.

x	y
B(x <sub>2</sub> )	y <sub>2</sub>
A(x <sub>1</sub> )	y <sub>1</sub>

x	y
B(5)	4
A(1)	1

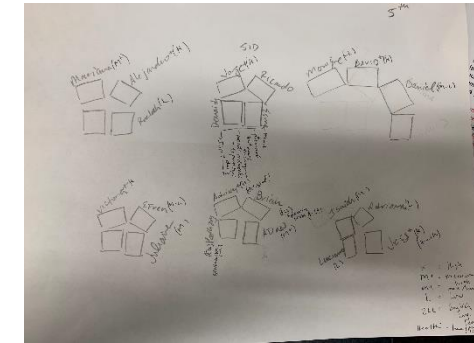
 $\Rightarrow$ 

Formula for Slope / la formula del slope

$$\frac{(y_2 - y_1)}{(x_2 - x_1)} \Rightarrow \frac{(-)}{(-)}$$

4) DCI with scaffolding

4) Flexible grouping and 7) Students strategically grouped



5) Incorporates cognitive, development, and linguistic and CLR Students from Albuquerque are familiar with the local Chimichanga from Allsup's.

Bonus: Three years ago, an average chimichanga costed \$1. Today, the average chimichanga costs \$2. By what percent has the cost of a chimichanga increased? Hace tres años, una chimichanga promedio costaba 1 dólar. Hoy, la chimichanga promedio cuesta \$2. ¿En qué porcentaje ha aumentado el costo de una chimichanga?

- 50%
- 100%
- 200%
- 75%
- Answer not shown / No se muestra la respuesta

Applying

1. The teacher explicitly connects the lesson to prior understanding by integrating students’ cultural and linguistic background experience.
2. Consistently uses instructional practices that are likely to motivate and engage most students in the content of the lesson.
3. The lesson supports the active engagement of all students and maintains an awareness of the effective amount of student talk vs. teacher talk.
4. The teacher delivers lessons coherently with attention to scaffolding, pacing, sequencing, flexible grouping, student reflection, and closure.
5. The teacher incorporates cognitive, developmental, linguistic, and cultural experiences to support learning.
6. The teacher assesses student engagement and understanding and adapts methods for improved learning when needed.
7. Students are strategically grouped to provide opportunities to practice speaking, reading, writing, and listening.

## Element 3C – Engaging Students in Learning

In-class activity promotes: 1) The teacher provides opportunities for students to lead reading, writing, speaking, and listening activities throughout the lesson, and 2) Instructional practices to motivate, 3) Students incorporate cognitive, developmental, linguistic, and cultural experiences to support learning through discussion and presentation, and 4) Lesson incorporates multiple means of representation, expression, and engagement. 5) During activity, students need to decide answers and who will speak, and who will be in charge or how they will lead the group, and 6) The teacher consistently assesses student engagement and understanding while adapting instruction for improved learning when needed.

### Innovating

1. The teacher provides opportunities for students to lead reading, writing, speaking, and listening activities throughout the lesson.
2. Consistently uses instructional practices that motivate and engage all students in the content for the lesson and independent work.
3. Students incorporate cognitive, developmental, linguistic, and cultural experiences to support learning.
4. The lesson incorporates multiple means of representation, expression, and engagement.
5. The teacher encourages students to negotiate meaning and clarify understanding with their peers, which may be supported using a language other than English, as appropriate.
6. The teacher consistently assesses student engagement and understanding while adapting instruction for improved learning when needed.

## In-Class – Activity / En clase - Actividad

- For the following slides, work on the yellow with the question marks.
  - Complete using small groups
  - Time: 30 minutes
- Review results together (someone speaks or comes to board)
- Prove you know how to complete and you will not have to take the upcoming quiz.
- Para las siguientes diapositivas, trabaje en el amarillo con los signos de interrogación.
  - Completar usando grupos pequeños
  - Tiempo: 30 minutos
- Revisar los resultados juntos (alguien habla o sube a bordo)
- Demuestre que sabe cómo completar y no tendrá que realizar el próximo cuestionario.

5) The teacher encourages students to negotiate meaning and clarify understanding with their peers

### Participant Roles

- ✓ Choose someone to write on the poster so the handwriting is neat, consistent, and easy to read
- ✓ Choose someone or a few people to be artists
- ✓ Plan out what you are going to put on the poster – don't just start it... Use a sheet of paper to map out what you are going to do
- ✓ Someone needs to be the "final say" or all of you need to agree on a democratic process of approval (i.e. two-thirds majority rule)
- ✓ Critique each other's work before finalizing it
- ✓ Speaker or speakers to help us understand what is on the poster
- ✓ Someone to take a picture of the poster and post in Google Classroom after done.

### Element 3-D. Assessment in Instruction (Refers to both Formative and Summative Assessment)

**Indicators include:**

- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

Applying	Innovating
<ul style="list-style-type: none"> <li>• Students understand the performance criteria.</li> <li>• The teacher systematically gathers and uses assessment data to inform and guide instruction.</li> <li>• Aligns assessment with the learning goals.</li> <li>• Contains differentiated assessment strategies/instructions.</li> <li>• Teacher checks for understanding throughout the lesson and uses techniques that are based on students' academic language needs and developmental level of readiness.</li> <li>• The teacher provides descriptive and actionable feedback in a timely manner.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Students approach assessment as an integral part of learning and comprehend how assessment is aligned to their development and growth by helping to establish assessment criteria.</li> <li>• Students engage in setting and monitoring goals for learning and academic language development related to the content.</li> <li>• Students can articulate their level of performance using the criteria and scoring guidelines provided.</li> <li>• The teacher provides feedback that can be used by students in their learning.</li> <li>• Supports students in monitoring their progress towards mastery of content standards and/or specialized instruction, using informal and formal classroom assessments including strategies that include a combination of self and peer assessment.</li> </ul>



## Element 3-D. Assessment in Instruction (Refers to both Formative and Summative Assessment)

In class activity is allows teacher to review current progress, aligns to goals, and ability to respond. Criteria met:

- 1) Students understand the performance criteria.
- 2) The teacher systematically gathers and uses assessment data to inform and guide instruction.
- 3) Aligns assessment with the learning goals.
- 4) Contains differentiated assessment strategies/instructions.
- 5) Teacher checks for understanding throughout the lesson and uses techniques that are based on students' academic language needs and developmental level of readiness.
- 6) The teacher provides descriptive and actionable feedback in a timely manner.

### Applying

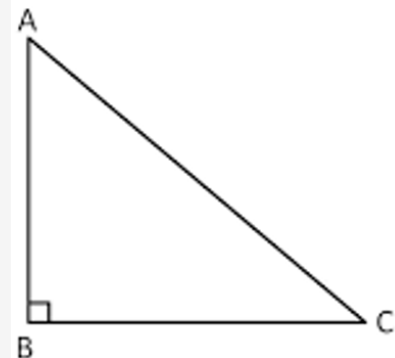
1. Students understand the performance criteria.
2. The teacher systematically gathers and uses assessment data to inform and guide instruction.
3. Aligns assessment with the learning goals.
4. Contains differentiated assessment strategies/instructions.
5. Teacher checks for understanding throughout the lesson and uses techniques that are based on students' academic language needs and developmental level of readiness.
6. The teacher provides descriptive and actionable feedback in a timely manner.

## In-Class – Activity / En clase - Actividad

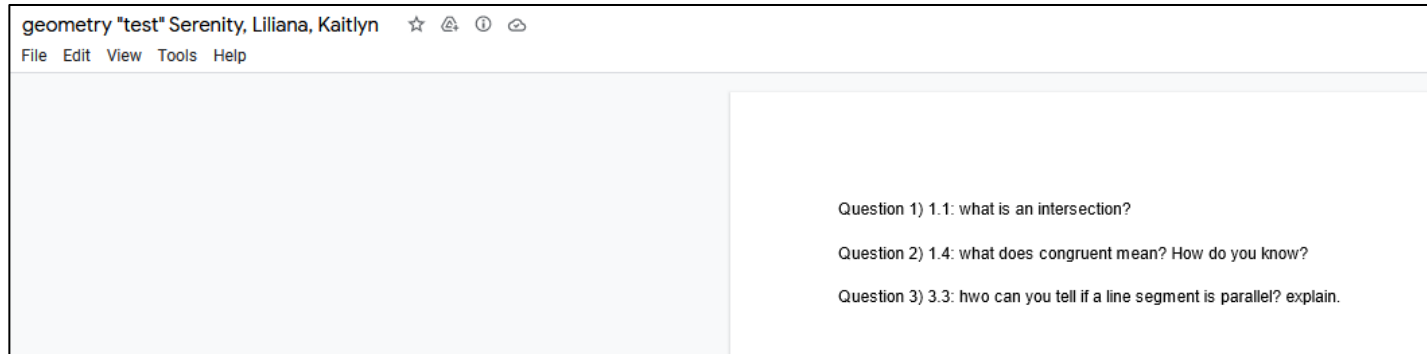
- For the following slides, work on the yellow with the question marks.
  - Complete using small groups
  - Time: 30 minutes
- Review results together (someone speaks or comes to board)
- Prove you know how to complete and you will not have to take the upcoming quiz.
- Para las siguientes diapositivas, trabaje en el amarillo con los signos de interrogación.
  - Completar usando grupos pequeños
  - Tiempo: 30 minutos
- Revisar los resultados juntos (alguien habla o sube a bordo)
- Demuestre que sabe cómo completar y no tendrá que realizar el próximo cuestionario.

Practice Problem: Using  $A(2, 2)$  and  $B(6, 8)$ , what is the perimeter of this triangle if  $AB = BC$ ? Be sure to use the distance formula to find the length of each side.

Problema de práctica: ¿Usando  $A(2, 2)$  y  $B(6, 8)$ , ¿Cuál es el perímetro de este triángulo si  $AB = BC$ ? Asegúrese de usar la fórmula de la distancia para encontrar la longitud de cada lado.



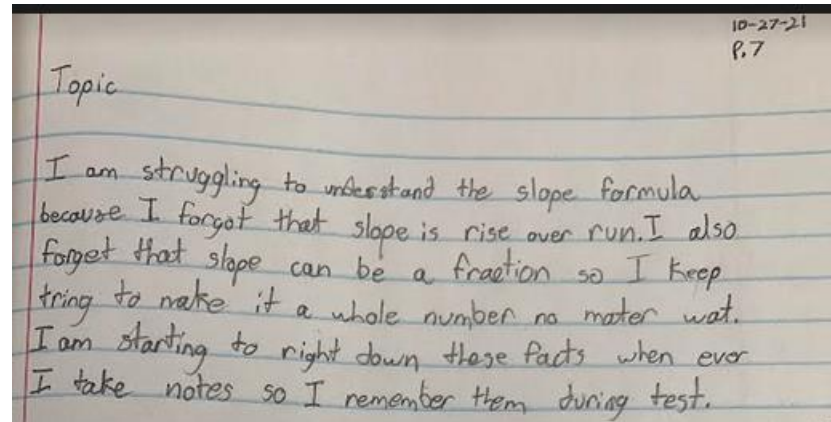
## Element 3-D. Assessment in Instruction (Refers to both Formative and Summative Assessment)



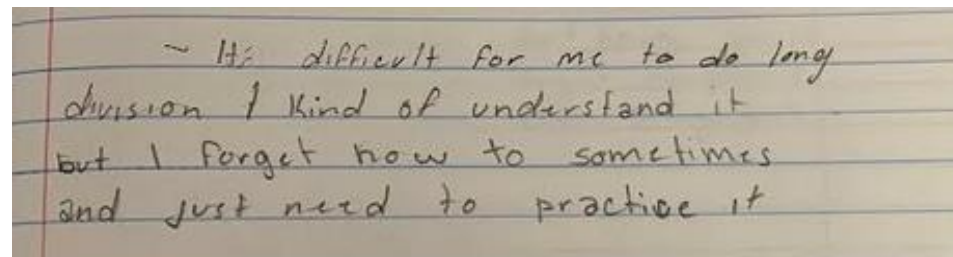
1) Students approach assessment as an integral part of learning and comprehend how assessment is aligned to their development and -growth by helping to establish assessment criteria. See sample:

2) Students engage in setting and monitoring goals for learning and academic language development related to the content. (Journaling)

3) Students can articulate their level of performance using the criteria and scoring guidelines provided. (Journals are not graded and there is no grade to be met, just participation)



5) Supports students in monitoring their progress towards mastery of content standards and/or specialized instruction, using informal and formal classroom assessments including strategies that include a combination of self and peer assessment. (Journaling)



### Innovating

1. Students approach assessment as an integral part of learning and comprehend how assessment is aligned to their development and growth by helping to establish assessment criteria.
2. Students engage in setting and monitoring goals for learning and academic language development related to the content.
3. Students can articulate their level of performance using the criteria and scoring guidelines provided.
4. The teacher provides feedback that can be used by students in their learning.
5. Supports students in monitoring their progress towards mastery of content standards and/or specialized instruction, using informal and formal classroom assessments including strategies that include a combination of self and peer assessment.

4) The teacher provides feedback that can be used by students in their learning. (all assessments and projects are reviewed) – see sample agenda:

#### Agenda:

1. Settle - in
2. Review Posters
3. Practice problem (together)
4. Complete Exit Ticket: Slides 7 – 11 on Wednesday

## Element 3-E. Demonstrating Flexibility and Responsiveness

### Indicators include:

- Incorporation of student relevant events into a lesson
- The teacher adjusts instruction in response to evidence of student understanding (or lack of it)
- The teacher seizes teachable moments

<b>Applying</b>	<b>Innovating</b>
<ul style="list-style-type: none"><li>• Modifies instruction according to applicable IEPs.</li><li>• Adjusts instructional plans and makes accommodations for student questions, needs, and interests, while taking into account the language demands and grade-level appropriateness of the content and instruction.</li><li>• Adapts instructional plans by employing a variety of strategies and techniques that are responsive to students' needs, proficiency, culture, and linguistic background.</li><li>• Revises the lesson based on periodic checks for understanding and/or formative assessments of all students.</li></ul>	<ul style="list-style-type: none"><li>• Seizes opportunities to enhance learning by building on a spontaneous event or student interests.</li><li>• Creates opportunities for student-led instruction, discussion, and/or questioning.</li><li>• Appeals to student interests and makes cultural and linguistic connections to learning goals.</li><li>• Ensures the success of all students by using an extensive repertoire of instructional strategies in order to anchor instruction and help students make sense of content.</li></ul>

## Element 3-E. Demonstrating Flexibility and Responsiveness

### Applying

1. Modifies instruction according to applicable IEPs.
2. Adjusts instructional plans and makes accommodations for student questions, needs, and interests, while taking into account the language demands and grade-level appropriateness of the content and instruction.
3. Adapts instructional plans by employing a variety of strategies and techniques that are responsive to students' needs, proficiency, culture, and linguistic background.
4. Revises the lesson based on periodic checks for understanding and/or formative assessments of all students.

1) instruction according to applicable IEPs. Bonus questions to challenge gifted students. Specific instructions for student who needs to have expectations set.

Bonus: Three years ago, an average chimichanga costed \$1. Today, the average chimichanga costs \$2. By what percent has the cost of a chimichanga increased? Hace tres años, una chimichanga promedio costaba 1 dólar. Hoy, la chimichanga promedio cuesta \$2. ¿En qué porcentaje ha aumentado el costo de una chimichanga?

- 50%  
 100%  
 200%  
 75%  
 Answer not shown / No se muestra la respuesta

2) Adjusts instructional plans and makes accommodations for student questions, needs, and interests, while taking into account the language demands and grade-level appropriateness of the content and instruction.

4) Revises the lesson based on periodic checks for understanding and/or formative assessments of all students. Students were supposed to complete a review PowerPoint but we did the percent poster. See percent poster to the right that was done due to student needs (they were struggling with percent changes).

4. Personally Contributing or Responding when appropriate:
- o Samples of contributing: answering questions, reviewing with peers, managing special projects, speaking when appropriate, posting to discussion boards (online or in-class), following the 10 Great ways to Treat Others, and other agreed upon methods of contributing. Each week, you receive 1% of the 18% until the end of semester has been reached. If there is no class, or a test, or another factor that gets in the way of the 4 P's, then there will be an automatic grade based on the week prior.

#### Course-Related, Academic and Professional Development Tasks: 10%

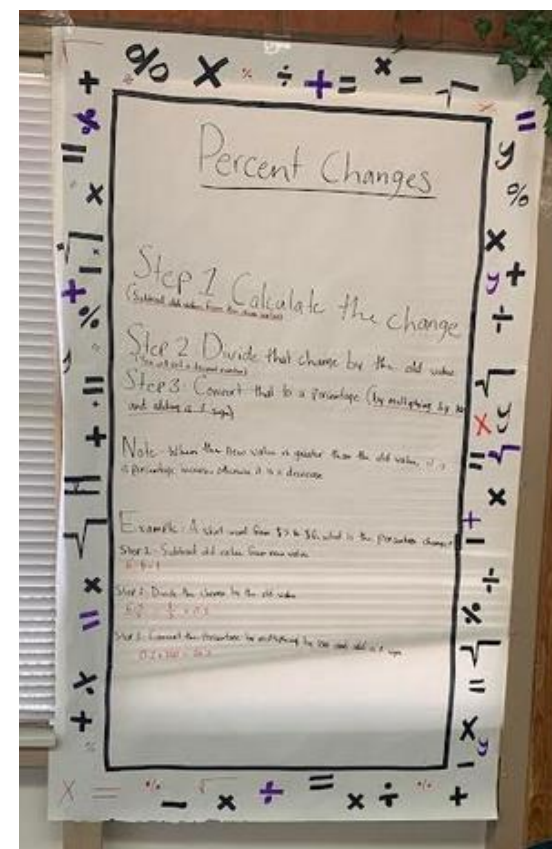
- This course has a strong learning, success strategies, and professional development approach.
  1. Note-taking – 3%
  2. Writing – 2%
  3. Practical applications / tasks – 2%
  4. Professionalism – 1%
  5. Presentations – 2%

How it works/ Cómo funciona:

1. Use the following equation. / Usa la siguiente ecuación.
2. To use the equation, substitute the Xs and Ys with the numbers from the chart. / Para usar la ecuación, sustituya las X y las Y con los números de la tabla.

This Distance Formula / Esta fórmula de distancia

$$d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$



3) Adapts instructional plans by employing a variety of strategies and techniques that are responsive to students' needs, proficiency, culture, and linguistic background. See sample that is dual language (adapted) for class.

## Element 3-E. Demonstrating Flexibility and Responsiveness

1) Seizes opportunities to enhance learning by building on a spontaneous event or student interests. 3) Appeals to student interests and makes cultural and linguistic connections to learning goals. See research question due 12/10/21. Students must write which helps make linguistic connections.

2) Creates opportunities for student-led instruction, discussion, and/or questioning. Occasional "debates" using podiums.

Research question and response due 12/10/21:

You are asked to find 3 sources of information on a topic where you should be able to find articles and books on it using our library resources.

To be successful at this, you might want to become familiar with using the library catalogue, finding research articles, and knowing how to "summarize" a book (see the covers and the contents of books - they usually do this)

Using our "proof layout" (connect this to what you learned on setting up proofs)

## Innovating

1. Seizes opportunities to enhance learning by building on a spontaneous event or student interests.
2. Creates opportunities for student-led instruction, discussion, and/or questioning.
3. Appeals to student interests and makes cultural and linguistic connections to learning goals.
4. Ensures the success of all students by using an extensive repertoire of instructional strategies in order to anchor instruction and help students make sense of content.



## In-Class – Activity / En clase - Actividad

4) Ensures the success of all students by using an extensive repertoire of instructional strategies in order to anchor instruction and help students make sense of content.

See in class activity which helps with social learning and uses zone of proximal development seating chart and posters which means students need to create responses and use knowledge.

- For the following slides, work on the yellow with the question marks.
- Complete using small groups
- Time: 30 minutes
- Review results together (someone speaks or comes to board)
- Prove you know how to complete and you will not have to take the upcoming quiz.
- Para las siguientes diapositivas, trabaje en el amarillo con los signos de interrogación.
- Completar usando grupos pequeños
- Tiempo: 30 minutos
- Revisar los resultados juntos (alguien habla o sube a bordo)
- Demuestre que sabe cómo completar y no tendrá que realizar el próximo cuestionario.

