Figure P1.2: Mathematics in a PLC at Work Instructional Framework and Lesson-Design Evaluation Tool

High-Quality Lesson-Design Indicators	Description of Level 1	Requirements of the Indicator Are Not Present	Limited Requirements of This Indicator Are Present	Substantially Meets the Requirements of the Indicator	Fully Achieves the Requirements of the Indicator	Description of Level 4
1. Essential Learning Standards: The *Why* of the Lesson	The lesson references an essential learning standard but doesn't have a clear learning target, and there is no evidence of consistent standard or target language across the collaborative team.	1	2	3	4	The lesson design declares a daily learning target aligned to an essential learning standard for the unit. Teachers share a context for that learning target with students during the lesson.
2. Prior-Knowledge Warm-Up Activities	There is either no warm-up activity to the lesson content or the warm-up activity exists, but does not clearly support students' accessing prior knowledge needed for the lesson.	1	2	3	4	There is a prior-knowledge warm-up task that includes an opportunity for students to work together and engage in thinking about the mathematics necessary to persevere during the lesson.
3. Academic Language Vocabulary as Part of Instruction	The lesson does not address academic language explicitly with a formal plan for ensuring student clarity.	1	2	3	4	There is evidence of focused vocabulary instruction to support the learning of the mathematics content across grade-level or course-based teams.
4. Lower- and Higher-Level-Cognitive-Demand Mathematical Task Balance	There is no evidence of a balance of lower- and higher-level-cognitive-demand tasks. There are no specific strategies for engaging students in the sense-making or application of the content.	1	2	3	4	There is a balance of higher-level and lower-level-cognitive-demand mathematical tasks within the lesson plan with specific focus on formative routines, feedback from peers, and the teacher during the lesson.
5. Whole-Group and Small-Group Discourse Balance	There are no specific strategies for how students will discuss and share their thinking with their peers. The lesson plan relies solely on whole-group discourse from the front of the classroom with only the teacher evaluating the responses to each student question.	1	2	3	4	There are intentional plans for the type of discourse (whole group or small group) that students will experience for each mathematical task and portion of the lesson. There is a commitment to balancing student time to process and communicate with one another (what you see and hear the students doing) against the time given to teacher-directed instruction.
6. Lesson Closure for Evidence of Learning	The lesson plan includes either no summary or a teacher-led summary of the lesson (as opposed to a student-led summary). There is no opportunity for students to evaluate if they meet and understand the learning target for the day.	1	2	3	4	The lesson includes a student-led closure activity to determine if the lesson helped students understand the learning target or essential learning standard for the day.