**Aligning MDC Practices with TPGES**

Using the Framework for Teaching, identify MDC practices that exemplify the Accomplished & Exemplary performance levels.

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| **Domain:** 1-Planning & Preparation  **Component:** 1E-Designing Coherent Instruction | |
| **Accomplished** | **Exemplary** |
| **Formative assessment lessons (FALs) are aligned to instructional outcomes.**  **FALs are structured to have reasonable time allocations.**  **FALs are cognitively challenging to students.**  **FALs allow for differentiation through grouping, feedback questions, collaborative work expectations.**  **FALs have a clear structure including the use of instructional groups.**  **Extending beyond the FALs to the design of daily practice around the 5 strategies for formative assessment also meets accomplished as we design lessons that are aligned to instructional outcomes, plan for student discussion, and design opportunities for students to be instructional resources for each other and own their own learning.** | **FALs engage students in high-level cognitive activity when we help students learn to struggle productively with mathematics.**  **FALs provide opportunities for student choice as students select from a variety of ways to solve problems or approach a task.**  **FALs allow different pathways for completing tasks or solving problems meeting needs of diverse learners.**  **Extending beyond the FALs to the design of daily instruction around the 5 strategies for formative assessment can meet exemplary when we are intentional about differentiating for individual student need (feedback questions, grouping, etc.) and providing student choice.** |

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