

Rubric for Evaluation of Speaker Proposal

CMC-South 2023

Dream, Dare, Do: Teaching & Learning Big Mathematical Ideas

All proposals for the California Mathematics Council - South Section (CMC-S) 64th Annual Conference *Dream, Dare, Do: Teaching & Learning Big Mathematical Ideas* program will be rated on the TRU Framework, Equity, and the Title & Description.

TRU (Teaching for Robust Understanding) is a framework developed by Alan Schoenfeld's of U.C. Berkley for characterizing powerful learning environments in actionable ways. It provides a straightforward and accessible language for discussing what happens (and should happen) in classrooms, in professional preparation and professional Development (PD). TRU is consistent with what we know to be good practice; and it focuses classroom and administrative attention on what counts in learning (TRU Framework). Classrooms that consistently and with integrity engage in the Dimensions of the TRU Framework produce students who are powerful thinkers. Each speaker will be asked to identify with which of these five dimensions their proposal most aligns:

- **Mathematical Content**
- **Cognitive Demand**
- **Equitable Access**
- **Agency, Authority and Identity**
- **Formative Assessment**

In order to maintain CMC's commitment to evaluate all decisions through the lens of equity in education, speaker will be asked to state how their proposals will promote equity according to the following definition:

Equity is the inability to predict mathematics achievement and participation based solely on student characteristics such as race, class, gender, beliefs, or language proficiency (Gutiérrez, 2007).

Of course, your Title and Description need to be interesting and engaging, and the content of the session needs to address the theme *Dream, Dare, Do: Teaching & Learning Big Mathematical Ideas*.

TRU Framework Score (adapted from Alan Schoenfield's work at UC Berkeley)

The Mathematics	Cognitive Demand	Access to Mathematical Content	Agency, Authority and Identity	Uses of Assessment
To what extent is the mathematical content accurate, coherent, and well justified?	To what extent are students supported in grappling with and making sense of mathematical concepts?	To what extent does the teacher support the content of the lesson for all students?	To what extent are students the source of ideas and discussion of them? How are student contributions framed?	To what extent is students' mathematical thinking surfaced and instruction used to build on student ideas or address misunderstandings when they arise?
Activities support meaningful connections between procedures, concepts and contexts for students or in the content knowledge of teachers.	The teacher scaffolds students in productive struggle in building understandings and engaging in mathematical practices.	The teacher actively supports and achieves broad and meaningful mathematical engagement.	Students explain their ideas and reasoning.	The teacher solicits student thinking and subsequent instruction responds to those ideas, by building on productive beginnings or addressing emerging misconceptions.

While the TRU Framework was created for evaluation of classroom practice, this rubric will also apply for proposals for professional development, leadership enhancement and community involvement, etc., that help enrich the student-teacher experience described in these dimensions.

2 points: Proposal response clearly and explicitly describes how the session will address the dimension, AND the potential is seen in the description of the session

1 point: Proposal response does not clearly describe how the session will address the dimension, but the potential is seen in the description of the session OR the proposal response clearly and explicitly describes how the session will address the dimension, but the potential is not seen in the description of the session.

0 points: Neither the proposal response nor the description addresses the dimension.

Equity Score

Equity is the inability to predict mathematics achievement and participation based solely on student characteristics such as race, class, gender, beliefs, or language proficiency (Gutiérrez, 2007).

The following questions are provided to help you craft your response.

- Does the task provide the teacher an opportunity to model high level reasoning to all students?
- How are students provided room and support for growth when challenged?
- Who participates in classroom discussions and in what ways?
- How can we create more meaningful connections and opportunities for critical thinking and problem solving?
- Do teacher-student and student-student interactions invite explanations or answers?
- Does instruction respond to student thinking and help them think more deeply and move forward?
- Are there multiple ways to get involved productively?
- Are all students recognized as being capable and able to contribute in meaningful ways?
- Are students learning important mathematics that are relevant and meaningful to students' current everyday and future life as well as that of their community?
- Provide fair access to resources.

2 points: Proposal response clearly and explicitly describes how the session will promote equity.

1 point: Proposal response does not clearly describe how the session will promote equity, but equity promotion is seen in the description of the session OR the proposal response clearly and explicitly describes how the session will promote equity, but the potential for equity promotion is not seen in the description of the session.

0 points: Neither the proposal response nor the description addresses promotion of equity.

Title and Description Score

2 points: The Title and Description are engaging, and the content of the session possesses relevance to the theme *Dream, Dare, Do: Teaching & Learning Big Mathematical Ideas*

1 point: The content of the session possesses relevance to the theme *Dream, Dare, Do: Teaching & Learning Big Mathematical Ideas*, but the Title and Description need improvement.

0 points: The Title and Description are neither engaging nor relevant.