Rubric for Evaluation of Speaker Proposal

CMC-South 2021

Time to Unmute: Amplifying Diverse Voices

All proposals for the California Mathematics Council - South Section (CMC-S) 62nd Annual Conference *Time to Unmute: Amplifying Diverse Voices* program will be rated on the TRU Framework, Equity, and the Title & Description.

TRU (Teaching for Robust Understanding) is a framework developed by Alan Schoenfield's of U.C. Berkley for characterizing powerful learning environments in actionable ways. Classrooms and professional learning 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, the speaker will be asked to state how their proposals will promote equity so that "**each child receives what they need to develop to their full academic and social potential."** (National Equity Project)

The Title and Description need to be interesting and engaging, and the content of the session needs to address the needs of equitable instruction and the theme *Time to Unmute: Amplifying Diverse Voices*. This may also include emerging relevance like blended and distance learning, innovative uses of technologies, and recent research in pedagogy, curriculum, assessment, leadership and policy.

The Mathematics	Cognitive Demand	Equitable Access to Mathematics	Agency, Authority, and Identity	Formative Assessment
To what extent is the mathematical content and discussions focused and coherent, providing students opportunities to learn mathematical ideas, techniques and perspectives, make connections, and develop the mathematical practices?	To what extent do students have opportunities to grapple with and make sense of important mathematical ideas and their use?	To what extent does the classroom activity structures invite and support the active engagement and voices of all the students?	To what extent do students to contribute to conversations about mathematical ideas, build on others' ideas and have others build on their ideas?	To what extent do classroom activities elicit student thinking and teacher-to-student and student-to- student interactions build on student ideas or address misunderstandings when they arise?
Activities support meaningful connections between procedures, concepts and contexts for students.	Learning opportunities position all students as sense makers and engage in productive struggle in order to build understandings, connections and make use of mathematical practices.	Students see themselves, and their personal and community interests, reflected in the curriculum.	A safe climate is collectively established where all students are given a voice to determine how and what mathematics is relevant and meaningful.	The teacher and students flexibly adjust content and process, providing all students opportunities for re-engagement and revisions.

The TRU Framework was created to discuss effective and powerful dimensions of classroom practice. The program committee will apply this rubric for proposals of 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 a powerful learning environment for participants **AND** how the session will address the selected dimension.

1 point: Proposal response clearly and explicitly describes a powerful learning environment for participants **OR** how the session will address the selected dimension.

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

Equity Score

Each and every session will promote equity so that "**each child receives what they need to develop to their full academic and social potential."** (National Equity Project)

Session is explicit and intentionally designed to address equity issues and provides actionable ways to address equity.

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

- 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 every day and future life as well as that of their community?
- Who participates in classroom discussions and in what ways?
- How are students provided room and support for growth when challenged?
- Do the mathematical ideas value students' cultural and linguistic backgrounds and resources?
- Does instruction respond to student thinking and help them think more deeply and move forward?
- How can we create more meaningful connections and opportunities for critical thinking and problem-solving so that all students are included?
- How are all students given representation in all levels of mathematics?

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

1 point: Proposal, description, and the equity response are mismatched.

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 *Time to Unmute: Amplifying Diverse Voices*.

1 point: The content of the session possesses relevance to the theme *Time to Unmute: Amplifying Diverse Voices,* but the Title and Description need improvement.

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