



Indicator 2 – Teacher provides opportunities for all students to create and interpret multiple representations

- **How do teachers provide** *opportunities for all students to create and interpret multiple representations?*

- **What are some ways you provide** *opportunities for all students to create and interpret multiple representations?*

Video Clip #2: What It Means To Be A Learner – Sophomore Speeches
(adapted from teachingchannel.org)

- How does the teacher provide opportunities for multiple representations of “What It Means To Be A Learner?”

- What examples of representations are evident within the video?

- How do the students organize, externalize, extend, and/or manipulate thinking with their representations?



Indicator 4 – Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students

- **What does it mean to structure** *the classroom environment to enable collaboration, participation, and a positive affective experience for all students?*

- **How do you structure** *the classroom environment to enable collaboration, participation, and a positive affective experience for all students?*

Video Clip #4: Collaborative Learning
(adapted from edutopia.org)

- How does the classroom environment in this video directly influence the extent to which students can engage in making meaning and learning and how they view themselves as learners?

- What aspects of the classroom environment are included within the classroom in the video? What are the classroom culture, norms, routines, expectations, and communication patterns?

- How does the teacher manage student behaviors, resource provision, and organization of physical space?