Name:	**COUNTRY**		
Type:	String		
Variable label:	TALIS Country		
Unique values:	8		
Missing values:	0		
Value	Label	Freq.	Percent
Chile		392	14.5%
Colombia		332	12.3%
England		334	12.4%
Germany		200	7.4%
Japan		354	13.1%
All other values		752	27.8%

Name:	**IDVIDEO**		
Type:	String		
Variable label:	Video ID		
Unique values:	1,351		
Missing values:	0		
Value	Label	Freq.	Percent
152-0001-01-TVA-07092018		2	0.1%
152-0001-01-TVB-11102018		2	0.1%
152-0002-02-TVA-06062018		2	0.1%
152-0002-02-TVB-20062018		2	0.1%
152-0005-01-TVA-27062018		2	0.1%
All other values		2690	99.6%

Name:	**IDCNTRY**
Type:	Numeric
Variable label:	Country ID
Unique values:	8
Missing values:	0
Min:	152.00
Mean:	400.83

Max:	826.00
Std. Dev.:	246.42
Skew:	0.54

Value	Label	Freq.	Percent
152		392	14.5%
156		340	12.6%
170		332	12.3%
276		200	7.4%
392		354	13.1%
All other values		672	24.9%

Percentiles:

10%	25%	50%	75%	90%
152	156	392	392	826

Name:	**IDSCHOOL**
Type:	Numeric
Variable label:	School ID
Unique values:	185
Missing values:	0
Min:	1.00
Mean:	64.07
Max:	312.00
Std. Dev.:	63.51
Skew:	1.99

Value	Label	Freq.	Percent
1		28	1.0%
2		36	1.3%
3		20	0.7%
4		24	0.9%
5		32	1.2%
All other values		2522	93.3%

Percentiles:

10%	25%	50%	75%	90%
9	24	47	47	157

Name:	**IDTEACH**
Type:	Numeric
Variable label:	Teacher ID

Unique values:	90				
Missing values:	0				
Min:	1.00				
Mean:	7.51				
Max:	94.00				
Std. Dev.:	18.82				
Skew:	3.12				

Value	Label	Freq.	Percent
1		2002	74.1%
2		214	7.9%
3		60	2.2%
4		44	1.6%
5		16	0.6%
All other values		342	12.7%

Percentiles:

10%	25%	50%	75%	90%
1	1	1	1	24

Name:	**IDINSTR**
Type:	String
Variable label:	Instrument ID (TVA or TVB)
Unique values:	2
Missing values:	0

Value	Label	Freq.	Percent
TVA		1354	50.1%
TVB		1348	49.9%

Name:	**IDRATER**
Type:	Numeric
Variable label:	Rater ID
Unique values:	31
Missing values:	0
Min:	1.00
Mean:	14.98
Max:	31.00
Std. Dev.:	8.54
Skew:	0.04

Value	Label	Freq.	Percent
1		93	3.4%
2		42	1.6%

3		108	4.0%
4		117	4.3%
5		110	4.1%
All other values		2089	77.3%

Percentiles:

10%	25%	50%	75%	90%
4	7	14	14	26

Name:	**T_ID**		
Type:	String		
Variable label:	Teacher ID, IDCNTRY-IDSCHOOL-IDTEACH		
Unique values:	678		
Missing values:	0		
Value	Label	Freq.	Percent
00152-0001-0001		4	0.1%
00152-0002-0002		4	0.1%
00152-0005-0001		4	0.1%
00152-0007-0002		4	0.1%
00152-0010-0001		4	0.1%
All other values		2678	99.1%

Name:	**SCH_ID**		
Type:	String		
Variable label:	School ID, IDCNTRY-IDSCHOOL		
Unique values:	628		
Missing values:	0		
Value	Label	Freq.	Percent
00152-0001		4	0.1%
00152-0002		4	0.1%
00152-0005		4	0.1%
00152-0007		4	0.1%
00152-0010		4	0.1%
All other values		2678	99.1%

Name:	**DATE_RATE_D**
Type:	String
Variable label:	Date of Rating (day)

Unique values:	32		
Missing values:	0		
Value	Label	Freq.	Percent
1		56	2.1%
10		76	2.8%
11		89	3.3%
12		78	2.9%
13		57	2.1%
All other values		2304	85.3%

Name:	**DATE_RATE_M**		
Type:	String		
Variable label:	Date of Rating (month)		
Unique values:	6		
Missing values:	0		
Value	Label	Freq.	Percent
1		1321	48.9%
11		6	0.2%
12		966	35.8%
2		281	10.4%
3		94	3.5%
All other values		0	0.0%

Name:	**DATE_RATE_Y**		
Type:	String		
Variable label:	Date of Rating (year)		
Unique values:	3		
Missing values:	0		
Value	Label	Freq.	Percent
2018		972	36.0%
2019		1696	62.8%
NA		34	1.3%

Name:	**CCM1RT_S1**
Type:	Numeric
Variable label:	Segment 1 - Domain 1a. Routines
Unique values:	4
Missing values:	0

Min:	1.00		
Mean:	3.75		
Max:	4.00		
Std. Dev.:	0.54		
Skew:	-2.24		

Value	Label	Freq.	Percent
1	A small proportion of routines are organized. Routines frequently waste time.	11	0.4%
2	A moderate proportion of routines are organized. Routines sometimes waste time.	111	4.1%
3	A large proportion of routines are organized. Routines rarely waste time.	421	15.6%
4	All routines are organized. Routines do not waste time.	2159	79.9%

Percentiles:

10%	25%	50%	75%	90%
3	4	4	4	4

Name:	**CCM2MN_S1**
Type:	Numeric
Variable label:	Segment 1 - Domain 1b. Monitoring
Unique values:	4
Missing values:	0
Min:	1.00
Mean:	3.33
Max:	4.00
Std. Dev.:	0.70
Skew:	-0.65

Value	Label	Freq.	Percent
1	There is little or no evidence that the teacher monitors what is happening in the entire classroom.	13	0.5%
2	The teacher	328	12.1%

3	occasionally monitors the entire classroom. The teacher sometimes monitors the entire classroom and monitoring may have inconsistencies.		1110	41.1%
4	The teacher frequently monitors the entire classroom and does so consistently.		1251	46.3%

Percentiles:				
10%	25%	50%	75%	90%
2	3	3	3	4

Name:	**CCM3DS_S1**
Type:	Numeric
Variable label:	Segment 1 - Domain 1c. Disruptions
Unique values:	4
Missing values:	0
Min:	1.00
Mean:	3.92
Max:	4.00
Std. Dev.:	0.31
Skew:	-4.39

Value	Label	Freq.	Percent
1	The teacher does not handle disruptions effectively or efficiently, causing the class to lose significant instructional time.	4	0.1%
2	The teacher may occasionally handle disruptions effectively, but in general, the teacher does not effectively or efficiently handle disruptions, causing the class to lose some instructional time.	17	0.6%

Value	Label	Freq.	Percent
3	The teacher generally handles disruptions effectively, but sometimes disruptions cause the class to lose a small amount of instructional time.	173	6.4%
4	The teacher handles disruptions quickly and effectively so that instructional time may be interrupted but not lost. ORThere are no disruptions.	2508	92.8%

Percentiles:				
10%	25%	50%	75%	90%
4	4	4	4	4

Name:	**CCM0OV_S1**
Type:	Numeric
Variable label:	Segment 1 - Domain 1 Overall management dimension
Unique values:	4
Missing values:	0
Min:	1.00
Mean:	3.72
Max:	4.00
Std. Dev.:	0.48
Skew:	-1.43

Value	Label	Freq.	Percent
1		1	0.0%
2		41	1.5%
3		668	24.7%
4		1992	73.7%

Percentiles:				
10%	25%	50%	75%	90%
3	3	4	4	4

Name:	CSE1RP_S1		
Type:	Numeric		
Variable label:	Segment 1 - Domain 2a. Respect		
Unique values:	4		
Missing values:	0		
Min:	1.00		
Mean:	3.49		
Max:	4.00		
Std. Dev.:	0.58		
Skew:	-0.69		
Value	Label	Freq.	Percent
1	Teacher and students rarely demonstrate respect for one another. There are a few brief and/or minor negative interactions or one sustained and/or substantial negative interaction between any student and the teacher, or between students.	6	0.2%
2	Teacher and students sometimes and/or inconsistently demonstrate respect for one another. There are 1-2 brief and/or minor negative interactions between any student and the teacher, or between students.	93	3.4%
3	Teacher and students frequently demonstrate respect for one another, though there may be inconsistencies. There are no negative interactions between any student and the teacher, or between students.	1165	43.1%
4	Teacher and students frequently and consistently	1438	53.2%

demonstrate respect for one another. There are no negative interactions between any student and the teacher, or between students.

Percentiles:				
10%	25%	50%	75%	90%
3	3	4	4	4

Name:	CSE2EW_S1		
Type:	Numeric		
Variable label:	Segment 1 - Domain 2b. Encouragement and warmth		
Unique values:	4		
Missing values:	0		
Min:	1.00		
Mean:	2.39		
Max:	4.00		
Std. Dev.:	0.87		
Skew:	0.21		
Value	Label	Freq.	Percent
1	The teacher and/or students do not provide encouragement to students throughout their work. There is no evidence of shared warmth.	390	14.4%
2	The teacher and/or students occasionally provide encouragement to students throughout their work. There are occasional moments of shared warmth.	1183	43.8%
3	The teacher and/or students sometimes provide encouragement to	813	30.1%

4	students throughout their work. There are some moments of shared warmth. The teacher and/or students frequently provide encouragement to students throughout their work. There are frequent moments of shared warmth.	316	11.7%

Percentiles:				
10%	25%	50%	75%	90%
1	2	2	2	4

Name:	CSE3RT_S1		
Type:	Numeric		
Variable label:	Segment 1 - Domain 2c. Risk-taking		
Unique values:	4		
Missing values:	0		
Min:	1.00		
Mean:	2.61		
Max:	4.00		
Std. Dev.:	0.95		
Skew:	-0.05		
Value	Label	Freq.	Percent
1	Students do not seek guidance. AND/OR Students do not voluntarily share their private work publicly.	346	12.8%
2	Students rarely seek guidance. AND/OR Students rarely voluntarily share their private work publicly.	913	33.8%
3	Students sometimes seek guidance. AND/OR Students sometimes voluntarily share their private	879	32.5%

| 4 | work publicly. Students frequently seek guidance. AND/OR Students frequently voluntarily share their private work publicly. | 564 | 20.9% |

Percentiles:				
10%	25%	50%	75%	90%
1	2	3	3	4

Name: CSE0OV_S1
Type: Numeric
Variable label: Segment 1 - Domain 2 Overall social-emotional support dimension
Unique values: 4
Missing values: 0
Min: 1.00
Mean: 2.80
Max: 4.00
Std. Dev.: 0.67
Skew: 0.09

Value	Label	Freq.	Percent
1		24	0.9%
2		864	32.0%
3		1440	53.3%
4		374	13.8%

Percentiles:				
10%	25%	50%	75%	90%
2	2	3	3	4

Name: CDC1ND_S1
Type: Numeric
Variable label: Segment 1 - Domain 3a. Nature of discourse
Unique values: 4
Missing values: 0
Min: 1.00
Mean: 2.06

Max:	4.00		
Std. Dev.:	0.85		
Skew:	0.36		

Value	Label	Freq.	Percent
1	Discourse is teacher-directed. Students' discourse does not include any detailed contributions.	775	28.7%
2	Discourse is frequently teacher-directed. Students' discourse is rarely characterized by detailed contributions.	1126	41.7%
3	Discourse is sometimes teacher-directed. Students' discourse is sometimes characterized by detailed contributions.	668	24.7%
4	Discourse is rarely teacher-directed. Students' discourse is frequently characterized by detailed contributions.	133	4.9%

Percentiles:				
10%	25%	50%	75%	90%
1	1	2	2	3

Name:	**CDC2QT_S1**
Type:	Numeric
Variable label:	Segment 1 - Domain 3b. Questioning
Unique values:	4
Missing values:	0
Min:	1.00
Mean:	2.19
Max:	4.00
Std. Dev.:	0.79
Skew:	0.12

Value	Label	Freq.	Percent
1	Questions generally	519	19.2%

2	request students recall, report an answer, provide yes/no answers, and/or define terms. Questions generally request students recall, report an answer, provide yes/no answers, and/or define terms although there are some questions that request student summarize, explain, classify, or apply rules, processes, or formulas.	1244	46.0%
3	Despite a few questions that request students recall, report, and /or define, most questions request that students summarize, explain, classify, or apply rules, processes, or formulas. There may be a small number of questions that request students analyze, synthesize, justify, or conjecture.	835	30.9%
4	Questions request a mixture of recall, reporting, defining, summarizing, explaining, classifying, applying rules, processes, or formulas, analyzing, synthesizing, justifying, and/or conjecturing, but the emphasis is on questions that request students analyze, synthesize, justify, or conjecture.	104	3.8%

Percentiles:

10%	25%	50%	75%	90%
1	2	2	2	3

Name:	**CDC3EP_S1**		
Type:	Numeric		
Variable label:	Segment 1 - Domain 3c. Explanations		
Unique values:	5		
Missing values:	1		
Min:	1.00		
Mean:	2.18		
Max:	4.00		
Std. Dev.:	0.77		
Skew:	0.19		

Value	Label	Freq.	Percent
1	There are no explanations of why ideas or procedures are the way they are either by teacher or students.	493	18.2%
2	Explanations generally focus on brief and/or superficial features of the mathematics.	1325	49.0%
3	Explanations focus on a mixture of brief/superficial and lengthy/deeper features of the mathematics.	775	28.7%
4	Explanations focus on lengthy/deeper features of the mathematics.	108	4.0%
.		1	0.0%

Percentiles:

10%	25%	50%	75%	90%
1	2	2	2	3

Name:	**CDC0OV_S1**		
Type:	Numeric		
Variable label:	Segment 1 - Domain 3 Overall discourse dimension		
Unique values:	5		
Missing values:	1		
Min:	1.00		
Mean:	2.15		
Max:	4.00		
Std. Dev.:	0.67		
Skew:	0.07		

Value	Label	Freq.	Percent
1		398	14.7%
2		1540	57.0%
3		730	27.0%
4		33	1.2%
.		1	0.0%

Percentiles:

10%	25%	50%	75%	90%
1	2	2	2	3

Name:	**CQS1EC_S1**		
Type:	Numeric		
Variable label:	Segment 1 - Domain 4a. Explicit connections		
Unique values:	4		
Missing values:	0		
Min:	1.00		
Mean:	1.79		
Max:	4.00		
Std. Dev.:	0.91		
Skew:	0.91		

Value	Label	Freq.	Percent
1	There are no instructional connections between ideas, procedures, perspectives, representations, or equations. OR Connection(s) that are present are implicit.	1292	47.8%
2	There is one instructional connection between	843	31.2%

3	ideas, procedures, perspectives, representations, or equations.AND Connection(s) are generally explicit, but vague.	398	14.7%
4	There are at least two instructional connections between ideas, procedures, perspectives, representations, or equations.AND Connection(s) are generally explicit, clear, and brief. There are at least two instructional connections between ideas, procedures, perspectives, representations, or equations.AND Connection(s) are explicit and clear, and at least one is elaborated.	169	6.3%

Percentiles:				
10%	25%	50%	75%	90%
1	1	2	2	3

Name:	**CQS2PG_S1**
Type:	Numeric
Variable label:	Segment 1 - Domain 4b. Explicit patterns and generalizations
Unique values:	4
Missing values:	0
Min:	1.00
Mean:	1.45
Max:	4.00
Std. Dev.:	0.77
Skew:	1.60

Value	Label	Freq.	Percent
1	Neither the teacher nor students look for patterns in the mathematical work. OR They do not generalize from the work.	1900	70.3%
2	Teacher looks for patterns in the mathematical work. Identified patterns focus on surface features of the mathematics. OR Explicit generalization(s) are developed from the mathematics under consideration and focus on nomenclature or algorithmic processes. They are muddled, correct or incorrect, and superficial.	459	17.0%
3	Students look for patterns in the mathematical work. Identified patterns focus on surface features of the mathematical ideas. OR Explicit generalizations are developed from the mathematics under consideration and focus on nomenclature or algorithmic processes. They are clear, correct, and elaborated. If they generalize to foundational concepts, ideas, and/or definitions, the generalizations are somewhat muddled.	285	10.5%

Value	Label	Freq.	Percent
4	Teacher or students look for patterns in the mathematical work. Identified patterns focus on one or more deeper features of the mathematics.OR Explicit generalizations are developed from the mathematics under consideration and focus on foundational concepts, ideas, and/or definitions. They are clear and correct.	58	2.1%

Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	3

Name:	CQS3CT_S1		
Type:	Numeric		
Variable label:	Segment 1 - Domain 4c. Clarity		
Unique values:	4		
Missing values:	0		
Min:	1.00		
Mean:	3.49		
Max:	4.00		
Std. Dev.:	0.64		
Skew:	-1.02		
Value	Label	Freq.	Percent
1	The mathematical concepts, tasks, student response patterns, or discussions in the lesson are generally murky. There are multiple instances in which students demonstrate they do not understand the same logical element(s) of the lesson. There is	16	0.6%

2	a pattern to students' behaviors around clarity. The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more murkiness than clarity. There are at least two instances in which students demonstrate they do not understand the same logical element(s) of the lesson. There is a pattern to students' behaviors around clarity.	170	6.3%
3	The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more clarity than murkiness. There may be instances in which students demonstrate they do not understand a logical element of the lesson, but most students seem to understand the logical elements of the lesson. There is not a pattern to students' behaviors around clarity.	988	36.6%
4	The mathematical concepts, tasks, student response patterns, or discussions in the lesson are clear. There are no instances in which students demonstrate they do not understand a logical element of the lesson. Students	1528	56.6%

appear to understand
the logical elements of
the lesson.

Percentiles:				
10%	25%	50%	75%	90%
3	3	4	4	4

Name:	**CQS0OV_S1**		
Type:	Numeric		
Variable label:	Segment 1 - Domain 4 Overall quality of subject matter dimension		
Unique values:	4		
Missing values:	0		
Min:	1.00		
Mean:	2.30		
Max:	4.00		
Std. Dev.:	0.56		
Skew:	0.43		
Value	Label	Freq.	Percent
1		102	3.8%
2		1717	63.5%
3		842	31.2%
4		41	1.5%

Percentiles:				
10%	25%	50%	75%	90%
2	2	2	2	3

Name:	**CCE1DS_S1**		
Type:	Numeric		
Variable label:	Segment 1 - Domain 5a. Engagement in cognitively demanding subject matter		
Unique values:	4		
Missing values:	0		
Min:	1.00		
Mean:	1.68		
Max:	4.00		
Std. Dev.:	0.87		
Skew:	1.12		
Value	Label	Freq.	Percent

1	Students do not engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness. OR There is a single brief engagement with such work, but it is done only by 1-2 students.	1460	54.0%
2	Students occasionally engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness.	781	28.9%
3	Students sometimes engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness.	329	12.2%
4	Students frequently engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness.	132	4.9%

Percentiles:

10%	25%	50%	75%	90%
1	1	1	1	3

Name:	**CCE2MA_S1**
Type:	Numeric
Variable label:	Segment 1 - Domain 5b. Multiple approaches to and perspectives on reasoning
Unique values:	4
Missing values:	0
Min:	1.00
Mean:	1.26
Max:	4.00
Std. Dev.:	0.71

Skew:	2.82		
Value	Label	Freq.	Percent
1	Students generally use a single procedure or reasoning approach to solve the problem or type of problem. OR There is no evidence of how many approaches students are using.	2303	85.2%
2	Students generally use a single procedure or reasoning approach to solve the problem or type of problem. There is a brief use of a second procedure or reasoning approach by at least one student.	191	7.1%
3	Students generally use a single procedure or reasoning approach to solve the problem or type of problem. At least one student uses a second procedure or reasoning approach in some depth.	102	3.8%
4	Students generally use two procedures or reasoning approaches to solve the problem or type of problem. OR Students use more than two procedures or reasoning approaches to solve the problem or type of problem in some depth.	106	3.9%

Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	2

Name:	CCE3US_S1		
Type:	Numeric		
Variable label:	Segment 1 - Domain 5c. Understanding of subject matter procedures and processes		
Unique values:	4		
Missing values:	0		
Min:	1.00		
Mean:	1.85		
Max:	4.00		
Std. Dev.:	0.85		
Skew:	0.72		

Value	Label	Freq.	Percent
1	Students do not engage in procedures or processes. OR When students engage with procedures or processes there is no evidence that they attend to the rationale for the procedures and processes.	1089	40.3%
2	When students engage with procedures or processes they occasionally attend to the rationale for the procedures and processes.	1055	39.0%
3	When students engage with procedures or processes they sometimes attend to the rationale for the procedures and processes.	442	16.4%
4	When students engage with procedures or processes they frequently attend to the rationale for the procedures and processes.	116	4.3%

Percentiles:

10%	25%	50%	75%	90%

1	1	2	2	3

Name: CCE0OV_S1

Type:	Numeric
Variable label:	Segment 1 - Domain 5 Overall cognitive engagement dimension
Unique values:	4
Missing values:	0
Min:	1.00
Mean:	1.59
Max:	4.00
Std. Dev.:	0.68
Skew:	0.80

Value	Label	Freq.	Percent
1		1380	51.1%
2		1059	39.2%
3		250	9.3%
4		13	0.5%

Percentiles:

10%	25%	50%	75%	90%
1	1	1	1	2

Name: CAR1ES_S1

Type:	Numeric
Variable label:	Segment 1 - Domain 6a. Eliciting student thinking
Unique values:	4
Missing values:	0
Min:	1.00
Mean:	2.49
Max:	4.00
Std. Dev.:	0.77
Skew:	0.23

Value	Label	Freq.	Percent
1	There is no student thinking present.	192	7.1%
2	There is a small amount of student thinking present. Questions, prompts, and tasks result in perfunctory student	1270	47.0%

3	contributions that only concern answers, procedures, or the steps necessary for solving a problem. There is a moderate amount of student thinking elicited. Questions, prompts, and tasks result in detailed student contributions concerning answers, procedures, and the steps necessary for solving a problem.	966	35.8%
4	There is a lot of student thinking present. Questions, prompts, and tasks result in a mixture of student contributions concerning answers, procedures, the steps necessary for solving a problem, ideas, and concepts. Contributions may be detailed or perfunctory.	274	10.1%

Percentiles:				
10%	25%	50%	75%	90%
2	2	2	2	4

Name:	**CAR2TF_S1**
Type:	Numeric
Variable label:	Segment 1 - Domain 6b. Teacher feedback
Unique values:	4
Missing values:	0
Min:	1.00
Mean:	1.72
Max:	4.00

Std. Dev.:	0.80		
Skew:	0.81		

Value	Label	Freq.	Percent
1	There is one or no feedback loops. Teacher and student exchanges address the mathematics in a generally limited manner.	1278	47.3%
2	There are a couple feedback loops. Teacher and student exchanges address the mathematics in a generally limited manner.	965	35.7%
3	There are some feedback loops. Teacher and student exchanges address the mathematics in a mixture of manners -- both limited and complete.	398	14.7%
4	There are frequent feedback loops. Teacher and student exchanges address the mathematics in a complete manner.	61	2.3%

Percentiles:

10%	25%	50%	75%	90%
1	1	2	2	3

Name:	**CAR3AI_S1**
Type:	Numeric
Variable label:	Segment 1 - Domain 6c. Aligning instruction to present student understanding
Unique values:	4
Missing values:	0
Min:	1.00
Mean:	2.69

Max:	4.00		
Std. Dev.:	0.89		
Skew:	-0.22		

Value	Label	Freq.	Percent
1	The teacher does not use students' contributions. If students make errors or struggle mathematically, the teacher does not provide cues or hints to support student understanding.	272	10.1%
2	The teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding.	798	29.5%
3	The teacher sometimes uses students' contributions. If students make errors or struggle mathematically, the teacher sometimes provides cues or hints to support student understanding.	1129	41.8%
4	The teacher frequently uses students' contributions. If students make errors or struggle mathematically, the teacher frequently provides cues or hints to support student understanding.	503	18.6%

Percentiles:

10%	25%	50%	75%	90%
1	2	3	3	4

Name:	**CAR0OV_S1**		
Type:	Numeric		
Variable label:	Segment 1 - Domain 6 Overall assessment of student understanding dimension		
Unique values:	4		
Missing values:	0		
Min:	1.00		
Mean:	2.33		
Max:	4.00		
Std. Dev.:	0.70		
Skew:	0.03		

Value	Label	Freq.	Percent
1		271	10.0%
2		1365	50.5%
3		980	36.3%
4		86	3.2%

Percentiles:

10%	25%	50%	75%	90%
1	2	2	2	3

Name:	**CTIME_S1**		
Type:	String		
Variable label:	Segment 1 - 1i. Time of lesson in MM:SS (only code after last segment)		
Unique values:	5		
Missing values:	2,611		

Value	Label	Freq.	Percent
		2611	96.6%
0:16:00		85	3.1%
0:22:39		2	0.1%
0:23:24		2	0.1%
0:23:46		2	0.1%

Name:	**CCM1RT_S2**
Type:	Numeric
Variable label:	Segment 2 - Domain 1a. Routines
Unique values:	5

Missing values:	6		
Min:	1.00		
Mean:	3.80		
Max:	4.00		
Std. Dev.:	0.49		
Skew:	-2.60		

Value	Label	Freq.	Percent
1	A small proportion of routines are organized. Routines frequently waste time.	11	0.4%
2	A moderate proportion of routines are organized. Routines sometimes waste time.	73	2.7%
3	A large proportion of routines are organized. Routines rarely waste time.	373	13.8%
4	All routines are organized. Routines do not waste time.	2239	82.9%
.		6	0.2%

Percentiles:

10%	25%	50%	75%	90%
3	4	4	4	4

Name:	**CCM2MN_S2**		
Type:	Numeric		
Variable label:	Segment 2 - Domain 1b. Monitoring		
Unique values:	6		
Missing values:	6		
Min:	1.00		
Mean:	3.35		
Max:	4.00		
Std. Dev.:	0.69		
Skew:	-0.67		

Value	Label	Freq.	Percent
1	There is little or no evidence that the teacher monitors what is happening in the	12	0.4%

Value	Label	Freq.	Percent
2	entire classroom. The teacher occasionally monitors the entire classroom.	298	11.0%
3	The teacher sometimes monitors the entire classroom and monitoring may have inconsistencies.	1116	41.3%
3.5		1	0.0%
4	The teacher frequently monitors the entire classroom and does so consistently.	1269	47.0%
All other values		0	0.0%

Percentiles:

10%	25%	50%	75%	90%
2	3	3	3	4

Name:	**CCM3DS_S2**
Type:	Numeric
Variable label:	Segment 2 - Domain 1c. Disruptions
Unique values:	6
Missing values:	6
Min:	1.00
Mean:	3.92
Max:	4.00
Std. Dev.:	0.33
Skew:	-4.57

Value	Label	Freq.	Percent
1	The teacher does not handle disruptions effectively or efficiently, causing the class to lose significant instructional time.	5	0.2%
2	The teacher may occasionally handle disruptions effectively, but in general, the teacher does not effectively or efficiently	30	1.1%

Value	Label	Freq.	Percent
3	handle disruptions, causing the class to lose some instructional time. The teacher generally handles disruptions effectively, but sometimes disruptions cause the class to lose a small amount of instructional time.	150	5.6%
3.5		1	0.0%
4	The teacher handles disruptions quickly and effectively so that instructional time may be interrupted but not lost. OR There are no disruptions.	2510	92.9%
All other values		0	0.0%

Percentiles:				
10%	25%	50%	75%	90%
4	4	4	4	4

Name:	**CCM0OV_S2**			
Type:	Numeric			
Variable label:	Segment 2 - Domain 1 Overall management dimension			
Unique values:	5			
Missing values:	6			
Min:	1.00			
Mean:	3.74			
Max:	4.00			
Std. Dev.:	0.47			
Skew:	-1.62			

Value	Label	Freq.	Percent
1		2	0.1%
2		40	1.5%
3		607	22.5%
4		2047	75.8%
.		6	0.2%

Percentiles:

10%	25%	50%	75%	90%
3	4	4	4	4

Name:	CSE1RP_S2
Type:	Numeric
Variable label:	Segment 2 - Domain 2a. Respect
Unique values:	6
Missing values:	6
Min:	1.00
Mean:	3.46
Max:	4.00
Std. Dev.:	0.59
Skew:	-0.72

Value	Label	Freq.	Percent
1	Teacher and students rarely demonstrate respect for one another. There are a few brief and/or minor negative interactions or one sustained and/or substantial negative interaction between any student and the teacher, or between students.	13	0.5%
2	Teacher and students sometimes and/or inconsistently demonstrate respect for one another. There are 1-2 brief and/or minor negative interactions between any student and the teacher, or between students.	95	3.5%
3	Teacher and students frequently demonstrate respect for one another, though there may be inconsistencies. There are no negative	1221	45.2%

Value	Label	Freq.	Percent
	interactions between any student and the teacher, or between students.		
3.5		2	0.1%
4	Teacher and students frequently and consistently demonstrate respect for one another. There are no negative interactions between any student and the teacher, or between students.	1365	50.5%
All other values		0	0.0%

Percentiles:				
10%	25%	50%	75%	90%
3	3	4	4	4

Name:	CSE2EW_S2		
Type:	Numeric		
Variable label:	Segment 2 - Domain 2b. Encouragement and warmth		
Unique values:	7		
Missing values:	6		
Min:	1.00		
Mean:	2.49		
Max:	4.00		
Std. Dev.:	0.88		
Skew:	0.16		
Value	Label	Freq.	Percent
1	The teacher and/or students do not provide encouragement to students throughout their work. There is no evidence of shared warmth.	308	11.4%
1.5		1	0.0%
2	The teacher and/or students occasionally	1144	42.3%

Value	Label	Freq.	Percent
	provide encouragement to students throughout their work. There are occasional moments of shared warmth.		
2.5		3	0.1%
3	The teacher and/or students sometimes provide encouragement to students throughout their work. There are some moments of shared warmth.	849	31.4%
All other values		6	0.2%

Percentiles:

10%	25%	50%	75%	90%
1	2	2	2	4

Name:	**CSE3RT_S2**
Type:	Numeric
Variable label:	Segment 2 - Domain 2c. Risk-taking
Unique values:	6
Missing values:	6
Min:	1.00
Mean:	2.72
Max:	4.00
Std. Dev.:	0.95
Skew:	-0.19

Value	Label	Freq.	Percent
1	Students do not seek guidance. AND/OR Students do not voluntarily share their private work publicly.	292	10.8%
1.5		1	0.0%
2	Students rarely seek guidance. AND/OR Students rarely voluntarily share their private work publicly.	807	29.9%

Value	Label	Freq.	Percent
3	Students sometimes seek guidance. AND/OR Students sometimes voluntarily share their private work publicly.	945	35.0%
4	Students frequently seek guidance. AND/OR Students frequently voluntarily share their private work publicly.	651	24.1%
All other values		0	0.0%

Percentiles:				
10%	25%	50%	75%	90%
1	2	3	3	4

Name:	CSE0OV_S2
Type:	Numeric
Variable label:	Segment 2 - Domain 2 Overall social-emotional support dimension
Unique values:	6
Missing values:	6
Min:	1.00
Mean:	2.87
Max:	4.00
Std. Dev.:	0.67
Skew:	0.03

Value	Label	Freq.	Percent
1		16	0.6%
2		747	27.6%
2.5		1	0.0%
3		1494	55.3%
4		438	16.2%
All other values		0	0.0%

Percentiles:				
10%	25%	50%	75%	90%
2	2	3	3	4

Name:	**CDC1ND_S2**		
Type:	Numeric		
Variable label:	Segment 2 - Domain 3a. Nature of discourse		
Unique values:	7		
Missing values:	6		
Min:	1.00		
Mean:	2.30		
Max:	4.00		
Std. Dev.:	0.88		
Skew:	0.14		

Value	Label	Freq.	Percent
1	Discourse is teacher-directed. Students' discourse does not include any detailed contributions.	524	19.4%
1.5		1	0.0%
2	Discourse is frequently teacher-directed. Students' discourse is rarely characterized by detailed contributions.	1067	39.5%
2.5		2	0.1%
3	Discourse is sometimes teacher-directed. Students' discourse is sometimes characterized by detailed contributions.	871	32.2%
All other values		6	0.2%

Percentiles:				
10%	25%	50%	75%	90%
1	2	2	2	3

Name:	**CDC2QT_S2**
Type:	Numeric
Variable label:	Segment 2 - Domain 3b. Questioning
Unique values:	7
Missing values:	6
Min:	1.00
Mean:	2.28
Max:	4.00

Std. Dev.:	0.79		
Skew:	0.18		
Value	Label	Freq.	Percent
1	Questions generally request students recall, report an answer, provide yes/no answers, and/or define terms.	405	15.0%
1.5		1	0.0%
2	Questions generally request students recall, report an answer, provide yes/no answers, and/or define terms although there are some questions that request student summarize, explain, classify, or apply rules, processes, or formulas.	1286	47.6%
2.5		4	0.1%
3	Despite a few questions that request students recall, report, and /or define, most questions request that students summarize, explain, classify, or apply rules, processes, or formulas. There may be a small number of questions that request students analyze, synthesize, justify, or conjecture.	843	31.2%
All other values		6	0.2%

Percentiles:

10%	25%	50%	75%	90%
1	2	2	2	3

Name: **CDC3EP_S2**

Type:	Numeric			
Variable label:	Segment 2 - Domain 3c. Explanations			
Unique values:	6			
Missing values:	6			
Min:	1.00			
Mean:	2.23			
Max:	4.00			
Std. Dev.:	0.78			
Skew:	0.16			

Value	Label	Freq.	Percent
1	There are no explanations of why ideas or procedures are the way they are either by teacher or students.	462	17.1%
2	Explanations generally focus on brief and/or superficial features of the mathematics.	1281	47.4%
2.5		3	0.1%
3	Explanations focus on a mixture of brief/superficial and lengthy/deeper features of the mathematics.	826	30.6%
4	Explanations focus on lengthy/deeper features of the mathematics.	124	4.6%
All other values		0	0.0%

Percentiles:

10%	25%	50%	75%	90%
1	2	2	2	3

Name:	**CDC0OV_S2**
Type:	Numeric
Variable label:	Segment 2 - Domain 3 Overall discourse dimension
Unique values:	6
Missing values:	6
Min:	1.00
Mean:	2.27

Max:	4.00		
Std. Dev.:	0.65		
Skew:	0.06		

Value	Label	Freq.	Percent
1		262	9.7%
2		1497	55.4%
2.5		3	0.1%
3		884	32.7%
4		50	1.9%
All other values		0	0.0%

Percentiles:

10%	25%	50%	75%	90%
2	2	2	2	3

Name:	**CQS1EC_S2**
Type:	Numeric
Variable label:	Segment 2 - Domain 4a. Explicit connections
Unique values:	7
Missing values:	6
Min:	1.00
Mean:	1.68
Max:	4.00
Std. Dev.:	0.90
Skew:	1.18

Value	Label	Freq.	Percent
1	There are no instructional connections between ideas, procedures, perspectives, representations, or equations. OR Connection(s) that are present are implicit.	1475	54.6%
1.5		4	0.1%
2	There is one instructional connection between ideas, procedures, perspectives, representations, or equations.AND Connection(s) are	757	28.0%

Value	Label	Freq.	Percent
	generally explicit, but vague.		
2.5		2	0.1%
3	There are at least two instructional connections between ideas, procedures, perspectives, representations, or equations. AND Connection(s) are generally explicit, clear, and brief.	292	10.8%
All other values		6	0.2%

Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	3

Name:	**CQS2PG_S2**
Type:	Numeric
Variable label:	Segment 2 - Domain 4b. Explicit patterns and generalizations
Unique values:	6
Missing values:	6
Min:	1.00
Mean:	1.48
Max:	4.00
Std. Dev.:	0.79
Skew:	1.51

Value	Label	Freq.	Percent
1	Neither the teacher nor students look for patterns in the mathematical work. OR They do not generalize from the work.	1832	67.8%
2	Teacher looks for patterns in the mathematical work. Identified patterns focus on surface features of the	496	18.4%

	mathematics. OR Explicit generalization(s) are developed from the mathematics under consideration and focus on nomenclature or algorithmic processes. They are muddled, correct or incorrect, and superficial.		
2.5		2	0.1%
3	Students look for patterns in the mathematical work. Identified patterns focus on surface features of the mathematical ideas. OR Explicit generalizations are developed from the mathematics under consideration and focus on nomenclature or algorithmic processes. They are clear, correct, and elaborated. If they generalize to foundational concepts, ideas, and/or definitions, the generalizations are somewhat muddled.	297	11.0%
4	Teacher or students look for patterns in the mathematical work. Identified patterns focus on one or more deeper features of the mathematics.OR Explicit generalizations are developed from the mathematics under consideration and focus on foundational concepts, ideas, and/or	69	2.6%

definitions. They are
clear and correct.

All other values			0	0.0%

Percentiles:

10%	25%	50%	75%	90%
1	1	1	1	3

Name:	**CQS3CT_S2**		
Type:	Numeric		
Variable label:	Segment 2 - Domain 4c. Clarity		
Unique values:	7		
Missing values:	6		
Min:	1.00		
Mean:	3.37		
Max:	4.00		
Std. Dev.:	0.68		
Skew:	-0.80		
Value	Label	Freq.	Percent
1	The mathematical concepts, tasks, student response patterns, or discussions in the lesson are generally murky. There are multiple instances in which students demonstrate they do not understand the same logical element(s) of the lesson. There is a pattern to students' behaviors around clarity.	25	0.9%
2	The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more murkiness than clarity. There are at least two instances in which students	228	8.4%

	demonstrate they do not understand the same logical element(s) of the lesson. There is a pattern to students' behaviors around clarity.		
2.5		1	0.0%
3	The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more clarity than murkiness. There may be instances in which students demonstrate they do not understand a logical element of the lesson, but most students seem to understand the logical elements of the lesson. There is not a pattern to students' behaviors around clarity.	1156	42.8%
3.5		1	0.0%
All other values		6	0.2%

Percentiles:

10%	25%	50%	75%	90%
3	3	3	3	4

Name:	**CQS0OV_S2**
Type:	Numeric
Variable label:	Segment 2 - Domain 4 Overall quality of subject matter dimension
Unique values:	6
Missing values:	6
Min:	1.00
Mean:	2.24
Max:	4.00
Std. Dev.:	0.56
Skew:	0.52

Value	Label	Freq.	Percent
1		129	4.8%
2		1814	67.1%
2.5		5	0.2%
3		709	26.2%
4		39	1.4%
All other values		0	0.0%

Percentiles:				
10%	25%	50%	75%	90%
2	2	2	2	3

Name:	**CCE1DS_S2**
Type:	Numeric
Variable label:	Segment 2 - Domain 5a. Engagement in cognitively demanding
Unique values:	7
Missing values:	6
Min:	1.00
Mean:	1.80
Max:	4.00
Std. Dev.:	0.95
Skew:	0.92

Value	Label	Freq.	Percent
1	Students do not engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness. OR There is a single brief engagement with such work, but it is done only by 1-2 students.	1329	49.2%
1.5		4	0.1%
2	Students occasionally engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness.	758	28.1%
2.5		1	0.0%
3	Students sometimes engage in analyses, creation, or evaluation	405	15.0%

work that is cognitively rich and requires thoughtfulness.

		Freq.	Percent
All other values		6	0.2%

Percentiles:

10%	25%	50%	75%	90%
1	1	2	2	3

Name:	**CCE2MA_S2**		
Type:	Numeric		
Variable label:	Segment 2 - Domain 5b. Multiple approaches to and perspectives on reasoning		
Unique values:	7		
Missing values:	6		
Min:	1.00		
Mean:	1.37		
Max:	4.00		
Std. Dev.:	0.83		
Skew:	2.27		
Value	Label	Freq.	Percent
1	Students generally use a single procedure or reasoning approach to solve the problem or type of problem. OR There is no evidence of how many approaches students are using.	2161	80.0%
1.5		4	0.1%
2	Students generally use a single procedure or reasoning approach to solve the problem or type of problem. There is a brief use of a second procedure or reasoning approach by at least one student.	242	9.0%
2.5		1	0.0%
3	Students generally use a single procedure or reasoning approach to	124	4.6%

solve the problem or type of problem. At least one student uses a second procedure or reasoning approach in some depth.

		Freq.	Percent
All other values		6	0.2%

Percentiles:

10%	25%	50%	75%	90%
1	1	1	1	3

Name:	**CCE3US_S2**		
Type:	Numeric		
Variable label:	Segment 2 - Domain 5c. Understanding of subject matter procedures and processes		
Unique values:	7		
Missing values:	6		
Min:	1.00		
Mean:	1.96		
Max:	4.00		
Std. Dev.:	0.88		
Skew:	0.60		
Value	Label	Freq.	Percent
1	Students do not engage in procedures or processes. OR When students engage with procedures or processes there is no evidence that they attend to the rationale for the procedures and processes.	943	34.9%
1.5		2	0.1%
2	When students engage with procedures or processes they occasionally attend to the rationale for the procedures and processes.	1078	39.9%
2.5		1	0.0%

3	When students engage with procedures or processes they sometimes attend to the rationale for the procedures and processes.		511	18.9%
All other values			6	0.2%

Percentiles:

10%	25%	50%	75%	90%
1	1	2	2	3

Name: CCE0OV_S2
Type: Numeric
Variable label: Segment 2 - Domain 5 Overall cognitive engagement dimension
Unique values: 7
Missing values: 6
Min: 1.00
Mean: 1.72
Max: 4.00
Std. Dev.: 0.74
Skew: 0.78

Value	Label	Freq.	Percent
1		1182	43.7%
1.5		3	0.1%
2		1141	42.2%
2.5		1	0.0%
3		319	11.8%
All other values		6	0.2%

Percentiles:

10%	25%	50%	75%	90%
1	1	2	2	3

Name: CAR1ES_S2
Type: Numeric
Variable label: Segment 2 - Domain 6a. Eliciting student thinking
Unique values: 6

Missing values:	6		
Min:	1.00		
Mean:	2.65		
Max:	4.00		
Std. Dev.:	0.76		
Skew:	0.08		

Value	Label	Freq.	Percent
1	There is no student thinking present.	118	4.4%
2	There is a small amount of student thinking present. Questions, prompts, and tasks result in perfunctory student contributions that only concern answers, procedures, or the steps necessary for solving a problem.	1057	39.1%
2.5		4	0.1%
3	There is a moderate amount of student thinking elicited. Questions, prompts, and tasks result in detailed student contributions concerning answers, procedures, and the steps necessary for solving a problem.	1156	42.8%
4	There is a lot of student thinking present. Questions, prompts, and tasks result in a mixture of student contributions concerning answers, procedures, the steps necessary for solving a problem, ideas, and concepts. Contributions may be detailed or perfunctory.	361	13.4%
All other values		0	0.0%

10%	25%	50%	75%	90%
2	2	3	3	4

Name:	CAR2TF_S2		
Type:	Numeric		
Variable label:	Segment 2 - Domain 6b. Teacher feedback		
Unique values:	7		
Missing values:	6		
Min:	1.00		
Mean:	1.92		
Max:	4.00		
Std. Dev.:	0.86		
Skew:	0.54		
Value	Label	Freq.	Percent
1	There is one or no feedback loops. Teacher and student exchanges address the mathematics in a generally limited manner.	997	36.9%
1.5		4	0.1%
2	There are a couple feedback loops. Teacher and student exchanges address the mathematics in a generally limited manner.	1014	37.5%
2.5		3	0.1%
3	There are some feedback loops. Teacher and student exchanges address the mathematics in a mixture of manners -- both limited and complete.	565	20.9%
All other values		6	0.2%

Percentiles:

10%	25%	50%	75%	90%

Name:	CAR3AI_S2
Type:	Numeric
Variable label:	Segment 2 - Domain 6c. Aligning instruction to present student understanding
Unique values:	6
Missing values:	6
Min:	1.00
Mean:	2.84
Max:	4.00
Std. Dev.:	0.86
Skew:	-0.29

Value	Label	Freq.	Percent
1	The teacher does not use students' contributions. If students make errors or struggle mathematically, the teacher does not provide cues or hints to support student understanding.	174	6.4%
2	The teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding.	726	26.9%
2.5		4	0.1%
3	The teacher sometimes uses students' contributions. If students make errors or struggle mathematically, the teacher sometimes provides cues or hints to support student understanding.	1158	42.9%
4	The teacher frequently uses students'	634	23.5%

contributions. If students make errors or struggle mathematically, the teacher frequently provides cues or hints to support student understanding.

		Freq.	Percent
All other values		0	0.0%

Percentiles:

10%	25%	50%	75%	90%
2	2	3	3	4

Name:	**CAR0OV_S2**
Type:	Numeric
Variable label:	Segment 2 - Domain 6 Overall assessment of student understanding dimension
Unique values:	6
Missing values:	6
Min:	1.00
Mean:	2.49
Max:	4.00
Std. Dev.:	0.68
Skew:	-0.09

Value	Label	Freq.	Percent
1		156	5.8%
2		1175	43.5%
2.5		5	0.2%
3		1235	45.7%
4		125	4.6%
All other values		0	0.0%

Percentiles:

10%	25%	50%	75%	90%
2	2	3	3	3

Name:	**CTIME_S2**
Type:	String

Variable label:	Segment 2 - 1i. Time of lesson in MM:SS (only code after last segment)		
Unique values:	115		
Missing values:	2,414		
Value	Label	Freq.	Percent
		2414	89.3%
0:24:25		2	0.1%
0:25:26		2	0.1%
0:26:33		2	0.1%
0:27:33		2	0.1%
All other values		278	10.3%

Name:	**CCM1RT_S3**		
Type:	Numeric		
Variable label:	Segment 3 - Domain 1a. Routines		
Unique values:	6		
Missing values:	236		
Min:	1.00		
Mean:	3.78		
Max:	4.00		
Std. Dev.:	0.52		
Skew:	-2.55		
Value	Label	Freq.	Percent
1	A small proportion of routines are organized. Routines frequently waste time.	15	0.6%
2	A moderate proportion of routines are organized. Routines sometimes waste time.	79	2.9%
3	A large proportion of routines are organized. Routines rarely waste time.	348	12.9%
3.5		1	0.0%
4	All routines are organized. Routines do not waste time.	2023	74.9%
All other values		0	0.0%

Percentiles:

10%	25%	50%	75%	90%
3	4	4	4	4

Name:	CCM2MN_S3		
Type:	Numeric		
Variable label:	Segment 3 - Domain 1b. Monitoring		
Unique values:	6		
Missing values:	236		
Min:	1.00		
Mean:	3.39		
Max:	4.00		
Std. Dev.:	0.69		
Skew:	-0.78		

Value	Label	Freq.	Percent
1	There is little or no evidence that the teacher monitors what is happening in the entire classroom.	14	0.5%
2	The teacher occasionally monitors the entire classroom.	245	9.1%
3	The teacher sometimes monitors the entire classroom and monitoring may have inconsistencies.	982	36.3%
3.5		1	0.0%
4	The teacher frequently monitors the entire classroom and does so consistently.	1224	45.3%
All other values		0	0.0%

Percentiles:				
10%	25%	50%	75%	90%
2	3	3	3	4

Name:	CCM3DS_S3
Type:	Numeric
Variable label:	Segment 3 - Domain 1c. Disruptions
Unique values:	5

Missing values:	236		
Min:	1.00		
Mean:	3.92		
Max:	4.00		
Std. Dev.:	0.32		
Skew:	-4.69		

Value	Label	Freq.	Percent
1	The teacher does not handle disruptions effectively or efficiently, causing the class to lose significant instructional time.	6	0.2%
2	The teacher may occasionally handle disruptions effectively, but in general, the teacher does not effectively or efficiently handle disruptions, causing the class to lose some instructional time.	19	0.7%
3	The teacher generally handles disruptions effectively, but sometimes disruptions cause the class to lose a small amount of instructional time.	146	5.4%
4	The teacher handles disruptions quickly and effectively so that instructional time may be interrupted but not lost. OR There are no disruptions.	2295	84.9%
.		236	8.7%

Percentiles:

10%	25%	50%	75%	90%
4	4	4	4	4

Name:	**CCM0OV_S3**		
Type:	Numeric		
Variable label:	Segment 3 - Domain 1 Overall management dimension		
Unique values:	5		
Missing values:	237		
Min:	1.00		
Mean:	3.74		
Max:	4.00		
Std. Dev.:	0.49		
Skew:	-1.80		

Value	Label	Freq.	Percent
1		4	0.1%
2		50	1.9%
3		526	19.5%
4		1885	69.8%
.		237	8.8%

Percentiles:

10%	25%	50%	75%	90%
3	4	4	4	4

Name:	**CSE1RP_S3**		
Type:	Numeric		
Variable label:	Segment 3 - Domain 2a. Respect		
Unique values:	5		
Missing values:	236		
Min:	1.00		
Mean:	3.43		
Max:	4.00		
Std. Dev.:	0.61		
Skew:	-0.66		

Value	Label	Freq.	Percent
1	Teacher and students rarely demonstrate respect for one another. There are a few brief and/or minor negative interactions or one sustained and/or substantial negative interaction between any student and the teacher, or between students.	9	0.3%

2	Teacher and students sometimes and/or inconsistently demonstrate respect for one another. There are 1-2 brief and/or minor negative interactions between any student and the teacher, or between students.	126		4.7%
3	Teacher and students frequently demonstrate respect for one another, though there may be inconsistencies. There are no negative interactions between any student and the teacher, or between students.	1126		41.7%
4	Teacher and students frequently and consistently demonstrate respect for one another. There are no negative interactions between any student and the teacher, or between students.	1205		44.6%
.		236		8.7%

Percentiles:				
10%	25%	50%	75%	90%
3	3	3	3	4

Name:	**CSE2EW_S3**
Type:	Numeric
Variable label:	Segment 3 - Domain 2b. Encouragement and warmth
Unique values:	6
Missing values:	236

Min:	1.00		
Mean:	2.52		
Max:	4.00		
Std. Dev.:	0.89		
Skew:	0.12		

Value	Label	Freq.	Percent
1	The teacher and/or students do not provide encouragement to students throughout their work. There is no evidence of shared warmth.	279	10.3%
1.5		1	0.0%
2	The teacher and/or students occasionally provide encouragement to students throughout their work. There are occasional moments of shared warmth.	1005	37.2%
3	The teacher and/or students sometimes provide encouragement to students throughout their work. There are some moments of shared warmth.	794	29.4%
4	The teacher and/or students frequently provide encouragement to students throughout their work. There are frequent moments of shared warmth.	387	14.3%
All other values		0	0.0%

Percentiles:

10%	25%	50%	75%	90%
1	2	2	2	4

Name:	**CSE3RT_S3**		
Type:	Numeric		
Variable label:	Segment 3 - Domain 2c. Risk-taking		
Unique values:	5		
Missing values:	236		
Min:	1.00		
Mean:	2.74		
Max:	4.00		
Std. Dev.:	0.97		
Skew:	-0.22		

Value	Label	Freq.	Percent
1	Students do not seek guidance. AND/OR Students do not voluntarily share their private work publicly.	279	10.3%
2	Students rarely seek guidance. AND/OR Students rarely voluntarily share their private work publicly.	717	26.5%
3	Students sometimes seek guidance. AND/OR Students sometimes voluntarily share their private work publicly.	836	30.9%
4	Students frequently seek guidance. AND/OR Students frequently voluntarily share their private work publicly.	634	23.5%
.		236	8.7%

Percentiles:

10%	25%	50%	75%	90%
1	2	3	3	4

Name:	**CSE0OV_S3**
Type:	Numeric

Variable label:	Segment 3 - Domain 2 Overall social-emotional support dimension		
Unique values:	5		
Missing values:	237		
Min:	1.00		
Mean:	2.87		
Max:	4.00		
Std. Dev.:	0.68		
Skew:	0.03		

Value	Label	Freq.	Percent
1		17	0.6%
2		693	25.6%
3		1347	49.9%
4		408	15.1%
.		237	8.8%

Percentiles:

10%	25%	50%	75%	90%
2	2	3	3	4

Name:	**CDC1ND_S3**		
Type:	Numeric		
Variable label:	Segment 3 - Domain 3a. Nature of discourse		
Unique values:	6		
Missing values:	236		
Min:	1.00		
Mean:	2.38		
Max:	4.00		
Std. Dev.:	0.88		
Skew:	0.09		

Value	Label	Freq.	Percent
1	Discourse is teacher-directed. Students' discourse does not include any detailed contributions.	417	15.4%
1.5		1	0.0%
2	Discourse is frequently teacher-directed. Students' discourse is rarely characterized by detailed contributions.	955	35.3%
3	Discourse is sometimes teacher-directed. Students' discourse is	841	31.1%

4	sometimes characterized by detailed contributions. Discourse is rarely teacher-directed. Students' discourse is frequently characterized by detailed contributions.	252	9.3%
All other values		0	0.0%

Percentiles:				
10%	25%	50%	75%	90%
1	2	2	2	4

Name:	**CDC2QT_S3**		
Type:	Numeric		
Variable label:	Segment 3 - Domain 3b. Questioning		
Unique values:	5		
Missing values:	236		
Min:	1.00		
Mean:	2.32		
Max:	4.00		
Std. Dev.:	0.77		
Skew:	0.18		
Value	Label	Freq.	Percent
1	Questions generally request students recall, report an answer, provide yes/no answers, and/or define terms.	318	11.8%
2	Questions generally request students recall, report an answer, provide yes/no answers, and/or define terms although there are some questions that request student summarize, explain, classify, or apply rules, processes, or formulas.	1197	44.3%

3	Despite a few questions that request students recall, report, and /or define, most questions request that students summarize, explain, classify, or apply rules, processes, or formulas. There may be a small number of questions that request students analyze, synthesize, justify, or conjecture.	802	29.7%
4	Questions request a mixture of recall, reporting, defining, summarizing, explaining, classifying, applying rules, processes, or formulas, analyzing, synthesizing, justifying, and/or conjecturing, but the emphasis is on questions that request students analyze, synthesize, justify, or conjecture.	149	5.5%
.		236	8.7%

Percentiles:				
10%	25%	50%	75%	90%
1	2	2	2	3

Name:	**CDC3EP_S3**
Type:	Numeric
Variable label:	Segment 3 - Domain 3c. Explanations
Unique values:	5
Missing values:	236
Min:	1.00
Mean:	2.22
Max:	4.00

Value	Label	Freq.	Percent
Std. Dev.:	0.79		
Skew:	0.14		
1	There are no explanations of why ideas or procedures are the way they are either by teacher or students.	439	16.2%
2	Explanations generally focus on brief and/or superficial features of the mathematics.	1151	42.6%
3	Explanations focus on a mixture of brief/superficial and lengthy/deeper features of the mathematics.	765	28.3%
4	Explanations focus on lengthy/deeper features of the mathematics.	111	4.1%
.		236	8.7%

Percentiles:				
10%	25%	50%	75%	90%
1	2	2	2	3

Name:	**CDC0OV_S3**		
Type:	Numeric		
Variable label:	Segment 3 - Domain 3 Overall discourse dimension		
Unique values:	5		
Missing values:	237		
Min:	1.00		
Mean:	2.30		
Max:	4.00		
Std. Dev.:	0.65		
Skew:	0.11		
Value	Label	Freq.	Percent
1		206	7.6%
2		1363	50.4%
3		837	31.0%
4		59	2.2%

		237	8.8%

Percentiles:

10%	25%	50%	75%	90%
2	2	2	2	3

Name:	CQS1EC_S3
Type:	Numeric
Variable label:	Segment 3 - Domain 4a. Explicit connections
Unique values:	5
Missing values:	236
Min:	1.00
Mean:	1.66
Max:	4.00
Std. Dev.:	0.91
Skew:	1.22

Value	Label	Freq.	Percent
1	There are no instructional connections between ideas, procedures, perspectives, representations, or equations. OR Connection(s) that are present are implicit.	1414	52.3%
2	There is one instructional connection between ideas, procedures, perspectives, representations, or equations.AND Connection(s) are generally explicit, but vague.	626	23.2%
3	There are at least two instructional connections between ideas, procedures, perspectives, representations, or equations. AND Connection(s) are	272	10.1%

Value	Label	Freq.	Percent
4	generally explicit, clear, and brief. There are at least two instructional connections between ideas, procedures, perspectives, representations, or equations.AND Connection(s) are explicit and clear, and at least one is elaborated.	154	5.7%
.		236	8.7%

Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	3

Name:	**CQS2PG_S3**
Type:	Numeric
Variable label:	Segment 3 - Domain 4b. Explicit patterns and generalizations
Unique values:	5
Missing values:	236
Min:	1.00
Mean:	1.49
Max:	4.00
Std. Dev.:	0.80
Skew:	1.49

Value	Label	Freq.	Percent
1	Neither the teacher nor students look for patterns in the mathematical work. OR They do not generalize from the work.	1669	61.8%
2	Teacher looks for patterns in the mathematical work. Identified patterns focus on surface features of the	451	16.7%

3	mathematics. OR Explicit generalization(s) are developed from the mathematics under consideration and focus on nomenclature or algorithmic processes. They are muddled, correct or incorrect, and superficial. Students look for patterns in the mathematical work. Identified patterns focus on surface features of the mathematical ideas. OR Explicit generalizations are developed from the mathematics under consideration and focus on nomenclature or algorithmic processes. They are clear, correct, and elaborated. If they generalize to foundational concepts, ideas, and/or definitions, the generalizations are somewhat muddled.	280	10.4%
4	Teacher or students look for patterns in the mathematical work. Identified patterns focus on one or more deeper features of the mathematics.OR Explicit generalizations are developed from the mathematics under consideration and focus on foundational concepts, ideas, and/or definitions. They are	66	2.4%

| | clear and correct. | | |
| | | 236 | 8.7% |

Percentiles:

10%	25%	50%	75%	90%
1	1	1	1	3

Name:	**CQS3CT_S3**		
Type:	Numeric		
Variable label:	Segment 3 - Domain 4c. Clarity		
Unique values:	6		
Missing values:	236		
Min:	1.00		
Mean:	3.36		
Max:	4.00		
Std. Dev.:	0.67		
Skew:	-0.69		
Value	Label	Freq.	Percent
1	The mathematical concepts, tasks, student response patterns, or discussions in the lesson are generally murky. There are multiple instances in which students demonstrate they do not understand the same logical element(s) of the lesson. There is a pattern to students' behaviors around clarity.	16	0.6%
2	The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more murkiness than clarity. There are at least two instances in which students demonstrate they do	215	8.0%

	not understand the same logical element(s) of the lesson. There is a pattern to students' behaviors around clarity.		
2.5		1	0.0%
3	The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more clarity than murkiness. There may be instances in which students demonstrate they do not understand a logical element of the lesson, but most students seem to understand the logical elements of the lesson. There is not a pattern to students' behaviors around clarity.	1102	40.8%
4	The mathematical concepts, tasks, student response patterns, or discussions in the lesson are clear. There are no instances in which students demonstrate they do not understand a logical element of the lesson. Students appear to understand the logical elements of the lesson.	1132	41.9%
All other values		0	0.0%

Percentiles:				
10%	25%	50%	75%	90%
3	3	3	3	4

Name:	CQS0OV_S3		
Type:	Numeric		
Variable label:	Segment 3 - Domain 4 Overall quality of subject matter dimension		
Unique values:	6		
Missing values:	237		
Min:	1.00		
Mean:	2.24		
Max:	4.00		
Std. Dev.:	0.56		
Skew:	0.62		

Value	Label	Freq.	Percent
1		120	4.4%
1.5		1	0.0%
2		1685	62.4%
3		614	22.7%
4		45	1.7%
All other values		0	0.0%

Percentiles:

10%	25%	50%	75%	90%
2	2	2	2	3

Name:	CCE1DS_S3		
Type:	Numeric		
Variable label:	Segment 3 - Domain 5a. Engagement in cognitively demanding subject matter		
Unique values:	5		
Missing values:	236		
Min:	1.00		
Mean:	1.86		
Max:	4.00		
Std. Dev.:	0.97		
Skew:	0.83		

Value	Label	Freq.	Percent
1	Students do not engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness. OR There is a single brief engagement with such work, but it is done only	1152	42.6%

Value	Label	Freq.	Percent
2	by 1-2 students. Students occasionally engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness.	715	26.5%
3	Students sometimes engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness.	393	14.5%
4	Students frequently engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness.	206	7.6%
.		236	8.7%

Percentiles:				
10%	25%	50%	75%	90%
1	1	2	2	3

Name:	**CCE2MA_S3**		
Type:	Numeric		
Variable label:	Segment 3 - Domain 5b. Multiple approaches to and perspectives on reasoning		
Unique values:	5		
Missing values:	236		
Min:	1.00		
Mean:	1.38		
Max:	4.00		
Std. Dev.:	0.85		
Skew:	2.21		
Value	Label	Freq.	Percent
1	Students generally use a single procedure or reasoning approach to solve the problem or type of problem. OR There is no evidence of	1962	72.6%

2	how many approaches students are using. Students generally use a single procedure or reasoning approach to solve the problem or type of problem. There is a brief use of a second procedure or reasoning approach by at least one student.	232	8.6%
3	Students generally use a single procedure or reasoning approach to solve the problem or type of problem. At least one student uses a second procedure or reasoning approach in some depth.	108	4.0%
4	Students generally use two procedures or reasoning approaches to solve the problem or type of problem. OR Students use more than two procedures or reasoning approaches to solve the problem or type of problem in some depth.	164	6.1%
.		236	8.7%

Percentiles:

10%	25%	50%	75%	90%
1	1	1	1	3

Name:	**CCE3US_S3**
Type:	Numeric
Variable label:	Segment 3 - Domain 5c. Understanding of subject matter procedures and processes
Unique values:	5
Missing values:	236

Min:	1.00		
Mean:	1.97		
Max:	4.00		
Std. Dev.:	0.89		
Skew:	0.60		

Value	Label	Freq.	Percent
1	Students do not engage in procedures or processes. OR When students engage with procedures or processes there is no evidence that they attend to the rationale for the procedures and processes.	862	31.9%
2	When students engage with procedures or processes they occasionally attend to the rationale for the procedures and processes.	973	36.0%
3	When students engage with procedures or processes they sometimes attend to the rationale for the procedures and processes.	471	17.4%
4	When students engage with procedures or processes they frequently attend to the rationale for the procedures and processes.	160	5.9%
.		236	8.7%

Percentiles:

10%	25%	50%	75%	90%
1	1	2	2	3

Name:	**CCE0OV_S3**		
Type:	Numeric		
Variable label:	Segment 3 - Domain 5 Overall cognitive engagement dimension		
Unique values:	6		
Missing values:	236		
Min:	1.00		
Mean:	1.75		
Max:	4.00		
Std. Dev.:	0.76		
Skew:	0.76		

Value	Label	Freq.	Percent
1		1047	38.7%
1.5		1	0.0%
2		1049	38.8%
3		314	11.6%
4		55	2.0%
All other values		0	0.0%

Percentiles:

10%	25%	50%	75%	90%
1	1	2	2	3

Name:	**CAR1ES_S3**		
Type:	Numeric		
Variable label:	Segment 3 - Domain 6a. Eliciting student thinking		
Unique values:	5		
Missing values:	236		
Min:	1.00		
Mean:	2.72		
Max:	4.00		
Std. Dev.:	0.75		
Skew:	0.09		

Value	Label	Freq.	Percent
1	There is no student thinking present.	72	2.7%
2	There is a small amount of student thinking present. Questions, prompts, and tasks result in perfunctory student contributions that only concern answers, procedures, or the	922	34.1%

3	steps necessary for solving a problem. There is a moderate amount of student thinking elicited. Questions, prompts, and tasks result in detailed student contributions concerning answers, procedures, and the steps necessary for solving a problem.	1104	40.9%
4	There is a lot of student thinking present. Questions, prompts, and tasks result in a mixture of student contributions concerning answers, procedures, the steps necessary for solving a problem, ideas, and concepts. Contributions may be detailed or perfunctory.	368	13.6%
.		236	8.7%

Percentiles:

10%	25%	50%	75%	90%
2	2	3	3	4

Name:	**CAR2TF_S3**
Type:	Numeric
Variable label:	Segment 3 - Domain 6b. Teacher feedback
Unique values:	6
Missing values:	236
Min:	1.00
Mean:	1.94
Max:	4.00
Std. Dev.:	0.88
Skew:	0.51

Value	Label	Freq.	Percent
1	There is one or no feedback loops. Teacher and student exchanges address the mathematics in a generally limited manner.	906	33.5%
1.5		1	0.0%
2	There are a couple feedback loops. Teacher and student exchanges address the mathematics in a generally limited manner.	900	33.3%
3	There are some feedback loops. Teacher and student exchanges address the mathematics in a mixture of manners -- both limited and complete.	549	20.3%
4	There are frequent feedback loops. Teacher and student exchanges address the mathematics in a complete manner.	110	4.1%
All other values		0	0.0%

Percentiles:

10%	25%	50%	75%	90%
1	1	2	2	3

Name:	**CAR3AI_S3**
Type:	Numeric
Variable label:	Segment 3 - Domain 6c. Aligning instruction to present student understanding
Unique values:	6
Missing values:	236
Min:	1.00
Mean:	2.87

Max:	4.00		
Std. Dev.:	0.84		
Skew:	-0.29		

Value	Label	Freq.	Percent
1	The teacher does not use students' contributions. If students make errors or struggle mathematically, the teacher does not provide cues or hints to support student understanding.	134	5.0%
1.5		1	0.0%
2	The teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding.	655	24.2%
3	The teacher sometimes uses students' contributions. If students make errors or struggle mathematically, the teacher sometimes provides cues or hints to support student understanding.	1070	39.6%
4	The teacher frequently uses students' contributions. If students make errors or struggle mathematically, the teacher frequently provides cues or hints to support student understanding.	606	22.4%
All other values		0	0.0%

Percentiles:

10%	25%	50%	75%	90%

	2	2	3	3	4

Name:	**CAR0OV_S3**			
Type:	Numeric			
Variable label:	Segment 3 - Domain 6 Overall assessment of student understanding dimension			
Unique values:	6			
Missing values:	238			
Min:	1.00			
Mean:	2.53			
Max:	4.00			
Std. Dev.:	0.68			
Skew:	0.01			
Value	Label		Freq.	Percent
1			113	4.2%
1.5			1	0.0%
2			1076	39.8%
3			1131	41.9%
4			143	5.3%
All other values			0	0.0%

Percentiles:				
10%	25%	50%	75%	90%
2	2	3	3	3

Name:	**CTIME_S3**		
Type:	String		
Variable label:	Segment 3 - 1i. Time of lesson in MM:SS (only code after last segment)		
Unique values:	578		
Missing values:	1,050		
Value	Label	Freq.	Percent
		1050	38.9%
0:36:49		1	0.0%
0:37:30		1	0.0%
0:38:57		1	0.0%
0:39:02		1	0.0%
All other values		1646	60.9%

Name:	**CCM1RT_S4**		
Type:	Numeric		
Variable label:	Segment 4 - Domain 1a. Routines		
Unique values:	7		
Missing values:	1,876		
Min:	1.00		
Mean:	3.63		
Max:	4.00		
Std. Dev.:	0.67		
Skew:	-1.88		

Value	Label	Freq.	Percent
1	A small proportion of routines are organized. Routines frequently waste time.	14	0.5%
2	A moderate proportion of routines are organized. Routines sometimes waste time.	48	1.8%
2.5		1	0.0%
3	A large proportion of routines are organized. Routines rarely waste time.	168	6.2%
3.5		1	0.0%
All other values		1876	69.4%

Percentiles:				
10%	25%	50%	75%	90%
3	3	4	4	4

Name:	**CCM2MN_S4**		
Type:	Numeric		
Variable label:	Segment 4 - Domain 1b. Monitoring		
Unique values:	6		
Missing values:	1,876		
Min:	1.00		
Mean:	3.27		
Max:	4.00		
Std. Dev.:	0.76		
Skew:	-0.70		

Value	Label	Freq.	Percent
1	There is little or no	12	0.4%

Value	Label	Freq.	Percent
	evidence that the teacher monitors what is happening in the entire classroom.		
1.5		1	0.0%
2	The teacher occasionally monitors the entire classroom.	120	4.4%
3	The teacher sometimes monitors the entire classroom and monitoring may have inconsistencies.	324	12.0%
4	The teacher frequently monitors the entire classroom and does so consistently.	369	13.7%
All other values		0	0.0%

Percentiles:

10%	25%	50%	75%	90%
2	3	3	3	4

Name:	**CCM3DS_S4**
Type:	Numeric
Variable label:	Segment 4 - Domain 1c. Disruptions
Unique values:	6
Missing values:	1,876
Min:	1.00
Mean:	3.85
Max:	4.00
Std. Dev.:	0.42
Skew:	-3.36

Value	Label	Freq.	Percent
1	The teacher does not handle disruptions effectively or efficiently, causing the class to lose significant instructional time.	4	0.1%
2	The teacher may occasionally handle disruptions effectively,	10	0.4%

Value	Label	Freq.	Percent
3	but in general, the teacher does not effectively or efficiently handle disruptions, causing the class to lose some instructional time. The teacher generally handles disruptions effectively, but sometimes disruptions cause the class to lose a small amount of instructional time.	89	3.3%
3.5		1	0.0%
4	The teacher handles disruptions quickly and effectively so that instructional time may be interrupted but not lost. OR There are no disruptions.	722	26.7%
All other values		0	0.0%

Percentiles:				
10%	25%	50%	75%	90%
3	4	4	4	4

Name:	**CCM0OV_S4**		
Type:	Numeric		
Variable label:	Segment 4 - Domain 1 Overall management dimension		
Unique values:	5		
Missing values:	1,876		
Min:	1.00		
Mean:	3.60		
Max:	4.00		
Std. Dev.:	0.57		
Skew:	-1.18		
Value	Label	Freq.	Percent
1		2	0.1%
2		29	1.1%
3		264	9.8%
4		531	19.7%

				1876	69.4%

Percentiles:					
	10%	25%	50%	75%	90%
	3	3	4	4	4

Name:	**CSE1RP_S4**		
Type:	Numeric		
Variable label:	Segment 4 - Domain 2a. Respect		
Unique values:	5		
Missing values:	1,876		
Min:	1.00		
Mean:	3.34		
Max:	4.00		
Std. Dev.:	0.65		
Skew:	-0.67		
Value	Label	Freq.	Percent
1	Teacher and students rarely demonstrate respect for one another. There are a few brief and/or minor negative interactions or one sustained and/or substantial negative interaction between any student and the teacher, or between students.	8	0.3%
2	Teacher and students sometimes and/or inconsistently demonstrate respect for one another. There are 1-2 brief and/or minor negative interactions between any student and the teacher, or between students.	56	2.1%
3	Teacher and students frequently demonstrate respect for one another,	411	15.2%

4	though there may be inconsistencies. There are no negative interactions between any student and the teacher, or between students. Teacher and students frequently and consistently demonstrate respect for one another. There are no negative interactions between any student and the teacher, or between students.	351	13.0%
.		1876	69.4%

Percentiles:				
10%	25%	50%	75%	90%
3	3	3	3	4

Name:	**CSE2EW_S4**		
Type:	Numeric		
Variable label:	Segment 4 - Domain 2b. Encouragement and warmth		
Unique values:	5		
Missing values:	1,876		
Min:	1.00		
Mean:	2.44		
Max:	4.00		
Std. Dev.:	0.90		
Skew:	0.14		
Value	Label	Freq.	Percent
1	The teacher and/or students do not provide encouragement to students throughout their work. There is no evidence of shared warmth.	119	4.4%
2	The teacher and/or	336	12.4%

Value	Label	Freq.	Percent
3	students occasionally provide encouragement to students throughout their work. There are occasional moments of shared warmth. The teacher and/or students sometimes provide encouragement to students throughout their work. There are some moments of shared warmth.	259	9.6%
4	The teacher and/or students frequently provide encouragement to students throughout their work. There are frequent moments of shared warmth.	112	4.1%
.		1876	69.4%

Percentiles:

10%	25%	50%	75%	90%
1	2	2	2	4

Name:	**CSE3RT_S4**
Type:	Numeric
Variable label:	Segment 4 - Domain 2c. Risk-taking
Unique values:	7
Missing values:	1,876
Min:	1.00
Mean:	2.97
Max:	4.00
Std. Dev.:	0.88
Skew:	-0.36

Value	Label	Freq.	Percent
1	Students do not seek guidance. AND/OR Students do not	38	1.4%

Value	Label	Freq.	Percent
	voluntarily share their private work publicly.		
1.5		1	0.0%
2	Students rarely seek guidance. AND/OR Students rarely voluntarily share their private work publicly.	213	7.9%
3	Students sometimes seek guidance. AND/OR Students sometimes voluntarily share their private work publicly.	307	11.4%
3.5		1	0.0%
All other values		1876	69.4%

Percentiles:				
10%	25%	50%	75%	90%
2	2	3	3	4

Name:	**CSE0OV_S4**
Type:	Numeric
Variable label:	Segment 4 - Domain 2 Overall social-emotional support dimension
Unique values:	7
Missing values:	1,876
Min:	1.00
Mean:	2.90
Max:	4.00
Std. Dev.:	0.63
Skew:	-0.04

Value	Label	Freq.	Percent
1		4	0.1%
2		195	7.2%
2.5		1	0.0%
3		501	18.5%
3.5		1	0.0%
All other values		1876	69.4%

Percentiles:				
10%	25%	50%	75%	90%
2	3	3	3	4

Name:	**CDC1ND_S4**		
Type:	Numeric		
Variable label:	Segment 4 - Domain 3a. Nature of discourse		
Unique values:	7		
Missing values:	1,876		
Min:	1.00		
Mean:	2.33		
Max:	4.00		
Std. Dev.:	0.91		
Skew:	0.10		

Value	Label	Freq.	Percent
1	Discourse is teacher-directed. Students' discourse does not include any detailed contributions.	167	6.2%
1.5		1	0.0%
2	Discourse is frequently teacher-directed. Students' discourse is rarely characterized by detailed contributions.	300	11.1%
2.5		1	0.0%
3	Discourse is sometimes teacher-directed. Students' discourse is sometimes characterized by detailed contributions.	273	10.1%
All other values		1876	69.4%

Percentiles:				
10%	25%	50%	75%	90%
1	2	2	2	4

Name:	**CDC2QT_S4**
Type:	Numeric
Variable label:	Segment 4 - Domain 3b. Questioning
Unique values:	5

Missing values:	1,876		
Min:	1.00		
Mean:	2.29		
Max:	4.00		
Std. Dev.:	0.83		
Skew:	0.25		
Value	Label	Freq.	Percent
1	Questions generally request students recall, report an answer, provide yes/no answers, and/or define terms.	132	4.9%
2	Questions generally request students recall, report an answer, provide yes/no answers, and/or define terms although there are some questions that request student summarize, explain, classify, or apply rules, processes, or formulas.	386	14.3%
3	Despite a few questions that request students recall, report, and /or define, most questions request that students summarize, explain, classify, or apply rules, processes, or formulas. There may be a small number of questions that request students analyze, synthesize, justify, or conjecture.	243	9.0%
4	Questions request a mixture of recall, reporting, defining, summarizing, explaining, classifying, applying rules, processes, or formulas, analyzing, synthesizing, justifying, and/or conjecturing, but the	65	2.4%

emphasis is on questions that request students analyze, synthesize, justify, or conjecture.

.			1876	69.4%

Percentiles:				
10%	25%	50%	75%	90%
1	2	2	2	3

Name:	**CDC3EP_S4**
Type:	Numeric
Variable label:	Segment 4 - Domain 3c. Explanations
Unique values:	5
Missing values:	1,876
Min:	1.00
Mean:	2.08
Max:	4.00
Std. Dev.:	0.82
Skew:	0.31

Value	Label	Freq.	Percent
1	There are no explanations of why ideas or procedures are the way they are either by teacher or students.	210	7.8%
2	Explanations generally focus on brief and/or superficial features of the mathematics.	373	13.8%
3	Explanations focus on a mixture of brief/superficial and lengthy/deeper features of the mathematics.	209	7.7%
4	Explanations focus on lengthy/deeper features of the mathematics.	34	1.3%
.		1876	69.4%

Percentiles:

10%	25%	50%	75%	90%
1	1	2	2	3

Name: **CDC0OV_S4**
Type: Numeric
Variable label: Segment 4 - Domain 3 Overall discourse dimension
Unique values: 6
Missing values: 1,876
Min: 1.00
Mean: 2.24
Max: 4.00
Std. Dev.: 0.66
Skew: -0.03

Value	Label	Freq.	Percent
1		95	3.5%
1.5		1	0.0%
2		450	16.7%
3		269	10.0%
4		11	0.4%
All other values		0	0.0%

Percentiles:

10%	25%	50%	75%	90%
1	2	2	2	3

Name: **CQS1EC_S4**
Type: Numeric
Variable label: Segment 4 - Domain 4a. Explicit connections
Unique values: 5
Missing values: 1,876
Min: 1.00
Mean: 1.56
Max: 4.00
Std. Dev.: 0.87
Skew: 1.46

Value	Label	Freq.	Percent
1	There are no instructional connections between	527	19.5%

2	ideas, procedures, perspectives, representations, or equations. OR Connection(s) that are present are implicit. There is one instructional connection between ideas, procedures, perspectives, representations, or equations.AND Connection(s) are generally explicit, but vague.	177	6.6%
3	There are at least two instructional connections between ideas, procedures, perspectives, representations, or equations. AND Connection(s) are generally explicit, clear, and brief.	77	2.8%
4	There are at least two instructional connections between ideas, procedures, perspectives, representations, or equations.AND Connection(s) are explicit and clear, and at least one is elaborated.	45	1.7%
.		1876	69.4%

Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	3

Name:	**CQS2PG_S4**		
Type:	Numeric		
Variable label:	Segment 4 - Domain 4b. Explicit patterns and generalizations		
Unique values:	5		
Missing values:	1,876		
Min:	1.00		
Mean:	1.26		
Max:	4.00		
Std. Dev.:	0.61		
Skew:	2.35		
Value	Label	Freq.	Percent
1	Neither the teacher nor students look for patterns in the mathematical work. OR They do not generalize from the work.	679	25.1%
2	Teacher looks for patterns in the mathematical work. Identified patterns focus on surface features of the mathematics. OR Explicit generalization(s) are developed from the mathematics under consideration and focus on nomenclature or algorithmic processes. They are muddled, correct or incorrect, and superficial.	84	3.1%
3	Students look for patterns in the mathematical work. Identified patterns focus on surface features of the mathematical ideas. OR Explicit generalizations are developed from the mathematics under consideration and focus on nomenclature	57	2.1%

4	or algorithmic processes. They are clear, correct, and elaborated. If they generalize to foundational concepts, ideas, and/or definitions, the generalizations are somewhat muddled. Teacher or students look for patterns in the mathematical work. Identified patterns focus on one or more deeper features of the mathematics.OR Explicit generalizations are developed from the mathematics under consideration and focus on foundational concepts, ideas, and/or definitions. They are clear and correct.	6	0.2%
.		1876	69.4%

Percentiles:

10%	25%	50%	75%	90%
1	1	1	1	2

Name:	**CQS3CT_S4**		
Type:	Numeric		
Variable label:	Segment 4 - Domain 4c. Clarity		
Unique values:	6		
Missing values:	1,876		
Min:	1.00		
Mean:	3.33		
Max:	4.00		
Std. Dev.:	0.67		
Skew:	-0.59		

Value	Label	Freq.	Percent
1	The mathematical	4	0.1%

	concepts, tasks, student response patterns, or discussions in the lesson are generally murky. There are multiple instances in which students demonstrate they do not understand the same logical element(s) of the lesson. There is a pattern to students' behaviors around clarity.		
2	The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more murkiness than clarity. There are at least two instances in which students demonstrate they do not understand the same logical element(s) of the lesson. There is a pattern to students' behaviors around clarity.	80	3.0%
2.5		1	0.0%
3	The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more clarity than murkiness. There may be instances in which students demonstrate they do not understand a logical element of the lesson, but most students seem to understand the logical elements of the lesson. There is not a pattern to students' behaviors	381	14.1%

Value	Label	Freq.	Percent
4	around clarity. The mathematical concepts, tasks, student response patterns, or discussions in the lesson are clear. There are no instances in which students demonstrate they do not understand a logical element of the lesson. Students appear to understand the logical elements of the lesson.	360	13.3%
All other values		0	0.0%

Percentiles:				
10%	25%	50%	75%	90%
2	3	3	3	4

Name: CQS0OV_S4
Type: Numeric
Variable label: Segment 4 - Domain 4 Overall quality of subject matter dimension
Unique values: 6
Missing values: 1,876
Min: 1.00
Mean: 2.13
Max: 4.00
Std. Dev.: 0.53
Skew: 0.68

Value	Label	Freq.	Percent
1		57	2.1%
1.5		1	0.0%
2		615	22.8%
3		142	5.3%
4		11	0.4%
All other values		0	0.0%

Percentiles:				
10%	25%	50%	75%	90%
2	2	2	2	3

Name:	CCE1DS_S4		
Type:	Numeric		
Variable label:	Segment 4 - Domain 5a. Engagement in cognitively demanding subject matter		
Unique values:	6		
Missing values:	1,876		
Min:	1.00		
Mean:	1.76		
Max:	4.00		
Std. Dev.:	0.96		
Skew:	1.02		
Value	Label	Freq.	Percent
1	Students do not engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness. OR There is a single brief engagement with such work, but it is done only by 1-2 students.	441	16.3%
2	Students occasionally engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness.	208	7.7%
3	Students sometimes engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness.	113	4.2%
3.5		1	0.0%
4	Students frequently engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness.	63	2.3%
All other values		0	0.0%

Percentiles:

10%	25%	50%	75%	90%
1	1	1	1	3

Name:	**CCE2MA_S4**		
Type:	Numeric		
Variable label:	Segment 4 - Domain 5b. Multiple approaches to and perspectives on reasoning		
Unique values:	5		
Missing values:	1,876		
Min:	1.00		
Mean:	1.32		
Max:	4.00		
Std. Dev.:	0.78		
Skew:	2.47		
Value	Label	Freq.	Percent
1	Students generally use a single procedure or reasoning approach to solve the problem or type of problem. OR There is no evidence of how many approaches students are using.	679	25.1%
2	Students generally use a single procedure or reasoning approach to solve the problem or type of problem. There is a brief use of a second procedure or reasoning approach by at least one student.	69	2.6%
3	Students generally use a single procedure or reasoning approach to solve the problem or type of problem. At least one student uses a second procedure or reasoning approach in some depth.	36	1.3%
4	Students generally use two procedures or reasoning approaches	42	1.6%

to solve the problem or type of problem. OR Students use more than two procedures or reasoning approaches to solve the problem or type of problem in some depth.

		1876	69.4%
.			

Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	2

Name:	**CCE3US_S4**		
Type:	Numeric		
Variable label:	Segment 4 - Domain 5c. Understanding of subject matter procedures and processes		
Unique values:	5		
Missing values:	1,876		
Min:	1.00		
Mean:	1.93		
Max:	4.00		
Std. Dev.:	0.91		
Skew:	0.67		
Value	Label	Freq.	Percent
1	Students do not engage in procedures or processes. OR When students engage with procedures or processes there is no evidence that they attend to the rationale for the procedures and processes.	317	11.7%
2	When students engage with procedures or processes they occasionally attend to the rationale for the procedures and processes.	306	11.3%

3	When students engage with procedures or processes they sometimes attend to the rationale for the procedures and processes.		149	5.5%
4	When students engage with procedures or processes they frequently attend to the rationale for the procedures and processes.		54	2.0%
.			1876	69.4%

Percentiles:				
10%	25%	50%	75%	90%
1	1	2	2	3

Name:	**CCE0OV_S4**
Type:	Numeric
Variable label:	Segment 4 - Domain 5 Overall cognitive engagement dimension
Unique values:	5
Missing values:	1,876
Min:	1.00
Mean:	1.69
Max:	4.00
Std. Dev.:	0.73
Skew:	0.72

Value	Label	Freq.	Percent
1		376	13.9%
2		338	12.5%
3		103	3.8%
4		9	0.3%
.		1876	69.4%

Percentiles:				
10%	25%	50%	75%	90%
1	1	2	2	3

Name:	**CAR1ES_S4**		
Type:	Numeric		
Variable label:	Segment 4 - Domain 6a. Eliciting student thinking		
Unique values:	5		
Missing values:	1,876		
Min:	1.00		
Mean:	2.62		
Max:	4.00		
Std. Dev.:	0.73		
Skew:	-0.01		

Value	Label	Freq.	Percent
1	There is no student thinking present.	38	1.4%
2	There is a small amount of student thinking present. Questions, prompts, and tasks result in perfunctory student contributions that only concern answers, procedures, or the steps necessary for solving a problem.	318	11.8%
3	There is a moderate amount of student thinking elicited. Questions, prompts, and tasks result in detailed student contributions concerning answers, procedures, and the steps necessary for solving a problem.	387	14.3%
4	There is a lot of student thinking present. Questions, prompts, and tasks result in a mixture of student contributions concerning answers, procedures, the steps necessary for solving a problem, ideas, and concepts.	83	3.1%

Contributions may be
detailed or
perfunctory.

			1876	69.4%

Percentiles:				
10%	25%	50%	75%	90%
2	2	3	3	4

Name: **CAR2TF_S4**
Type: Numeric
Variable label: Segment 4 - Domain 6b. Teacher feedback
Unique values: 5
Missing values: 1,876
Min: 1.00
Mean: 1.91
Max: 4.00
Std. Dev.: 0.84
Skew: 0.55

Value	Label	Freq.	Percent
1	There is one or no feedback loops. Teacher and student exchanges address the mathematics in a generally limited manner.	303	11.2%
2	There are a couple feedback loops. Teacher and student exchanges address the mathematics in a generally limited manner.	326	12.1%
3	There are some feedback loops. Teacher and student exchanges address the mathematics in a mixture of manners -- both limited and complete.	166	6.1%
4	There are frequent	31	1.1%

feedback loops.
Teacher and student
exchanges address the
mathematics in a
complete manner.

		1876	69.4%

Percentiles:				
10%	25%	50%	75%	90%
1	1	2	2	3

Name:	CAR3AI_S4		
Type:	Numeric		
Variable label:	Segment 4 - Domain 6c. Aligning instruction to present student understanding		
Unique values:	5		
Missing values:	1,876		
Min:	1.00		
Mean:	2.78		
Max:	4.00		
Std. Dev.:	0.89		
Skew:	-0.24		
Value	Label	Freq.	Percent
1	The teacher does not use students' contributions. If students make errors or struggle mathematically, the teacher does not provide cues or hints to support student understanding.	65	2.4%
2	The teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding.	240	8.9%
3	The teacher sometimes uses students' contributions. If	329	12.2%

| 4 | students make errors or struggle mathematically, the teacher sometimes provides cues or hints to support student understanding. The teacher frequently uses students' contributions. If students make errors or struggle mathematically, the teacher frequently provides cues or hints to support student understanding. | 192 | 7.1% |
| . | | 1876 | 69.4% |

Percentiles:

10%	25%	50%	75%	90%
2	2	3	3	4

Name:	**CAR0OV_S4**		
Type:	Numeric		
Variable label:	Segment 4 - Domain 6 Overall assessment of student understanding dimension		
Unique values:	5		
Missing values:	1,876		
Min:	1.00		
Mean:	2.45		
Max:	4.00		
Std. Dev.:	0.70		
Skew:	-0.02		

Value	Label	Freq.	Percent
1		59	2.2%
2		379	14.0%
3		349	12.9%
4		39	1.4%
.		1876	69.4%

Percentiles:

	10%	25%	50%	75%	90%
	2	2	2	2	3

Name:	CTIME_S4		
Type:	String		
Variable label:	Segment 4 - 1i. Time of lesson in MM:SS (only code after last segment)		
Unique values:	217		
Missing values:	2,283		
Value	Label	Freq.	Percent
		2283	84.5%
0:55:24		1	0.0%
0:56:01		2	0.1%
0:56:03		2	0.1%
0:56:05		4	0.1%
All other values		408	15.1%

Name:	CCM1RT_S5		
Type:	Numeric		
Variable label:	Segment 5 - Domain 1a. Routines		
Unique values:	6		
Missing values:	2,296		
Min:	1.00		
Mean:	3.54		
Max:	4.00		
Std. Dev.:	0.75		
Skew:	-1.63		
Value	Label	Freq.	Percent
1	A small proportion of routines are organized. Routines frequently waste time.	11	0.4%
2	A moderate proportion of routines are organized. Routines sometimes waste time.	32	1.2%
3	A large proportion of routines are organized. Routines rarely waste time.	90	3.3%
3.5		1	0.0%
4	All routines are organized. Routines do	272	10.1%

not waste time.

All other values				0	0.0%

Percentiles:				
10%	25%	50%	75%	90%
2	3	4	4	4

Name:	**CCM2MN_S5**
Type:	Numeric
Variable label:	Segment 5 - Domain 1b. Monitoring
Unique values:	6
Missing values:	2,296
Min:	1.00
Mean:	3.17
Max:	4.00
Std. Dev.:	0.78
Skew:	-0.52

Value	Label	Freq.	Percent
1	There is little or no evidence that the teacher monitors what is happening in the entire classroom.	7	0.3%
2	The teacher occasionally monitors the entire classroom.	73	2.7%
2.5		1	0.0%
3	The teacher sometimes monitors the entire classroom and monitoring may have inconsistencies.	169	6.3%
4	The teacher frequently monitors the entire classroom and does so consistently.	156	5.8%
All other values		0	0.0%

Percentiles:				
10%	25%	50%	75%	90%
2	3	3	3	4

Name:	CCM3DS_S5		
Type:	Numeric		
Variable label:	Segment 5 - Domain 1c. Disruptions		
Unique values:	6		
Missing values:	2,296		
Min:	1.00		
Mean:	3.77		
Max:	4.00		
Std. Dev.:	0.54		
Skew:	-2.75		
Value	Label	Freq.	Percent
1	The teacher does not handle disruptions effectively or efficiently, causing the class to lose significant instructional time.	5	0.2%
2	The teacher may occasionally handle disruptions effectively, but in general, the teacher does not effectively or efficiently handle disruptions, causing the class to lose some instructional time.	8	0.3%
3	The teacher generally handles disruptions effectively, but sometimes disruptions cause the class to lose a small amount of instructional time.	62	2.3%
3.5		2	0.1%
4	The teacher handles disruptions quickly and effectively so that instructional time may be interrupted but not lost. OR There are no disruptions.	329	12.2%
All other values		0	0.0%

	10%	25%	50%	75%	90%
	3	4	4	4	4

Name:	**CCM0OV_S5**		
Type:	Numeric		
Variable label:	Segment 5 - Domain 1 Overall management dimension		
Unique values:	5		
Missing values:	2,296		
Min:	1.00		
Mean:	3.49		
Max:	4.00		
Std. Dev.:	0.65		
Skew:	-1.17		

Value	Label	Freq.	Percent
1		5	0.2%
2		21	0.8%
3		151	5.6%
4		229	8.5%
.		2296	85.0%

Percentiles:

10%	25%	50%	75%	90%
3	3	4	4	4

Name:	**CSE1RP_S5**		
Type:	Numeric		
Variable label:	Segment 5 - Domain 2a. Respect		
Unique values:	5		
Missing values:	2,296		
Min:	1.00		
Mean:	3.22		
Max:	4.00		
Std. Dev.:	0.67		
Skew:	-0.49		

Value	Label	Freq.	Percent
1	Teacher and students rarely demonstrate respect for one another. There are a	4	0.1%

2	few brief and/or minor negative interactions or one sustained and/or substantial negative interaction between any student and the teacher, or between students. Teacher and students sometimes and/or inconsistently demonstrate respect for one another. There are 1-2 brief and/or minor negative interactions between any student and the teacher, or between students.	43	1.6%
3	Teacher and students frequently demonstrate respect for one another, though there may be inconsistencies. There are no negative interactions between any student and the teacher, or between students.	218	8.1%
4	Teacher and students frequently and consistently demonstrate respect for one another. There are no negative interactions between any student and the teacher, or between students.	141	5.2%
.		2296	85.0%

Percentiles:

10%	25%	50%	75%	90%
2	3	3	3	4

Name:	**CSE2EW_S5**		
Type:	Numeric		
Variable label:	Segment 5 - Domain 2b. Encouragement and warmth		
Unique values:	6		
Missing values:	2,296		
Min:	1.00		
Mean:	2.39		
Max:	4.00		
Std. Dev.:	0.90		
Skew:	0.18		

Value	Label	Freq.	Percent
1	The teacher and/or students do not provide encouragement to students throughout their work. There is no evidence of shared warmth.	65	2.4%
1.5		1	0.0%
2	The teacher and/or students occasionally provide encouragement to students throughout their work. There are occasional moments of shared warmth.	167	6.2%
3	The teacher and/or students sometimes provide encouragement to students throughout their work. There are some moments of shared warmth.	124	4.6%
4	The teacher and/or students frequently provide encouragement to students throughout their work. There are frequent moments of shared warmth.	49	1.8%
All other values		0	0.0%

Percentiles:

10%	25%	50%	75%	90%
1	2	2	2	4

Name:	**CSE3RT_S5**		
Type:	Numeric		
Variable label:	Segment 5 - Domain 2c. Risk-taking		
Unique values:	5		
Missing values:	2,296		
Min:	1.00		
Mean:	2.87		
Max:	4.00		
Std. Dev.:	0.86		
Skew:	-0.25		
Value	Label	Freq.	Percent
1	Students do not seek guidance. AND/OR Students do not voluntarily share their private work publicly.	22	0.8%
2	Students rarely seek guidance. AND/OR Students rarely voluntarily share their private work publicly.	116	4.3%
3	Students sometimes seek guidance. AND/OR Students sometimes voluntarily share their private work publicly.	162	6.0%
4	Students frequently seek guidance. AND/OR Students frequently voluntarily share their private work publicly.	106	3.9%
.		2296	85.0%

Percentiles:

10%	25%	50%	75%	90%
2	2	3	3	4

Name:	**CSE0OV_S5**		
Type:	Numeric		
Variable label:	Segment 5 - Domain 2 Overall social-emotional support dimension		
Unique values:	5		
Missing values:	2,296		
Min:	1.00		
Mean:	2.82		
Max:	4.00		
Std. Dev.:	0.62		
Skew:	-0.23		

Value	Label	Freq.	Percent
1		6	0.2%
2		103	3.8%
3		255	9.4%
4		42	1.6%
.		2296	85.0%

Percentiles:

10%	25%	50%	75%	90%
2	2	3	3	4

Name:	**CDC1ND_S5**		
Type:	Numeric		
Variable label:	Segment 5 - Domain 3a. Nature of discourse		
Unique values:	7		
Missing values:	2,296		
Min:	1.00		
Mean:	2.34		
Max:	4.00		
Std. Dev.:	0.94		
Skew:	0.05		

Value	Label	Freq.	Percent
1	Discourse is teacher-directed. Students' discourse does not include any detailed contributions.	90	3.3%
2	Discourse is frequently teacher-directed. Students' discourse is	131	4.8%

Value	Label	Freq.	Percent
	rarely characterized by detailed contributions.		
2.5		1	0.0%
3	Discourse is sometimes teacher-directed. Students' discourse is sometimes characterized by detailed contributions.	139	5.1%
3.5		1	0.0%
All other values		2296	85.0%

Percentiles:

10%	25%	50%	75%	90%
1	2	2	2	4

Name:	**CDC2QT_S5**
Type:	Numeric
Variable label:	Segment 5 - Domain 3b. Questioning
Unique values:	5
Missing values:	2,296
Min:	1.00
Mean:	2.27
Max:	4.00
Std. Dev.:	0.79
Skew:	0.10

Value	Label	Freq.	Percent
1	Questions generally request students recall, report an answer, provide yes/no answers, and/or define terms.	65	2.4%
2	Questions generally request students recall, report an answer, provide yes/no answers, and/or define terms although there are some questions that request student summarize, explain, classify, or apply rules,	187	6.9%

3	processes, or formulas. Despite a few questions that request students recall, report, and /or define, most questions request that students summarize, explain, classify, or apply rules, processes, or formulas. There may be a small number of questions that request students analyze, synthesize, justify, or conjecture.	134	5.0%
4	Questions request a mixture of recall, reporting, defining, summarizing, explaining, classifying, applying rules, processes, or formulas, analyzing, synthesizing, justifying, and/or conjecturing, but the emphasis is on questions that request students analyze, synthesize, justify, or conjecture.	20	0.7%
.		2296	85.0%

Percentiles:				
10%	25%	50%	75%	90%
1	2	2	2	3

Name:	**CDC3EP_S5**
Type:	Numeric
Variable label:	Segment 5 - Domain 3c. Explanations
Unique values:	6
Missing values:	2,296
Min:	1.00
Mean:	2.00

Max:	4.00			
Std. Dev.:	0.82			
Skew:	0.50			

Value	Label	Freq.	Percent
1	There are no explanations of why ideas or procedures are the way they are either by teacher or students.	118	4.4%
1.5		1	0.0%
2	Explanations generally focus on brief and/or superficial features of the mathematics.	188	7.0%
3	Explanations focus on a mixture of brief/superficial and lengthy/deeper features of the mathematics.	81	3.0%
4	Explanations focus on lengthy/deeper features of the mathematics.	18	0.7%
All other values		0	0.0%

Percentiles:

10%	25%	50%	75%	90%
1	1	2	2	3

Name:	**CDC0OV_S5**
Type:	Numeric
Variable label:	Segment 5 - Domain 3 Overall discourse dimension
Unique values:	6
Missing values:	2,296
Min:	1.00
Mean:	2.19
Max:	4.00
Std. Dev.:	0.69
Skew:	0.00

Value	Label	Freq.	Percent
1		59	2.2%
2		216	8.0%

2.5		1	0.0%
3		124	4.6%
4		6	0.2%
All other values		0	0.0%

Percentiles:

10%	25%	50%	75%	90%
1	2	2	2	3

Name:	**CQS1EC_S5**
Type:	Numeric
Variable label:	Segment 5 - Domain 4a. Explicit connections
Unique values:	5
Missing values:	2,296
Min:	1.00
Mean:	1.57
Max:	4.00
Std. Dev.:	0.86
Skew:	1.40

Value	Label	Freq.	Percent
1	There are no instructional connections between ideas, procedures, perspectives, representations, or equations. OR Connection(s) that are present are implicit.	258	9.5%
2	There is one instructional connection between ideas, procedures, perspectives, representations, or equations.AND Connection(s) are generally explicit, but vague.	85	3.1%
3	There are at least two instructional connections between ideas, procedures, perspectives,	44	1.6%

Value	Label	Freq.	Percent
4	representations, or equations. AND Connection(s) are generally explicit, clear, and brief. There are at least two instructional connections between ideas, procedures, perspectives, representations, or equations.AND Connection(s) are explicit and clear, and at least one is elaborated.	19	0.7%
.		2296	85.0%

Percentiles:

10%	25%	50%	75%	90%
1	1	1	1	3

Name:	**CQS2PG_S5**
Type:	Numeric
Variable label:	Segment 5 - Domain 4b. Explicit patterns and generalizations
Unique values:	5
Missing values:	2,296
Min:	1.00
Mean:	1.20
Max:	4.00
Std. Dev.:	0.53
Skew:	2.83

Value	Label	Freq.	Percent
1	Neither the teacher nor students look for patterns in the mathematical work. OR They do not generalize from the work.	349	12.9%
2	Teacher looks for patterns in the mathematical work.	36	1.3%

3	Identified patterns focus on surface features of the mathematics. OR Explicit generalization(s) are developed from the mathematics under consideration and focus on nomenclature or algorithmic processes. They are muddled, correct or incorrect, and superficial. Students look for patterns in the mathematical work. Identified patterns focus on surface features of the mathematical ideas. OR Explicit generalizations are developed from the mathematics under consideration and focus on nomenclature or algorithmic processes. They are clear, correct, and elaborated. If they generalize to foundational concepts, ideas, and/or definitions, the generalizations are somewhat muddled.	19	0.7%
4	Teacher or students look for patterns in the mathematical work. Identified patterns focus on one or more deeper features of the mathematics.OR Explicit generalizations are developed from the mathematics under consideration and	2	0.1%

	focus on foundational concepts, ideas, and/or definitions. They are clear and correct.			
.			2296	85.0%

Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	2

Name:	**CQS3CT_S5**
Type:	Numeric
Variable label:	Segment 5 - Domain 4c. Clarity
Unique values:	5
Missing values:	2,296
Min:	1.00
Mean:	3.33
Max:	4.00
Std. Dev.:	0.67
Skew:	-0.60

Value	Label	Freq.	Percent
1	The mathematical concepts, tasks, student response patterns, or discussions in the lesson are generally murky. There are multiple instances in which students demonstrate they do not understand the same logical element(s) of the lesson. There is a pattern to students' behaviors around clarity.	2	0.1%
2	The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more murkiness than clarity. There are at	41	1.5%

3	least two instances in which students demonstrate they do not understand the same logical element(s) of the lesson. There is a pattern to students' behaviors around clarity.		
	The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more clarity than murkiness. There may be instances in which students demonstrate they do not understand a logical element of the lesson, but most students seem to understand the logical elements of the lesson. There is not a pattern to students' behaviors around clarity.	184	6.8%
4	The mathematical concepts, tasks, student response patterns, or discussions in the lesson are clear. There are no instances in which students demonstrate they do not understand a logical element of the lesson. Students appear to understand the logical elements of the lesson.	179	6.6%
.		2296	85.0%

Percentiles:

10%	25%	50%	75%	90%
2	3	3	3	4

Name:	CQS0OV_S5		
Type:	Numeric		
Variable label:	Segment 5 - Domain 4 Overall quality of subject matter dimension		
Unique values:	6		
Missing values:	2,296		
Min:	1.00		
Mean:	2.12		
Max:	4.00		
Std. Dev.:	0.54		
Skew:	0.35		

Value	Label	Freq.	Percent
1		35	1.3%
1.5		1	0.0%
2		288	10.7%
3		79	2.9%
4		3	0.1%
All other values		0	0.0%

Percentiles:

10%	25%	50%	75%	90%
2	2	2	2	3

Name:	CCE1DS_S5		
Type:	Numeric		
Variable label:	Segment 5 - Domain 5a. Engagement in cognitively demanding subject matter		
Unique values:	7		
Missing values:	2,296		
Min:	1.00		
Mean:	1.71		
Max:	4.00		
Std. Dev.:	0.93		
Skew:	1.12		

Value	Label	Freq.	Percent
1	Students do not engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness. OR There is a single brief	224	8.3%

Value	Label	Freq.	Percent
2	engagement with such work, but it is done only by 1-2 students. Students occasionally engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness.	104	3.8%
2.5		1	0.0%
3	Students sometimes engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness.	48	1.8%
3.5		1	0.0%
All other values		2296	85.0%

Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	3

Name:	CCE2MA_S5		
Type:	Numeric		
Variable label:	Segment 5 - Domain 5b. Multiple approaches to and perspectives on reasoning		
Unique values:	5		
Missing values:	2,296		
Min:	1.00		
Mean:	1.36		
Max:	4.00		
Std. Dev.:	0.82		
Skew:	2.26		
Value	Label	Freq.	Percent
1	Students generally use a single procedure or reasoning approach to solve the problem or type of problem. OR There is no evidence of how many approaches students are using.	326	12.1%

2	Students generally use a single procedure or reasoning approach to solve the problem or type of problem. There is a brief use of a second procedure or reasoning approach by at least one student.	36	1.3%
3	Students generally use a single procedure or reasoning approach to solve the problem or type of problem. At least one student uses a second procedure or reasoning approach in some depth.	22	0.8%
4	Students generally use two procedures or reasoning approaches to solve the problem or type of problem. OR Students use more than two procedures or reasoning approaches to solve the problem or type of problem in some depth.	22	0.8%
.		2296	85.0%

Percentiles:

10%	25%	50%	75%	90%
1	1	1	1	3

Name:	**CCE3US_S5**
Type:	Numeric
Variable label:	Segment 5 - Domain 5c. Understanding of subject matter procedures and processes
Unique values:	7
Missing values:	2,296
Min:	1.00
Mean:	1.89

		Max:	4.00		

		Std. Dev.:	0.87		

Max: 4.00
Std. Dev.: 0.87
Skew: 0.64

Value	Label	Freq.	Percent
1	Students do not engage in procedures or processes. OR When students engage with procedures or processes there is no evidence that they attend to the rationale for the procedures and processes.	157	5.8%
1.5		1	0.0%
2	When students engage with procedures or processes they occasionally attend to the rationale for the procedures and processes.	153	5.7%
2.5		1	0.0%
3	When students engage with procedures or processes they sometimes attend to the rationale for the procedures and processes.	75	2.8%
All other values		2296	85.0%

Percentiles:

10%	25%	50%	75%	90%
1	1	2	2	3

Name:	**CCE0OV_S5**
Type:	Numeric
Variable label:	Segment 5 - Domain 5 Overall cognitive engagement dimension
Unique values:	5
Missing values:	2,296
Min:	1.00
Mean:	1.63

Max:	4.00			
Std. Dev.:	0.70			
Skew:	0.74			

Value	Label	Freq.	Percent
1		200	7.4%
2		157	5.8%
3		47	1.7%
4		2	0.1%
.		2296	85.0%

Percentiles:

10%	25%	50%	75%	90%
1	1	2	2	3

Name:	**CAR1ES_S5**
Type:	Numeric
Variable label:	Segment 5 - Domain 6a. Eliciting student thinking
Unique values:	6
Missing values:	2,296
Min:	1.00
Mean:	2.56
Max:	4.00
Std. Dev.:	0.77
Skew:	-0.02

Value	Label	Freq.	Percent
1	There is no student thinking present.	29	1.1%
2	There is a small amount of student thinking present. Questions, prompts, and tasks result in perfunctory student contributions that only concern answers, procedures, or the steps necessary for solving a problem.	160	5.9%
2.5		1	0.0%
3	There is a moderate amount of student thinking elicited. Questions, prompts, and tasks result in	176	6.5%

Value	Label	Freq.	Percent
4	detailed student contributions concerning answers, procedures, and the steps necessary for solving a problem. There is a lot of student thinking present. Questions, prompts, and tasks result in a mixture of student contributions concerning answers, procedures, the steps necessary for solving a problem, ideas, and concepts. Contributions may be detailed or perfunctory.	40	1.5%
All other values		0	0.0%

Percentiles:				
10%	25%	50%	75%	90%
2	2	3	3	3

Name:	CAR2TF_S5
Type:	Numeric
Variable label:	Segment 5 - Domain 6b. Teacher feedback
Unique values:	5
Missing values:	2,296
Min:	1.00
Mean:	1.88
Max:	4.00
Std. Dev.:	0.83
Skew:	0.62

Value	Label	Freq.	Percent
1	There is one or no feedback loops. Teacher and student exchanges address the mathematics in a generally limited	152	5.6%

		Freq.	Percent
2	manner. There are a couple feedback loops. Teacher and student exchanges address the mathematics in a generally limited manner.	167	6.2%
3	There are some feedback loops. Teacher and student exchanges address the mathematics in a mixture of manners -- both limited and complete.	72	2.7%
4	There are frequent feedback loops. Teacher and student exchanges address the mathematics in a complete manner.	15	0.6%
.		2296	85.0%

Percentiles:

10%	25%	50%	75%	90%
1	1	2	2	3

Name:	**CAR3AI_S5**		
Type:	Numeric		
Variable label:	Segment 5 - Domain 6c. Aligning instruction to present student understanding		
Unique values:	6		
Missing values:	2,296		
Min:	1.00		
Mean:	2.74		
Max:	4.00		
Std. Dev.:	0.93		
Skew:	-0.22		
Value	Label	Freq.	Percent
1	The teacher does not use students' contributions. If students make errors or	42	1.6%

2	struggle mathematically, the teacher does not provide cues or hints to support student understanding. The teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding.	117	4.3%
2.5		1	0.0%
3	The teacher sometimes uses students' contributions. If students make errors or struggle mathematically, the teacher sometimes provides cues or hints to support student understanding.	152	5.6%
4	The teacher frequently uses students' contributions. If students make errors or struggle mathematically, the teacher frequently provides cues or hints to support student understanding.	94	3.5%
All other values		0	0.0%

Percentiles:

10%	25%	50%	75%	90%
1	2	3	3	4

Name: CAR0OV_S5
Type: Numeric

Variable label:	Segment 5 - Domain 6 Overall assessment of student understanding dimension		
Unique values:	5		
Missing values:	2,296		
Min:	1.00		
Mean:	2.42		
Max:	4.00		
Std. Dev.:	0.73		
Skew:	-0.05		

Value	Label	Freq.	Percent
1		37	1.4%
2		181	6.7%
3		168	6.2%
4		20	0.7%
.		2296	85.0%

Percentiles:

10%	25%	50%	75%	90%
2	2	2	2	3

Name:	**CTIME_S5**
Type:	String
Variable label:	Segment 5 - 1i. Time of lesson in MM:SS (only code after last segment)
Unique values:	174
Missing values:	2,394

Value	Label	Freq.	Percent
		2394	88.6%
1:11:00		1	0.0%
1:12:00		1	0.0%
1:12:01		1	0.0%
1:12:03		2	0.1%
All other values		301	11.1%

Name:	**CCM1RT_S6**
Type:	Numeric
Variable label:	Segment 6 - Domain 1a. Routines
Unique values:	5
Missing values:	2,604
Min:	1.00
Mean:	3.52
Max:	4.00

Std. Dev.:	0.72		
Skew:	-1.31		

Value	Label	Freq.	Percent
1	A small proportion of routines are organized. Routines frequently waste time.	1	0.0%
2	A moderate proportion of routines are organized. Routines sometimes waste time.	10	0.4%
3	A large proportion of routines are organized. Routines rarely waste time.	24	0.9%
4	All routines are organized. Routines do not waste time.	63	2.3%
.		2604	96.4%

Percentiles:

10%	25%	50%	75%	90%
2	3	4	4	4

Name:	**CCM2MN_S6**
Type:	Numeric
Variable label:	Segment 6 - Domain 1b. Monitoring
Unique values:	4
Missing values:	2,604
Min:	2.00
Mean:	3.22
Max:	4.00
Std. Dev.:	0.74
Skew:	-0.38

Value	Label	Freq.	Percent
2	The teacher occasionally monitors the entire classroom.	18	0.7%
3	The teacher sometimes monitors the entire classroom and monitoring may have inconsistencies.	40	1.5%

		Freq.	Percent
4	The teacher frequently monitors the entire classroom and does so consistently.	40	1.5%
.		2604	96.4%

Percentiles:				
10%	25%	50%	75%	90%
2	3	3	3	4

Name:	CCM3DS_S6
Type:	Numeric
Variable label:	Segment 6 - Domain 1c. Disruptions
Unique values:	4
Missing values:	2,604
Min:	2.00
Mean:	3.83
Max:	4.00
Std. Dev.:	0.41
Skew:	-2.18

Value	Label	Freq.	Percent
2	The teacher may occasionally handle disruptions effectively, but in general, the teacher does not effectively or efficiently handle disruptions, causing the class to lose some instructional time.	1	0.0%
3	The teacher generally handles disruptions effectively, but sometimes disruptions cause the class to lose a small amount of instructional time.	15	0.6%
4	The teacher handles disruptions quickly and effectively so that instructional time may be interrupted but not	82	3.0%

lost. OR There are no disruptions.

.			2604	96.4%

Percentiles:

10%	25%	50%	75%	90%
3	4	4	4	4

Name:	**CCM0OV_S6**
Type:	Numeric
Variable label:	Segment 6 - Domain 1 Overall management dimension
Unique values:	5
Missing values:	2,604
Min:	1.00
Mean:	3.52
Max:	4.00
Std. Dev.:	0.66
Skew:	-1.26

Value	Label	Freq.	Percent
1		1	0.0%
2		6	0.2%
3		32	1.2%
4		59	2.2%
.		2604	96.4%

Percentiles:

10%	25%	50%	75%	90%
3	3	4	4	4

Name:	**CSE1RP_S6**
Type:	Numeric
Variable label:	Segment 6 - Domain 2a. Respect
Unique values:	5
Missing values:	2,604
Min:	1.00
Mean:	3.32
Max:	4.00
Std. Dev.:	0.60
Skew:	-0.55

Value	Label	Freq.	Percent
1	Teacher and students rarely demonstrate respect for one another. There are a few brief and/or minor negative interactions or one sustained and/or substantial negative interaction between any student and the teacher, or between students.	1	0.0%
2	Teacher and students sometimes and/or inconsistently demonstrate respect for one another. There are 1-2 brief and/or minor negative interactions between any student and the teacher, or between students.	4	0.1%
3	Teacher and students frequently demonstrate respect for one another, though there may be inconsistencies. There are no negative interactions between any student and the teacher, or between students.	56	2.1%
4	Teacher and students frequently and consistently demonstrate respect for one another. There are no negative interactions between any student and the teacher, or between students.	37	1.4%
.		2604	96.4%

Percentiles:				
10%	25%	50%	75%	90%
3	3	3	3	4

Name:	**CSE2EW_S6**
Type:	Numeric
Variable label:	Segment 6 - Domain 2b. Encouragement and warmth
Unique values:	5
Missing values:	2,604
Min:	1.00
Mean:	2.36
Max:	4.00
Std. Dev.:	0.74
Skew:	0.58

Value	Label	Freq.	Percent
1	The teacher and/or students do not provide encouragement to students throughout their work. There is no evidence of shared warmth.	7	0.3%
2	The teacher and/or students occasionally provide encouragement to students throughout their work. There are occasional moments of shared warmth.	57	2.1%
3	The teacher and/or students sometimes provide encouragement to students throughout their work. There are some moments of shared warmth.	26	1.0%
4	The teacher and/or students frequently provide encouragement to students throughout	8	0.3%

| | their work. There are frequent moments of shared warmth. | | |
| . | | 2604 | 96.4% |

Percentiles:				
10%	25%	50%	75%	90%
2	2	2	2	3

Name:	CSE3RT_S6		
Type:	Numeric		
Variable label:	Segment 6 - Domain 2c. Risk-taking		
Unique values:	5		
Missing values:	2,604		
Min:	1.00		
Mean:	2.66		
Max:	4.00		
Std. Dev.:	0.85		
Skew:	-0.21		
Value	Label	Freq.	Percent
1	Students do not seek guidance. AND/OR Students do not voluntarily share their private work publicly.	9	0.3%
2	Students rarely seek guidance. AND/OR Students rarely voluntarily share their private work publicly.	30	1.1%
3	Students sometimes seek guidance. AND/OR Students sometimes voluntarily share their private work publicly.	44	1.6%
4	Students frequently seek guidance. AND/OR Students frequently voluntarily share their private work publicly.	15	0.6%
.		2604	96.4%

10%	25%	50%	75%	90%
2	2	3	3	4

Name: **CSE0OV_S6**

Type:	Numeric
Variable label:	Segment 6 - Domain 2 Overall social-emotional support dimension
Unique values:	5
Missing values:	2,604
Min:	1.00
Mean:	2.69
Max:	4.00
Std. Dev.:	0.63
Skew:	-0.39

Value	Label	Freq.	Percent
1		3	0.1%
2		30	1.1%
3		59	2.2%
4		6	0.2%
.		2604	96.4%

Percentiles:

10%	25%	50%	75%	90%
2	2	3	3	3

Name: **CDC1ND_S6**

Type:	Numeric
Variable label:	Segment 6 - Domain 3a. Nature of discourse
Unique values:	5
Missing values:	2,604
Min:	1.00
Mean:	2.06
Max:	4.00
Std. Dev.:	0.87
Skew:	0.35

Value	Label	Freq.	Percent
1	Discourse is teacher-directed. Students'	29	1.1%

Value	Label	Freq.	Percent
2	discourse does not include any detailed contributions. Discourse is frequently teacher-directed. Students' discourse is rarely characterized by detailed contributions.	39	1.4%
3	Discourse is sometimes teacher-directed. Students' discourse is sometimes characterized by detailed contributions.	25	0.9%
4	Discourse is rarely teacher-directed. Students' discourse is frequently characterized by detailed contributions.	5	0.2%
.		2604	96.4%

Percentiles:				
10%	25%	50%	75%	90%
1	1	2	2	3

Name:	**CDC2QT_S6**
Type:	Numeric
Variable label:	Segment 6 - Domain 3b. Questioning
Unique values:	5
Missing values:	2,604
Min:	1.00
Mean:	2.14
Max:	4.00
Std. Dev.:	0.82
Skew:	0.28

Value	Label	Freq.	Percent
1	Questions generally request students recall, report an answer, provide yes/no answers, and/or define terms.	22	0.8%

2	Questions generally request students recall, report an answer, provide yes/no answers, and/or define terms although there are some questions that request student summarize, explain, classify, or apply rules, processes, or formulas.	45	1.7%
3	Despite a few questions that request students recall, report, and /or define, most questions request that students summarize, explain, classify, or apply rules, processes, or formulas. There may be a small number of questions that request students analyze, synthesize, justify, or conjecture.	26	1.0%
4	Questions request a mixture of recall, reporting, defining, summarizing, explaining, classifying, applying rules, processes, or formulas, analyzing, synthesizing, justifying, and/or conjecturing, but the emphasis is on questions that request students analyze, synthesize, justify, or conjecture.	5	0.2%
.		2604	96.4%

Percentiles:

10%	25%	50%	75%	90%
1	2	2	2	3

Name:	CDC3EP_S6		
Type:	Numeric		
Variable label:	Segment 6 - Domain 3c. Explanations		
Unique values:	5		
Missing values:	2,604		
Min:	1.00		
Mean:	2.02		
Max:	4.00		
Std. Dev.:	0.75		
Skew:	0.42		

Value	Label	Freq.	Percent
1	There are no explanations of why ideas or procedures are the way they are either by teacher or students.	23	0.9%
2	Explanations generally focus on brief and/or superficial features of the mathematics.	53	2.0%
3	Explanations focus on a mixture of brief/superficial and lengthy/deeper features of the mathematics.	19	0.7%
4	Explanations focus on lengthy/deeper features of the mathematics.	3	0.1%
.		2604	96.4%

Percentiles:				
10%	25%	50%	75%	90%
1	2	2	2	3

Name:	CDC0OV_S6	
Type:	Numeric	
Variable label:	Segment 6 - Domain 3 Overall discourse dimension	
Unique values:	5	
Missing values:	2,604	

Min:	1.00		
Mean:	2.02		
Max:	4.00		
Std. Dev.:	0.69		
Skew:	0.36		

Value	Label	Freq.	Percent
1		20	0.7%
2		58	2.1%
3		18	0.7%
4		2	0.1%
.		2604	96.4%

Percentiles:

10%	25%	50%	75%	90%
1	2	2	2	3

Name:	**CQS1EC_S6**
Type:	Numeric
Variable label:	Segment 6 - Domain 4a. Explicit connections
Unique values:	5
Missing values:	2,604
Min:	1.00
Mean:	1.61
Max:	4.00
Std. Dev.:	0.90
Skew:	1.35

Value	Label	Freq.	Percent
1	There are no instructional connections between ideas, procedures, perspectives, representations, or equations. OR Connection(s) that are present are implicit.	60	2.2%
2	There is one instructional connection between ideas, procedures, perspectives, representations, or equations.AND Connection(s) are	22	0.8%

Value	Label	Freq.	Percent
3	generally explicit, but vague. There are at least two instructional connections between ideas, procedures, perspectives, representations, or equations. AND Connection(s) are generally explicit, clear, and brief.	10	0.4%
4	There are at least two instructional connections between ideas, procedures, perspectives, representations, or equations.AND Connection(s) are explicit and clear, and at least one is elaborated.	6	0.2%
.		2604	96.4%

Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	3

Name:	**CQS2PG_S6**		
Type:	Numeric		
Variable label:	Segment 6 - Domain 4b. Explicit patterns and generalizations		
Unique values:	5		
Missing values:	2,604		
Min:	1.00		
Mean:	1.28		
Max:	4.00		
Std. Dev.:	0.59		
Skew:	2.30		
Value	Label	Freq.	Percent
1	Neither the teacher nor students look for patterns in the	77	2.8%

2	mathematical work. OR They do not generalize from the work. Teacher looks for patterns in the mathematical work. Identified patterns focus on surface features of the mathematics. OR Explicit generalization(s) are developed from the mathematics under consideration and focus on nomenclature or algorithmic processes. They are muddled, correct or incorrect, and superficial.	16	0.6%
3	Students look for patterns in the mathematical work. Identified patterns focus on surface features of the mathematical ideas. OR Explicit generalizations are developed from the mathematics under consideration and focus on nomenclature or algorithmic processes. They are clear, correct, and elaborated. If they generalize to foundational concepts, ideas, and/or definitions, the generalizations are somewhat muddled.	4	0.1%
4	Teacher or students look for patterns in the mathematical work. Identified patterns	1	0.0%

focus on one or more deeper features of the mathematics.OR Explicit generalizations are developed from the mathematics under consideration and focus on foundational concepts, ideas, and/or definitions. They are clear and correct.

	Freq.	Percent
.	2604	96.4%

Percentiles:

10%	25%	50%	75%	90%
1	1	1	1	2

Name:	**CQS3CT_S6**
Type:	Numeric
Variable label:	Segment 6 - Domain 4c. Clarity
Unique values:	4
Missing values:	2,604
Min:	2.00
Mean:	3.38
Max:	4.00
Std. Dev.:	0.67
Skew:	-0.60

Value	Label	Freq.	Percent
2	The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more murkiness than clarity. There are at least two instances in which students demonstrate they do not understand the same logical element(s) of the lesson. There is a pattern to students' behaviors around	10	0.4%

3	clarity. The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more clarity than murkiness. There may be instances in which students demonstrate they do not understand a logical element of the lesson, but most students seem to understand the logical elements of the lesson. There is not a pattern to students' behaviors around clarity.	41	1.5%
4	The mathematical concepts, tasks, student response patterns, or discussions in the lesson are clear. There are no instances in which students demonstrate they do not understand a logical element of the lesson. Students appear to understand the logical elements of the lesson.	47	1.7%
.		2604	96.4%

Percentiles:

10%	25%	50%	75%	90%
2	3	3	3	4

Name: **CQS0OV_S6**
Type: Numeric
Variable label: Segment 6 - Domain 4 Overall quality of subject matter dimension
Unique values: 5

Missing values:	2,604		
Min:	1.00		
Mean:	2.12		
Max:	4.00		
Std. Dev.:	0.50		
Skew:	0.72		

Value	Label	Freq.	Percent
1		6	0.2%
2		75	2.8%
3		16	0.6%
4		1	0.0%
.		2604	96.4%

Percentiles:

10%	25%	50%	75%	90%
2	2	2	2	3

Name:	**CCE1DS_S6**
Type:	Numeric
Variable label:	Segment 6 - Domain 5a. Engagement in cognitively demanding subject matter
Unique values:	5
Missing values:	2,604
Min:	1.00
Mean:	1.91
Max:	4.00
Std. Dev.:	1.02
Skew:	0.78

Value	Label	Freq.	Percent
1	Students do not engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness. OR There is a single brief engagement with such work, but it is done only by 1-2 students.	45	1.7%
2	Students occasionally engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness.	27	1.0%

Value	Label	Freq.	Percent
3	Students sometimes engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness.	16	0.6%
4	Students frequently engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness.	10	0.4%
.		2604	96.4%

Percentiles:				
10%	25%	50%	75%	90%
1	1	2	2	4

Name:	**CCE2MA_S6**		
Type:	Numeric		
Variable label:	Segment 6 - Domain 5b. Multiple approaches to and perspectives on reasoning		
Unique values:	5		
Missing values:	2,604		
Min:	1.00		
Mean:	1.31		
Max:	4.00		
Std. Dev.:	0.80		
Skew:	2.61		
Value	Label	Freq.	Percent
1	Students generally use a single procedure or reasoning approach to solve the problem or type of problem. OR There is no evidence of how many approaches students are using.	83	3.1%
2	Students generally use a single procedure or reasoning approach to solve the problem or type of problem. There	6	0.2%

Value	Label	Freq.	Percent
3	is a brief use of a second procedure or reasoning approach by at least one student. Students generally use a single procedure or reasoning approach to solve the problem or type of problem. At least one student uses a second procedure or reasoning approach in some depth.	3	0.1%
4	Students generally use two procedures or reasoning approaches to solve the problem or type of problem. OR Students use more than two procedures or reasoning approaches to solve the problem or type of problem in some depth.	6	0.2%
.		2604	96.4%

Percentiles:

10%	25%	50%	75%	90%
1	1	1	1	2

Name:	**CCE3US_S6**		
Type:	Numeric		
Variable label:	Segment 6 - Domain 5c. Understanding of subject matter procedures and processes		
Unique values:	5		
Missing values:	2,604		
Min:	1.00		
Mean:	1.89		
Max:	4.00		
Std. Dev.:	0.92		
Skew:	0.79		
Value	Label	Freq.	Percent
1	Students do not engage	40	1.5%

	in procedures or processes. OR When students engage with procedures or processes there is no evidence that they attend to the rationale for the procedures and processes.		
2	When students engage with procedures or processes they occasionally attend to the rationale for the procedures and processes.	36	1.3%
3	When students engage with procedures or processes they sometimes attend to the rationale for the procedures and processes.	15	0.6%
4	When students engage with procedures or processes they frequently attend to the rationale for the procedures and processes.	7	0.3%
.		2604	96.4%

Percentiles:

10%	25%	50%	75%	90%
1	1	2	2	3

Name:	**CCE0OV_S6**
Type:	Numeric
Variable label:	Segment 6 - Domain 5 Overall cognitive engagement dimension
Unique values:	5
Missing values:	2,604
Min:	1.00
Mean:	1.68

Max:	4.00			
Std. Dev.:	0.74			
Skew:	0.88			

Value	Label	Freq.	Percent
1		45	1.7%
2		41	1.5%
3		10	0.4%
4		2	0.1%
.		2604	96.4%

Percentiles:

10%	25%	50%	75%	90%
1	1	2	2	3

Name:	**CAR1ES_S6**
Type:	Numeric
Variable label:	Segment 6 - Domain 6a. Eliciting student thinking
Unique values:	5
Missing values:	2,604
Min:	1.00
Mean:	2.52
Max:	4.00
Std. Dev.:	0.75
Skew:	0.60

Value	Label	Freq.	Percent
1	There is no student thinking present.	3	0.1%
2	There is a small amount of student thinking present. Questions, prompts, and tasks result in perfunctory student contributions that only concern answers, procedures, or the steps necessary for solving a problem.	53	2.0%
3	There is a moderate amount of student thinking elicited. Questions, prompts, and tasks result in detailed student	30	1.1%

Value	Label	Freq.	Percent
4	contributions concerning answers, procedures, and the steps necessary for solving a problem. There is a lot of student thinking present. Questions, prompts, and tasks result in a mixture of student contributions concerning answers, procedures, the steps necessary for solving a problem, ideas, and concepts. Contributions may be detailed or perfunctory.	12	0.4%
.		2604	96.4%

Percentiles:				
10%	25%	50%	75%	90%
2	2	2	2	4

Name:	CAR2TF_S6
Type:	Numeric
Variable label:	Segment 6 - Domain 6b. Teacher feedback
Unique values:	5
Missing values:	2,604
Min:	1.00
Mean:	1.82
Max:	4.00
Std. Dev.:	0.84
Skew:	0.67

Value	Label	Freq.	Percent
1	There is one or no feedback loops. Teacher and student exchanges address the mathematics in a generally limited manner.	42	1.6%

		Freq.	Percent
2	There are a couple feedback loops. Teacher and student exchanges address the mathematics in a generally limited manner.	35	1.3%
3	There are some feedback loops. Teacher and student exchanges address the mathematics in a mixture of manners -- both limited and complete.	18	0.7%
4	There are frequent feedback loops. Teacher and student exchanges address the mathematics in a complete manner.	3	0.1%
.		2604	96.4%

Percentiles:				
10%	25%	50%	75%	90%
1	1	2	2	3

Name:	**CAR3AI_S6**		
Type:	Numeric		
Variable label:	Segment 6 - Domain 6c. Aligning instruction to present student understanding		
Unique values:	5		
Missing values:	2,604		
Min:	1.00		
Mean:	2.57		
Max:	4.00		
Std. Dev.:	0.93		
Skew:	-0.13		
Value	Label	Freq.	Percent
1	The teacher does not use students' contributions. If students make errors or struggle	14	0.5%

2	mathematically, the teacher does not provide cues or hints to support student understanding. The teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding.	30		1.1%
3	The teacher sometimes uses students' contributions. If students make errors or struggle mathematically, the teacher sometimes provides cues or hints to support student understanding.	38		1.4%
4	The teacher frequently uses students' contributions. If students make errors or struggle mathematically, the teacher frequently provides cues or hints to support student understanding.	16		0.6%
.		2604		96.4%

Percentiles:				
10%	25%	50%	75%	90%
1	2	3	3	4

Name:	**CAR0OV_S6**
Type:	Numeric
Variable label:	Segment 6 - Domain 6 Overall assessment of student understanding dimension

Unique values:	5		
Missing values:	2,604		
Min:	1.00		
Mean:	2.29		
Max:	4.00		
Std. Dev.:	0.72		
Skew:	0.19		

Value	Label	Freq.	Percent
1		11	0.4%
2		52	1.9%
3		31	1.1%
4		4	0.1%
.		2604	96.4%

Percentiles:

10%	25%	50%	75%	90%
1	2	2	2	3

Name:	**CTIME_S6**
Type:	String
Variable label:	Segment 6 - 1i. Time of lesson in MM:SS (only code after last segment)
Unique values:	47
Missing values:	2,618

Value	Label	Freq.	Percent
		2618	96.9%
1:28:01		2	0.1%
1:28:14		2	0.1%
1:28:16		2	0.1%
1:28:25		1	0.0%
All other values		75	2.8%

Name:	**CCM1RT_S7**
Type:	Numeric
Variable label:	Segment 7 - Domain 1a. Routines
Unique values:	3
Missing values:	2,686
Min:	3.00
Mean:	3.81
Max:	4.00
Std. Dev.:	0.40
Skew:	-1.60

Value	Label	Freq.	Percent
3	A large proportion of routines are organized. Routines rarely waste time.	3	0.1%
4	All routines are organized. Routines do not waste time.	13	0.5%
.		2686	99.4%

Percentiles:				
10%	25%	50%	75%	90%
3	4	4	4	4

Name:	CCM2MN_S7
Type:	Numeric
Variable label:	Segment 7 - Domain 1b. Monitoring
Unique values:	4
Missing values:	2,686
Min:	2.00
Mean:	3.38
Max:	4.00
Std. Dev.:	0.72
Skew:	-0.66

Value	Label	Freq.	Percent
2	The teacher occasionally monitors the entire classroom.	2	0.1%
3	The teacher sometimes monitors the entire classroom and monitoring may have inconsistencies.	6	0.2%
4	The teacher frequently monitors the entire classroom and does so consistently.	8	0.3%
.		2686	99.4%

Percentiles:				
10%	25%	50%	75%	90%

	2	3	3.5	3.5	4

Name:	**CCM3DS_S7**		
Type:	Numeric		
Variable label:	Segment 7 - Domain 1c. Disruptions		
Unique values:	3		
Missing values:	2,686		
Min:	3.00		
Mean:	3.94		
Max:	4.00		
Std. Dev.:	0.25		
Skew:	-3.61		
Value	Label	Freq.	Percent
3	The teacher generally handles disruptions effectively, but sometimes disruptions cause the class to lose a small amount of instructional time.	1	0.0%
4	The teacher handles disruptions quickly and effectively so that instructional time may be interrupted but not lost. OR There are no disruptions.	15	0.6%
.		2686	99.4%

Percentiles:				
10%	25%	50%	75%	90%
4	4	4	4	4

Name:	**CCM0OV_S7**
Type:	Numeric
Variable label:	Segment 7 - Domain 1 Overall management dimension
Unique values:	3
Missing values:	2,686
Min:	3.00
Mean:	3.88

			Freq.	Percent
Max:	4.00			
Std. Dev.:	0.34			
Skew:	-2.27			
Value	Label		Freq.	Percent
3			2	0.1%
4			14	0.5%
.			2686	99.4%

Percentiles:

10%	25%	50%	75%	90%
3	4	4	4	4

Name:	**CSE1RP_S7**		
Type:	Numeric		
Variable label:	Segment 7 - Domain 2a. Respect		
Unique values:	4		
Missing values:	2,686		
Min:	2.00		
Mean:	3.25		
Max:	4.00		
Std. Dev.:	0.58		
Skew:	0.00		
Value	Label	Freq.	Percent
2	Teacher and students sometimes and/or inconsistently demonstrate respect for one another. There are 1-2 brief and/or minor negative interactions between any student and the teacher, or between students.	1	0.0%
3	Teacher and students frequently demonstrate respect for one another, though there may be inconsistencies. There are no negative interactions between any student and the teacher, or between	10	0.4%

4	students. Teacher and students frequently and consistently demonstrate respect for one another. There are no negative interactions between any student and the teacher, or between students.		5	0.2%
.			2686	99.4%

Percentiles:				
10%	25%	50%	75%	90%
3	3	3	3	4

Name:	**CSE2EW_S7**		
Type:	Numeric		
Variable label:	Segment 7 - Domain 2b. Encouragement and warmth		
Unique values:	5		
Missing values:	2,686		
Min:	1.00		
Mean:	2.50		
Max:	4.00		
Std. Dev.:	0.89		
Skew:	0.00		
Value	Label	Freq.	Percent
1	The teacher and/or students do not provide encouragement to students throughout their work. There is no evidence of shared warmth.	2	0.1%
2	The teacher and/or students occasionally provide encouragement to students throughout their work. There are occasional moments of	6	0.2%

3	shared warmth. The teacher and/or students sometimes provide encouragement to students throughout their work. There are some moments of shared warmth.		6	0.2%
4	The teacher and/or students frequently provide encouragement to students throughout their work. There are frequent moments of shared warmth.		2	0.1%
.			2686	99.4%

Percentiles:

10%	25%	50%	75%	90%
1	2	2.5	2.5	4

Name:	**CSE3RT_S7**
Type:	Numeric
Variable label:	Segment 7 - Domain 2c. Risk-taking
Unique values:	5
Missing values:	2,686
Min:	1.00
Mean:	2.56
Max:	4.00
Std. Dev.:	1.09
Skew:	-0.01

Value	Label	Freq.	Percent
1	Students do not seek guidance. AND/OR Students do not voluntarily share their private work publicly.	3	0.1%
2	Students rarely seek guidance. AND/OR Students rarely voluntarily share their	5	0.2%

Value	Label	Freq.	Percent
3	private work publicly. Students sometimes seek guidance. AND/OR Students sometimes voluntarily share their private work publicly.	4	0.1%
4	Students frequently seek guidance. AND/OR Students frequently voluntarily share their private work publicly.	4	0.1%
.		2686	99.4%

Percentiles:				
10%	25%	50%	75%	90%
1	2	2.5	2.5	4

Name:	**CSE0OV_S7**
Type:	Numeric
Variable label:	Segment 7 - Domain 2 Overall social-emotional support dimension
Unique values:	4
Missing values:	2,686
Min:	2.00
Mean:	2.75
Max:	4.00
Std. Dev.:	0.68
Skew:	0.32

Value	Label	Freq.	Percent
2		6	0.2%
3		8	0.3%
4		2	0.1%
.		2686	99.4%

Percentiles:				
10%	25%	50%	75%	90%
2	2	3	3	4

Name:	**CDC1ND_S7**		
Type:	Numeric		
Variable label:	Segment 7 - Domain 3a. Nature of discourse		
Unique values:	5		
Missing values:	2,686		
Min:	1.00		
Mean:	2.31		
Max:	4.00		
Std. Dev.:	0.95		
Skew:	-0.17		

Value	Label	Freq.	Percent
1	Discourse is teacher-directed. Students' discourse does not include any detailed contributions.	4	0.1%
2	Discourse is frequently teacher-directed. Students' discourse is rarely characterized by detailed contributions.	4	0.1%
3	Discourse is sometimes teacher-directed. Students' discourse is sometimes characterized by detailed contributions.	7	0.3%
4	Discourse is rarely teacher-directed. Students' discourse is frequently characterized by detailed contributions.	1	0.0%
.		2686	99.4%

Percentiles:

10%	25%	50%	75%	90%
1	1.5	2.5	2.5	3

Name:	**CDC2QT_S7**
Type:	Numeric
Variable label:	Segment 7 - Domain 3b. Questioning
Unique values:	5

Missing values:	2,686		
Min:	1.00		
Mean:	2.12		
Max:	4.00		
Std. Dev.:	0.89		
Skew:	0.35		
Value	Label	Freq.	Percent
1	Questions generally request students recall, report an answer, provide yes/no answers, and/or define terms.	4	0.1%
2	Questions generally request students recall, report an answer, provide yes/no answers, and/or define terms although there are some questions that request student summarize, explain, classify, or apply rules, processes, or formulas.	7	0.3%
3	Despite a few questions that request students recall, report, and /or define, most questions request that students summarize, explain, classify, or apply rules, processes, or formulas. There may be a small number of questions that request students analyze, synthesize, justify, or conjecture.	4	0.1%
4	Questions request a mixture of recall, reporting, defining, summarizing, explaining, classifying, applying rules, processes, or formulas, analyzing, synthesizing, justifying, and/or conjecturing, but the	1	0.0%

emphasis is on questions that request students analyze, synthesize, justify, or conjecture.

| . | | 2686 | 99.4% |

Percentiles:				
10%	25%	50%	75%	90%
1	1.5	2	2	3

Name:	**CDC3EP_S7**		
Type:	Numeric		
Variable label:	Segment 7 - Domain 3c. Explanations		
Unique values:	5		
Missing values:	2,686		
Min:	1.00		
Mean:	2.38		
Max:	4.00		
Std. Dev.:	0.81		
Skew:	0.02		
Value	Label	Freq.	Percent
1	There are no explanations of why ideas or procedures are the way they are either by teacher or students.	2	0.1%
2	Explanations generally focus on brief and/or superficial features of the mathematics.	7	0.3%
3	Explanations focus on a mixture of brief/superficial and lengthy/deeper features of the mathematics.	6	0.2%
4	Explanations focus on lengthy/deeper features of the mathematics.	1	0.0%
.		2686	99.4%

Percentiles:

10%	25%	50%	75%	90%
1	2	2	2	3

Name: CDC0OV_S7

Type: Numeric
Variable label: Segment 7 - Domain 3 Overall discourse dimension
Unique values: 5
Missing values: 2,686
Min: 1.00
Mean: 2.31
Max: 4.00
Std. Dev.: 0.87
Skew: -0.02

Value	Label	Freq.	Percent
1		3	0.1%
2		6	0.2%
3		6	0.2%
4		1	0.0%
.		2686	99.4%

Percentiles:

10%	25%	50%	75%	90%
1	2	2	2	3

Name: CQS1EC_S7

Type: Numeric
Variable label: Segment 7 - Domain 4a. Explicit connections
Unique values: 5
Missing values: 2,686
Min: 1.00
Mean: 1.88
Max: 4.00
Std. Dev.: 1.20
Skew: 0.95

Value	Label	Freq.	Percent
1	There are no instructional connections between ideas, procedures,	9	0.3%

2	perspectives, representations, or equations. OR Connection(s) that are present are implicit. There is one instructional connection between ideas, procedures, perspectives, representations, or equations.AND Connection(s) are generally explicit, but vague.	3	0.1%
3	There are at least two instructional connections between ideas, procedures, perspectives, representations, or equations. AND Connection(s) are generally explicit, clear, and brief.	1	0.0%
4	There are at least two instructional connections between ideas, procedures, perspectives, representations, or equations.AND Connection(s) are explicit and clear, and at least one is elaborated.	3	0.1%
.		2686	99.4%

Percentiles:

10%	25%	50%	75%	90%
1	1	1	1	4

Type:	Numeric		
Variable label:	Segment 7 - Domain 4b. Explicit patterns and generalizations		
Unique values:	4		
Missing values:	2,686		
Min:	1.00		
Mean:	1.19		
Max:	3.00		
Std. Dev.:	0.54		
Skew:	2.74		

Value	Label	Freq.	Percent
1	Neither the teacher nor students look for patterns in the mathematical work. OR They do not generalize from the work.	14	0.5%
2	Teacher looks for patterns in the mathematical work. Identified patterns focus on surface features of the mathematics. OR Explicit generalization(s) are developed from the mathematics under consideration and focus on nomenclature or algorithmic processes. They are muddled, correct or incorrect, and superficial.	1	0.0%
3	Students look for patterns in the mathematical work. Identified patterns focus on surface features of the mathematical ideas. OR Explicit generalizations are developed from the mathematics under consideration and focus on nomenclature or algorithmic	1	0.0%

processes. They are clear, correct, and elaborated. If they generalize to foundational concepts, ideas, and/or definitions, the generalizations are somewhat muddled.

.			2686	99.4%

Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	2

Name:	CQS3CT_S7
Type:	Numeric
Variable label:	Segment 7 - Domain 4c. Clarity
Unique values:	4
Missing values:	2,686
Min:	2.00
Mean:	3.56
Max:	4.00
Std. Dev.:	0.73
Skew:	-1.30

Value	Label	Freq.	Percent
2	The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more murkiness than clarity. There are at least two instances in which students demonstrate they do not understand the same logical element(s) of the lesson. There is a pattern to students' behaviors around clarity.	2	0.1%
3	The mathematical	3	0.1%

| 4 | concepts, tasks, student response patterns, or discussions in the lesson have more clarity than murkiness. There may be instances in which students demonstrate they do not understand a logical element of the lesson, but most students seem to understand the logical elements of the lesson. There is not a pattern to students' behaviors around clarity. The mathematical concepts, tasks, student response patterns, or discussions in the lesson are clear. There are no instances in which students demonstrate they do not understand a logical element of the lesson. Students appear to understand the logical elements of the lesson. | 11 | 0.4% |
| . | | 2686 | 99.4% |

Percentiles:

10%	25%	50%	75%	90%
2	3	4	4	4

Name:	**CQS0OV_S7**
Type:	Numeric
Variable label:	Segment 7 - Domain 4 Overall quality of subject matter dimension
Unique values:	4
Missing values:	2,686
Min:	1.00

Mean:	2.19			
Max:	3.00			
Std. Dev.:	0.66			
Skew:	-0.18			

Value	Label		Freq.	Percent
1			2	0.1%
2			9	0.3%
3			5	0.2%
.			2686	99.4%

Percentiles:

10%	25%	50%	75%	90%
1	2	2	2	3

Name:	**CCE1DS_S7**
Type:	Numeric
Variable label:	Segment 7 - Domain 5a. Engagement in cognitively demanding subject matter
Unique values:	4
Missing values:	2,686
Min:	1.00
Mean:	1.94
Max:	3.00
Std. Dev.:	0.77
Skew:	0.10

Value	Label	Freq.	Percent
1	Students do not engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness. OR There is a single brief engagement with such work, but it is done only by 1-2 students.	5	0.2%
2	Students occasionally engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness.	7	0.3%
3	Students sometimes engage in analyses, creation, or evaluation	4	0.1%

work that is cognitively rich and requires thoughtfulness.

.			2686	99.4%

Percentiles:

10%	25%	50%	75%	90%
1	1	2	2	3

Name:	**CCE2MA_S7**
Type:	Numeric
Variable label:	Segment 7 - Domain 5b. Multiple approaches to and perspectives on reasoning
Unique values:	4
Missing values:	2,686
Min:	1.00
Mean:	1.25
Max:	4.00
Std. Dev.:	0.77
Skew:	3.11

Value	Label	Freq.	Percent
1	Students generally use a single procedure or reasoning approach to solve the problem or type of problem. OR There is no evidence of how many approaches students are using.	14	0.5%
2	Students generally use a single procedure or reasoning approach to solve the problem or type of problem. There is a brief use of a second procedure or reasoning approach by at least one student.	1	0.0%
4	Students generally use two procedures or reasoning approaches to solve the problem or type of problem. OR	1	0.0%

Students use more than
two procedures or
reasoning approaches
to solve the problem or
type of problem in some
depth.

| . | 2686 | 99.4% |

Name: **CCE3US_S7**

Type: Numeric

Variable label: Segment 7 - Domain 5c. Understanding of subject matter procedures and processes

Unique values: 4

Missing values: 2,686

Min: 1.00

Mean: 2.06

Max: 3.00

Std. Dev.: 0.85

Skew: -0.12

Value	Label	Freq.	Percent
1	Students do not engage in procedures or processes. OR When students engage with procedures or processes there is no evidence that they attend to the rationale for the procedures and processes.	5	0.2%
2	When students engage with procedures or processes they occasionally attend to the rationale for the procedures and processes.	5	0.2%
3	When students engage with procedures or	6	0.2%

processes they
sometimes attend to the
rationale for the
procedures and
processes.

.			2686	99.4%

Percentiles:

10%	25%	50%	75%	90%
1	1	2	2	3

Name: CCE0OV_S7
Type: Numeric
Variable label: Segment 7 - Domain 5 Overall cognitive engagement dimension
Unique values: 4
Missing values: 2,686
Min: 1.00
Mean: 1.69
Max: 3.00
Std. Dev.: 0.60
Skew: 0.18

Value	Label	Freq.	Percent
1		6	0.2%
2		9	0.3%
3		1	0.0%
.		2686	99.4%

Percentiles:

10%	25%	50%	75%	90%
1	1	2	2	2

Name: CAR1ES_S7
Type: Numeric
Variable label: Segment 7 - Domain 6a. Eliciting student thinking
Unique values: 4
Missing values: 2,686
Min: 2.00
Mean: 2.56
Max: 4.00

Std. Dev.:	0.63		
Skew:	0.59		

Value	Label	Freq.	Percent
2	There is a small amount of student thinking present. Questions, prompts, and tasks result in perfunctory student contributions that only concern answers, procedures, or the steps necessary for solving a problem.	8	0.3%
3	There is a moderate amount of student thinking elicited. Questions, prompts, and tasks result in detailed student contributions concerning answers, procedures, and the steps necessary for solving a problem.	7	0.3%
4	There is a lot of student thinking present. Questions, prompts, and tasks result in a mixture of student contributions concerning answers, procedures, the steps necessary for solving a problem, ideas, and concepts. Contributions may be detailed or perfunctory.	1	0.0%
.		2686	99.4%

Percentiles:

10%	25%	50%	75%	90%
2	2	2.5	2.5	3

Name:	CAR2TF_S7		
Type:	Numeric		
Variable label:	Segment 7 - Domain 6b. Teacher feedback		
Unique values:	5		
Missing values:	2,686		
Min:	1.00		
Mean:	2.00		
Max:	4.00		
Std. Dev.:	0.89		
Skew:	0.58		

Value	Label	Freq.	Percent
1	There is one or no feedback loops. Teacher and student exchanges address the mathematics in a generally limited manner.	5	0.2%
2	There are a couple feedback loops. Teacher and student exchanges address the mathematics in a generally limited manner.	7	0.3%
3	There are some feedback loops. Teacher and student exchanges address the mathematics in a mixture of manners -- both limited and complete.	3	0.1%
4	There are frequent feedback loops. Teacher and student exchanges address the mathematics in a complete manner.	1	0.0%
.		2686	99.4%

Percentiles:				
10%	25%	50%	75%	90%
1	1	2	2	3

Name:	CAR3AI_S7		
Type:	Numeric		
Variable label:	Segment 7 - Domain 6c. Aligning instruction to present student understanding		
Unique values:	5		
Missing values:	2,686		
Min:	1.00		
Mean:	2.62		
Max:	4.00		
Std. Dev.:	0.96		
Skew:	0.34		
Value	Label	Freq.	Percent
1	The teacher does not use students' contributions. If students make errors or struggle mathematically, the teacher does not provide cues or hints to support student understanding.	1	0.0%
2	The teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding.	8	0.3%
3	The teacher sometimes uses students' contributions. If students make errors or struggle mathematically, the teacher sometimes provides cues or hints to support student understanding.	3	0.1%
4	The teacher frequently uses students' contributions. If students make errors or struggle	4	0.1%

mathematically, the
teacher frequently
provides cues or hints
to support student
understanding.

| . | 2686 | 99.4% |

Percentiles:

10%	25%	50%	75%	90%
2	2	2	2	4

Name:	**CAR0OV_S7**		
Type:	Numeric		
Variable label:	Segment 7 - Domain 6 Overall assessment of student understanding dimension		
Unique values:	5		
Missing values:	2,686		
Min:	1.00		
Mean:	2.44		
Max:	4.00		
Std. Dev.:	0.81		
Skew:	0.59		

Value	Label	Freq.	Percent
1		1	0.0%
2		9	0.3%
3		4	0.1%
4		2	0.1%
.		2686	99.4%

Percentiles:

10%	25%	50%	75%	90%
2	2	2	2	4

Name:	**CTIME_S7**		
Type:	String		
Variable label:	Segment 7 - 1i. Time of lesson in MM:SS (only code after last segment)		
Unique values:	9		
Missing values:	2,688		

Value	Label	Freq.	Percent

		2688	99.5%
1:44:40		1	0.0%
1:44:41		1	0.0%
1:44:47		2	0.1%
1:49:08		2	0.1%
All other values		6	0.2%

Name: **CCM1RT_S8**

Type:	Numeric
Variable label:	Segment 8 - Domain 1a. Routines
Unique values:	2
Missing values:	2,700
Min:	3.00
Mean:	3.00
Max:	3.00
Std. Dev.:	0.00
Skew:	.

Value	Label	Freq.	Percent
3	A large proportion of routines are organized. Routines rarely waste time.	2	0.1%
.		2700	99.9%

Percentiles:

10%	25%	50%	75%	90%
3	3	3	3	3

Name: **CCM2MN_S8**

Type:	Numeric
Variable label:	Segment 8 - Domain 1b. Monitoring
Unique values:	3
Missing values:	2,700
Min:	2.00
Mean:	2.50
Max:	3.00
Std. Dev.:	0.71
Skew:	0.00

Value	Label	Freq.	Percent
2	The teacher	1	0.0%

Value	Label	Freq.	Percent
3	occasionally monitors the entire classroom. The teacher sometimes monitors the entire classroom and monitoring may have inconsistencies.	1	0.0%
.		2700	99.9%

Percentiles:				
10%	25%	50%	75%	90%
2	2	2.5	2.5	3

Name:	**CCM3DS_S8**
Type:	Numeric
Variable label:	Segment 8 - Domain 1c. Disruptions
Unique values:	2
Missing values:	2,700
Min:	4.00
Mean:	4.00
Max:	4.00
Std. Dev.:	0.00
Skew:	.

Value	Label	Freq.	Percent
4	The teacher handles disruptions quickly and effectively so that instructional time may be interrupted but not lost. OR There are no disruptions.	2	0.1%
.		2700	99.9%

Percentiles:				
10%	25%	50%	75%	90%
4	4	4	4	4

Name:	**CCM0OV_S8**

Type:	Numeric		
Variable label:	Segment 8 - Domain 1 Overall management dimension		
Unique values:	2		
Missing values:	2,700		
Min:	3.00		
Mean:	3.00		
Max:	3.00		
Std. Dev.:	0.00		
Skew:	.		

Value	Label	Freq.	Percent
3		2	0.1%
.		2700	99.9%

Percentiles:

10%	25%	50%	75%	90%
3	3	3	3	3

Name:	**CSE1RP_S8**		
Type:	Numeric		
Variable label:	Segment 8 - Domain 2a. Respect		
Unique values:	3		
Missing values:	2,700		
Min:	3.00		
Mean:	3.50		
Max:	4.00		
Std. Dev.:	0.71		
Skew:	0.00		

Value	Label	Freq.	Percent
3	Teacher and students frequently demonstrate respect for one another, though there may be inconsistencies. There are no negative interactions between any student and the teacher, or between students.	1	0.0%
4	Teacher and students frequently and consistently demonstrate respect for one another. There	1	0.0%

	are no negative interactions between any student and the teacher, or between students.			
.			2700	99.9%

Percentiles:				
10%	25%	50%	75%	90%
3	3	3.5	3.5	4

Name: CSE2EW_S8
Type: Numeric
Variable label: Segment 8 - Domain 2b. Encouragement and warmth
Unique values: 2
Missing values: 2,700
Min: 2.00
Mean: 2.00
Max: 2.00
Std. Dev.: 0.00
Skew: .

Value	Label	Freq.	Percent
2	The teacher and/or students occasionally provide encouragement to students throughout their work. There are occasional moments of shared warmth.	2	0.1%
.		2700	99.9%

Percentiles:				
10%	25%	50%	75%	90%
2	2	2	2	2

Name: CSE3RT_S8
Type: Numeric

Variable label:	Segment 8 - Domain 2c. Risk-taking			
Unique values:	3			
Missing values:	2,700			
Min:	2.00			
Mean:	3.00			
Max:	4.00			
Std. Dev.:	1.41			
Skew:	0.00			

Value	Label	Freq.	Percent
2	Students rarely seek guidance. AND/OR Students rarely voluntarily share their private work publicly.	1	0.0%
4	Students frequently seek guidance. AND/OR Students frequently voluntarily share their private work publicly.	1	0.0%
.		2700	99.9%

Percentiles:

10%	25%	50%	75%	90%
2	2	3	3	4

Name:	**CSE0OV_S8**	
Type:	Numeric	
Variable label:	Segment 8 - Domain 2 Overall social-emotional support dimension	
Unique values:	3	
Missing values:	2,700	
Min:	2.00	
Mean:	2.50	
Max:	3.00	
Std. Dev.:	0.71	
Skew:	0.00	

Value	Label	Freq.	Percent
2		1	0.0%
3		1	0.0%
.		2700	99.9%

Percentiles:

	10%	25%	50%	75%	90%
	2	2	2.5	2.5	3

Name:	**CDC1ND_S8**		
Type:	Numeric		
Variable label:	Segment 8 - Domain 3a. Nature of discourse		
Unique values:	2		
Missing values:	2,700		
Min:	4.00		
Mean:	4.00		
Max:	4.00		
Std. Dev.:	0.00		
Skew:	.		
Value	Label	Freq.	Percent
4	Discourse is rarely teacher-directed. Students' discourse is frequently characterized by detailed contributions.	2	0.1%
.		2700	99.9%

Percentiles:

10%	25%	50%	75%	90%
4	4	4	4	4

Name:	**CDC2QT_S8**		
Type:	Numeric		
Variable label:	Segment 8 - Domain 3b. Questioning		
Unique values:	2		
Missing values:	2,700		
Min:	3.00		
Mean:	3.00		
Max:	3.00		
Std. Dev.:	0.00		
Skew:	.		
Value	Label	Freq.	Percent
3	Despite a few questions that request students recall, report,	2	0.1%

and /or define, most questions request that students summarize, explain, classify, or apply rules, processes, or formulas. There may be a small number of questions that request students analyze, synthesize, justify, or conjecture.

	Freq.	Percent
.	2700	99.9%

Percentiles:				
10%	25%	50%	75%	90%
3	3	3	3	3

Name:	**CDC3EP_S8**
Type:	Numeric
Variable label:	Segment 8 - Domain 3c. Explanations
Unique values:	2
Missing values:	2,700
Min:	3.00
Mean:	3.00
Max:	3.00
Std. Dev.:	0.00
Skew:	.

Value	Label	Freq.	Percent
3	Explanations focus on a mixture of brief/superficial and lengthy/deeper features of the mathematics.	2	0.1%
.		2700	99.9%

Percentiles:				
10%	25%	50%	75%	90%
3	3	3	3	3

Name:	CDC0OV_S8		
Type:	Numeric		
Variable label:	Segment 8 - Domain 3 Overall discourse dimension		
Unique values:	2		
Missing values:	2,700		
Min:	3.00		
Mean:	3.00		
Max:	3.00		
Std. Dev.:	0.00		
Skew:	.		
Value	Label	Freq.	Percent
3		2	0.1%
.		2700	99.9%

Percentiles:				
10%	25%	50%	75%	90%
3	3	3	3	3

Name:	CQS1EC_S8		
Type:	Numeric		
Variable label:	Segment 8 - Domain 4a. Explicit connections		
Unique values:	3		
Missing values:	2,700		
Min:	1.00		
Mean:	1.50		
Max:	2.00		
Std. Dev.:	0.71		
Skew:	0.00		
Value	Label	Freq.	Percent
1	There are no instructional connections between ideas, procedures, perspectives, representations, or equations. OR Connection(s) that are present are implicit.	1	0.0%
2	There is one instructional connection between ideas, procedures,	1	0.0%

perspectives,
representations, or
equations.AND
Connection(s) are
generally explicit, but
vague.

.			2700	99.9%

Percentiles:				
10%	25%	50%	75%	90%
1	1	1.5	1.5	2

Name:	**CQS2PG_S8**
Type:	Numeric
Variable label:	Segment 8 - Domain 4b. Explicit patterns and generalizations
Unique values:	2
Missing values:	2,700
Min:	1.00
Mean:	1.00
Max:	1.00
Std. Dev.:	0.00
Skew:	.

Value	Label	Freq.	Percent
1	Neither the teacher nor students look for patterns in the mathematical work. OR They do not generalize from the work.	2	0.1%
.		2700	99.9%

Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	1

Name:	**CQS3CT_S8**
Type:	Numeric

Variable label:	Segment 8 - Domain 4c. Clarity	
Unique values:	2	
Missing values:	2,700	
Min:	3.00	
Mean:	3.00	
Max:	3.00	
Std. Dev.:	0.00	
Skew:	.	

Value	Label	Freq.	Percent
3	The mathematical concepts, tasks, student response patterns, or discussions in the lesson have more clarity than murkiness. There may be instances in which students demonstrate they do not understand a logical element of the lesson, but most students seem to understand the logical elements of the lesson. There is not a pattern to students' behaviors around clarity.	2	0.1%
.		2700	99.9%

Percentiles:

10%	25%	50%	75%	90%
3	3	3	3	3

Name:	**CQS0OV_S8**
Type:	Numeric
Variable label:	Segment 8 - Domain 4 Overall quality of subject matter dimension
Unique values:	2
Missing values:	2,700
Min:	2.00
Mean:	2.00
Max:	2.00
Std. Dev.:	0.00
Skew:	.

Value	Label	Freq.	Percent
2		2	0.1%
.		2700	99.9%

Percentiles:				
10%	25%	50%	75%	90%
2	2	2	2	2

Name:	**CCE1DS_S8**
Type:	Numeric
Variable label:	Segment 8 - Domain 5a. Engagement in cognitively demanding subject matter
Unique values:	3
Missing values:	2,700
Min:	2.00
Mean:	3.00
Max:	4.00
Std. Dev.:	1.41
Skew:	0.00

Value	Label	Freq.	Percent
2	Students occasionally engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness.	1	0.0%
4	Students frequently engage in analyses, creation, or evaluation work that is cognitively rich and requires thoughtfulness.	1	0.0%
.		2700	99.9%

Percentiles:				
10%	25%	50%	75%	90%
2	2	3	3	4

Name:	**CCE2MA_S8**
Type:	Numeric

Variable label:	Segment 8 - Domain 5b. Multiple approaches to and perspectives on reasoning		
Unique values:	2		
Missing values:	2,700		
Min:	1.00		
Mean:	1.00		
Max:	1.00		
Std. Dev.:	0.00		
Skew:	.		

Value	Label	Freq.	Percent
1	Students generally use a single procedure or reasoning approach to solve the problem or type of problem. OR There is no evidence of how many approaches students are using.	2	0.1%
.		2700	99.9%

Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	1

Name:	**CCE3US_S8**
Type:	Numeric
Variable label:	Segment 8 - Domain 5c. Understanding of subject matter procedures and processes
Unique values:	3
Missing values:	2,700
Min:	3.00
Mean:	3.50
Max:	4.00
Std. Dev.:	0.71
Skew:	0.00

Value	Label	Freq.	Percent
3	When students engage with procedures or processes they sometimes attend to the rationale for the procedures and processes.	1	0.0%

		Freq.	Percent
4	When students engage with procedures or processes they frequently attend to the rationale for the procedures and processes.	1	0.0%
.		2700	99.9%

Percentiles:				
10%	25%	50%	75%	90%
3	3	3.5	3.5	4

Name:	**CCE0OV_S8**
Type:	Numeric
Variable label:	Segment 8 - Domain 5 Overall cognitive engagement dimension
Unique values:	3
Missing values:	2,700
Min:	2.00
Mean:	3.00
Max:	4.00
Std. Dev.:	1.41
Skew:	0.00

Value	Label	Freq.	Percent
2		1	0.0%
4		1	0.0%
.		2700	99.9%

Percentiles:				
10%	25%	50%	75%	90%
2	2	3	3	4

Name:	**CAR1ES_S8**
Type:	Numeric
Variable label:	Segment 8 - Domain 6a. Eliciting student thinking
Unique values:	3
Missing values:	2,700
Min:	3.00
Mean:	3.50

Max:	4.00		
Std. Dev.:	0.71		
Skew:	0.00		

Value	Label	Freq.	Percent
3	There is a moderate amount of student thinking elicited. Questions, prompts, and tasks result in detailed student contributions concerning answers, procedures, and the steps necessary for solving a problem.	1	0.0%
4	There is a lot of student thinking present. Questions, prompts, and tasks result in a mixture of student contributions concerning answers, procedures, the steps necessary for solving a problem, ideas, and concepts. Contributions may be detailed or perfunctory.	1	0.0%
.		2700	99.9%

Percentiles:				
10%	25%	50%	75%	90%
3	3	3.5	3.5	4

Name:	**CAR2TF_S8**
Type:	Numeric
Variable label:	Segment 8 - Domain 6b. Teacher feedback
Unique values:	2
Missing values:	2,700
Min:	1.00
Mean:	1.00
Max:	1.00

Std. Dev.:	0.00		
Skew:	.		
Value	Label	Freq.	Percent
1	There is one or no feedback loops. Teacher and student exchanges address the mathematics in a generally limited manner.	2	0.1%
.		2700	99.9%

Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	1

Name:	CAR3AI_S8
Type:	Numeric
Variable label:	Segment 8 - Domain 6c. Aligning instruction to present student understanding
Unique values:	3
Missing values:	2,700
Min:	2.00
Mean:	3.00
Max:	4.00
Std. Dev.:	1.41
Skew:	0.00

Value	Label	Freq.	Percent
2	The teacher rarely uses students' contributions. If students make errors or struggle mathematically, the teacher rarely provides cues or hints to support student understanding.	1	0.0%
4	The teacher frequently uses students' contributions. If students make errors or struggle mathematically, the teacher frequently provides cues or hints	1	0.0%

to support student
understanding.

.			2700	99.9%

Percentiles:

10%	25%	50%	75%	90%
2	2	3	3	4

Name:	**CAR0OV_S8**
Type:	Numeric
Variable label:	Segment 8 - Domain 6 Overall assessment of student understanding dimension
Unique values:	3
Missing values:	2,700
Min:	2.00
Mean:	2.50
Max:	3.00
Std. Dev.:	0.71
Skew:	0.00

Value	Label	Freq.	Percent
2		1	0.0%
3		1	0.0%
.		2700	99.9%

Percentiles:

10%	25%	50%	75%	90%
2	2	2.5	2.5	3

Name:	**CTIME_S8**
Type:	String
Variable label:	Segment 8 - 1i. Time of lesson in MM:SS (only code after last segment)
Unique values:	2
Missing values:	2,700

Value	Label	Freq.	Percent
		2700	99.9%
2:03:50		2	0.1%

Name:	**FILE_TYPE**		
Type:	String		
Variable label:	TALIS File Type		
Unique values:	1		
Missing values:	0		
Value	Label	Freq.	Percent
Component Rating		2702	100.0%

Name:	**SEGMENT_1**		
Type:	Numeric		
Variable label:	Segment 1 rated		
Unique values:	1		
Missing values:	0		
Min:	1.00		
Mean:	1.00		
Max:	1.00		
Std. Dev.:	0.00		
Skew:	.		
Value	Label	Freq.	Percent
1	Yes	2702	100.0%

Percentiles:

10%	25%	50%	75%	90%
1	1	1	1	1

Name:	**SEGMENT_2**		
Type:	Numeric		
Variable label:	Segment 2 rated		
Unique values:	2		
Missing values:	0		
Min:	0.00		
Mean:	1.00		
Max:	1.00		
Std. Dev.:	0.05		
Skew:	-21.15		
Value	Label	Freq.	Percent
0	No	6	0.2%
1	Yes	2696	99.8%

Percentiles:

	10%	25%	50%	75%	90%
	1	1	1	1	1

Name: **SEGMENT_3**
Type: Numeric
Variable label: Segment 3 rated
Unique values: 2
Missing values: 0
Min: 0.00
Mean: 0.92
Max: 1.00
Std. Dev.:   0.28
Skew: -3.03

Value	Label	Freq.	Percent
0	No	223	8.3%
1	Yes	2479	91.7%

Percentiles:

	10%	25%	50%	75%	90%
	1	1	1	1	1

Name: **SEGMENT_4**
Type: Numeric
Variable label: Segment 4 rated
Unique values: 2
Missing values: 0
Min: 0.00
Mean: 0.31
Max: 1.00
Std. Dev.:   0.46
Skew: 0.84

Value	Label	Freq.	Percent
0	No	1875	69.4%
1	Yes	827	30.6%

Percentiles:

	10%	25%	50%	75%	90%
	0	0	0	0	1

Name:	**SEGMENT_5**		
Type:	Numeric		
Variable label:	Segment 5 rated		
Unique values:	2		
Missing values:	0		
Min:	0.00		
Mean:	0.15		
Max:	1.00		
Std. Dev.:	0.36		
Skew:	1.95		

Value	Label	Freq.	Percent
0	No	2294	84.9%
1	Yes	408	15.1%

Percentiles:

10%	25%	50%	75%	90%
0	0	0	0	1

Name:	**SEGMENT_6**		
Type:	Numeric		
Variable label:	Segment 6 rated		
Unique values:	2		
Missing values:	0		
Min:	0.00		
Mean:	0.04		
Max:	1.00		
Std. Dev.:	0.19		
Skew:	4.90		

Value	Label	Freq.	Percent
0	No	2602	96.3%
1	Yes	100	3.7%

Percentiles:

10%	25%	50%	75%	90%
0	0	0	0	0

Name:	**SEGMENT_7**
Type:	Numeric

Variable label:	Segment 7 rated		
Unique values:	2		
Missing values:	0		
Min:	0.00		
Mean:	0.01		
Max:	1.00		
Std. Dev.:	0.08		
Skew:	12.88		

Value	Label	Freq.	Percent
0	No	2686	99.4%
1	Yes	16	0.6%

Percentiles:

10%	25%	50%	75%	90%
0	0	0	0	0

Name:	**SEGMENT_8**		
Type:	Numeric		
Variable label:	Segment 8 rated		
Unique values:	2		
Missing values:	0		
Min:	0.00		
Mean:	0.00		
Max:	1.00		
Std. Dev.:	0.03		
Skew:	36.72		

Value	Label	Freq.	Percent
0	No	2700	99.9%
1	Yes	2	0.1%

Percentiles:

10%	25%	50%	75%	90%
0	0	0	0	0

Name:	**SEGMENTS_N**
Type:	Numeric
Variable label:	Number of rated video segments
Unique values:	8
Missing values:	0
Min:	1.00

Mean:	3.42			
Max:	8.00			
Std. Dev.:	0.95			
Skew:	1.19			

Value	Label	Freq.	Percent
1		6	0.2%
2		217	8.0%
3		1652	61.1%
4		419	15.5%
5		308	11.4%
All other values		16	0.6%

Percentiles:

10%	25%	50%	75%	90%
3	3	3	3	5

Name:	**SEGMENTS_WITH_TIME**
Type:	Numeric
Variable label:	Count of segments with a time stamp
Unique values:	3
Missing values:	0
Min:	1.00
Mean:	1.06
Max:	3.00
Std. Dev.:	0.33
Skew:	5.62

Value	Label	Freq.	Percent
1		2616	96.8%
2		16	0.6%
3		70	2.6%

Percentiles:

10%	25%	50%	75%	90%
1	1	1	1	1

Name:	**RATING_LENGTH_TIME**
Type:	String
Variable label:	Segment time
Unique values:	1,121
Missing values:	0

Value	Label	Freq.	Percent
0:22:39		2	0.1%
0:23:24		2	0.1%
0:23:46		2	0.1%
0:24:25		2	0.1%
0:25:26		2	0.1%
All other values		2690	99.6%

Name:	INVALIDSKIP		
Type:	Numeric		
Variable label:	Invalid skip of rating item		
Unique values:	2		
Missing values:	0		
Min:	0.00		
Mean:	0.00		
Max:	1.00		
Std. Dev.:	0.05		
Skew:	18.30		

Value	Label	Freq.	Percent
0	No	2694	99.7%
1	Yes	8	0.3%

Percentiles:

10%	25%	50%	75%	90%
0	0	0	0	0

Name:	OUTOFRANGE		
Type:	Numeric		
Variable label:	Rating is out of range		
Unique values:	1		
Missing values:	0		
Min:	0.00		
Mean:	0.00		
Max:	0.00		
Std. Dev.:	0.00		
Skew:	.		

Value	Label	Freq.	Percent
0	No	2702	100.0%

Percentiles:

Percentiles:				
10%	25%	50%	75%	90%
0	0	0	0	0

Name:	**INVALIDSKIP_COUNT**		
Type:	Numeric		
Variable label:	Count of invalid skips		
Unique values:	4		
Missing values:	0		
Min:	0.00		
Mean:	0.01		
Max:	23.00		
Std. Dev.:	0.45		
Skew:	50.57		
Value	Label	Freq.	Percent
0		2694	99.7%
1		6	0.2%
2		1	0.0%
23		1	0.0%

Percentiles:				
10%	25%	50%	75%	90%
0	0	0	0	0

Name:	**OUTOFRANGE_COUNT**		
Type:	Numeric		
Variable label:	Count of out of range ratings		
Unique values:	1		
Missing values:	0		
Min:	0.00		
Mean:	0.00		
Max:	0.00		
Std. Dev.:	0.00		
Skew:	.		
Value	Label	Freq.	Percent
0		2702	100.0%

Percentiles:				
10%	25%	50%	75%	90%
0	0	0	0	0

Name:	FINAL_SEGMENTS_N		
Type:	Numeric		
Variable label:	Total number of segments for the video		
Unique values:	8		
Missing values:	0		
Min:	1.00		
Mean:	3.41		
Max:	8.00		
Std. Dev.:	0.96		
Skew:	1.17		

Value	Label	Freq.	Percent
1		6	0.2%
2		230	8.5%
3		1640	60.7%
4		420	15.5%
5		308	11.4%
All other values		16	0.6%

Percentiles:

10%	25%	50%	75%	90%
3	3	3	3	5

Name:	SEG_FLAG		
Type:	Numeric		
Variable label:	Rater rated more segments than the other rater for the same video		
Unique values:	2		
Missing values:	0		
Min:	0.00		
Mean:	0.01		
Max:	1.00		
Std. Dev.:	0.08		
Skew:	12.13		

Value	Label	Freq.	Percent
0	No	2684	99.3%
1	Yes	18	0.7%

Percentiles:

10%	25%	50%	75%	90%
0	0	0	0	0

Name:	COM_SCORE_CM_MN_S1		
Type:	Numeric		
Variable label:	Segment 1: Average rating over components associated with Classroom Management		
Unique values:	9		
Missing values:	0		
Min:	1.33		
Mean:	3.67		
Max:	4.00		
Std. Dev.:	0.36		
Skew:	-1.51		

Value	Label	Freq.	Percent
1.333333		1	0.0%
1.666667		4	0.1%
2		8	0.3%
2.333333		14	0.5%
2.666667		59	2.2%
All other values		2473	91.5%

Percentiles:

10%	25%	50%	75%	90%
3.333333	3.666667	3.666667	3.666667	4

Name:	COM_SCORE_SE_MN_S1		
Type:	Numeric		
Variable label:	Segment 1: Average rating over components associated with Social-Emotional Support		
Unique values:	7		
Missing values:	0		
Min:	1.00		
Mean:	2.94		
Max:	4.00		
Std. Dev.:	0.57		
Skew:	0.03		

Value	Label	Freq.	Percent
1		1	0.0%
1.5		31	1.1%
2		241	8.9%
2.5		774	28.6%
3		857	31.7%
All other values		241	8.9%

Percentiles:

10%	25%	50%	75%	90%
2	2.5	3	3	3.5

Name:	COM_SCORE_DC_MN_S1		
Type:	Numeric		
Variable label:	Segment 1: Average rating over components associated with Discourse		
Unique values:	10		
Missing values:	0		
Min:	1.00		
Mean:	2.15		
Max:	4.00		
Std. Dev.:	0.58		
Skew:	0.13		

Value	Label	Freq.	Percent
1		113	4.2%
1.333333		283	10.5%
1.666667		405	15.0%
2		627	23.2%
2.333333		528	19.5%
All other values		342	12.7%

Percentiles:

10%	25%	50%	75%	90%
1.333333	1.666667	2	2	3

Name:	COM_SCORE_QS_MN_S1		
Type:	Numeric		
Variable label:	Segment 1: Average rating over components associated with Quality of Subject Matter		
Unique values:	7		
Missing values:	0		
Min:	1.00		
Mean:	1.62		
Max:	4.00		
Std. Dev.:	0.63		
Skew:	0.93		

Value	Label	Freq.	Percent
1		974	36.0%
1.5		751	27.8%
2		523	19.4%

2.5				320	11.8%
3				87	3.2%
All other values				9	0.3%

Percentiles:

10%	25%	50%	75%	90%
1	1	1.5	1.5	2.5

Name:	**COM_SCORE_CE_MN_S1**
Type:	Numeric
Variable label:	Segment 1: Average rating over components associated with Cognitive Engagement
Unique values:	10
Missing values:	0
Min:	1.00
Mean:	1.60
Max:	4.00
Std. Dev.:	0.58
Skew:	1.14

Value	Label	Freq.	Percent
1		760	28.1%
1.333333		635	23.5%
1.666667		560	20.7%
2		336	12.4%
2.333333		182	6.7%
All other values		123	4.6%

Percentiles:

10%	25%	50%	75%	90%
1	1	1.333333	1.333333	2.333333

Name:	**COM_SCORE_AR_MN_S1**
Type:	Numeric
Variable label:	Segment 1: Average rating over components associated with Assessment and Response to Student Understanding
Unique values:	10
Missing values:	0
Min:	1.00
Mean:	2.30
Max:	4.00

| Std. Dev.: | 0.63 | | |
| Skew: | 0.11 | | |

Value	Label	Freq.	Percent
1		91	3.4%
1.333333		173	6.4%
1.666667		393	14.5%
2		512	18.9%
2.333333		526	19.5%
All other values		581	21.5%

Percentiles:

10%	25%	50%	75%	90%
1.666667	2	2.333333	2.333333	3

Name:	**COM_SCORE_CM_MN_S2**
Type:	Numeric
Variable label:	Segment 2: Average rating over components associated with Classroom Management
Unique values:	11
Missing values:	6
Min:	1.33
Mean:	3.69
Max:	4.00
Std. Dev.:	0.35
Skew:	-1.68

Value	Label	Freq.	Percent
1.3333333		1	0.0%
1.6666667		3	0.1%
2		11	0.4%
2.3333333		17	0.6%
2.6666667		41	1.5%
All other values		2500	92.5%

Percentiles:

10%	25%	50%	75%	90%
3.3333333	3.6666667	3.6666667	3.6666667	4

Name:	**COM_SCORE_SE_MN_S2**
Type:	Numeric
Variable label:	Segment 2: Average rating over components associated with Social-Emotional

	Support		
Unique values:	11		
Missing values:	6		
Min:	1.00		
Mean:	2.98		
Max:	4.00		
Std. Dev.:	0.58		
Skew:	0.00		

Value	Label	Freq.	Percent
1		5	0.2%
1.5		27	1.0%
2		198	7.3%
2.25		1	0.0%
2.5		761	28.2%
All other values		1706	63.1%

Percentiles:

10%	25%	50%	75%	90%
2.5	2.5	3	3	4

Name:	**COM_SCORE_DC_MN_S2**		
Type:	Numeric		
Variable label:	Segment 2: Average rating over components associated with Discourse		
Unique values:	15		
Missing values:	6		
Min:	1.00		
Mean:	2.27		
Max:	4.00		
Std. Dev.:	0.59		
Skew:	0.14		

Value	Label	Freq.	Percent
1		70	2.6%
1.3333333		176	6.5%
1.6666667		377	14.0%
1.8333333		1	0.0%
2		581	21.5%
All other values		1495	55.3%

Percentiles:

10%	25%	50%	75%	90%
1.6666667	2	2.3333333	2.3333333	3

Name:	COM_SCORE_QS_MN_S2		
Type:	Numeric		
Variable label:	Segment 2: Average rating over components associated with Quality of Subject Matter		
Unique values:	10		
Missing values:	6		
Min:	1.00		
Mean:	1.58		
Max:	4.00		
Std. Dev.:	0.62		
Skew:	1.11		

Value	Label	Freq.	Percent
1		1045	38.7%
1.5		742	27.5%
1.75		6	0.2%
2		506	18.7%
2.25		2	0.1%
All other values		128	4.7%

Percentiles:				
10%	25%	50%	75%	90%
1	1	1.5	1.5	2.5

Name:	COM_SCORE_CE_MN_S2		
Type:	Numeric		
Variable label:	Segment 2: Average rating over components associated with Cognitive Engagement		
Unique values:	15		
Missing values:	6		
Min:	1.00		
Mean:	1.71		
Max:	4.00		
Std. Dev.:	0.64		
Skew:	1.02		

Value	Label	Freq.	Percent
1		616	22.8%
1.1666667		1	0.0%
1.3333333		575	21.3%
1.5		3	0.1%
1.6666667		557	20.6%
All other values		948	35.1%

Name:	**COM_SCORE_AR_MN_S2**	
Type:	Numeric	
Variable label:	Segment 2: Average rating over components associated with Assessment and Response to Student Understanding	
Unique values:	14	
Missing values:	6	
Min:	1.00	
Mean:	2.47	
Max:	4.00	
Std. Dev.:	0.63	
Skew:	0.02	

Value	Label	Freq.	Percent
1		42	1.6%
1.3333333		105	3.9%
1.6666667		302	11.2%
1.8333333		1	0.0%
2		434	16.1%
All other values		1312	48.6%

Percentiles:

10%	25%	50%	75%	90%
1.6666667	2	2.3333333	2.3333333	3.3333333

Name:	**COM_SCORE_CM_MN_S3**	
Type:	Numeric	
Variable label:	Segment 3: Average rating over components associated with Classroom Management	
Unique values:	10	
Missing values:	236	
Min:	1.33	
Mean:	3.69	
Max:	4.00	
Std. Dev.:	0.36	
Skew:	-1.71	

Value	Label	Freq.	Percent
1.3333333		2	0.1%
1.6666667		2	0.1%

		Freq.	Percent
2		6	0.2%
2.3333333		21	0.8%
2.6666667		49	1.8%
All other values		2499	92.5%

Percentiles:

10%	25%	50%	75%	90%
3.3333333	3.6666667	3.6666667	3.6666667	4

Name:	**COM_SCORE_SE_MN_S3**
Type:	Numeric
Variable label:	Segment 3: Average rating over components associated with Social-Emotional Support
Unique values:	9
Missing values:	236
Min:	1.00
Mean:	2.98
Max:	4.00
Std. Dev.:	0.59
Skew:	0.00

Value	Label	Freq.	Percent
1		5	0.2%
1.5		17	0.6%
2		211	7.8%
2.25		1	0.0%
2.5		707	26.2%
All other values		1051	38.9%

Percentiles:

10%	25%	50%	75%	90%
2.5	2.5	3	3	4

Name:	**COM_SCORE_DC_MN_S3**
Type:	Numeric
Variable label:	Segment 3: Average rating over components associated with Discourse
Unique values:	12
Missing values:	236
Min:	1.00
Mean:	2.31
Max:	4.00

| Std. Dev.: | 0.59 | | |
| Skew: | 0.13 | | |

Value	Label	Freq.	Percent
1		54	2.0%
1.3333333		143	5.3%
1.6666667		332	12.3%
1.8333333		1	0.0%
2		506	18.7%
All other values		1124	41.6%

Percentiles:

10%	25%	50%	75%	90%
1.6666667	2	2.3333333	2.3333333	3

Name:	**COM_SCORE_QS_MN_S3**
Type:	Numeric
Variable label:	Segment 3: Average rating over components associated with Quality of Subject Matter
Unique values:	8
Missing values:	236
Min:	1.00
Mean:	1.58
Max:	4.00
Std. Dev.:	0.64
Skew:	1.15

Value	Label	Freq.	Percent
1		1018	37.7%
1.5		633	23.4%
2		437	16.2%
2.5		247	9.1%
3		80	3.0%
All other values		254	9.4%

Percentiles:

10%	25%	50%	75%	90%
1	1	1.5	1.5	2.5

Name:	**COM_SCORE_CE_MN_S3**
Type:	Numeric
Variable label:	Segment 3: Average rating over components associated with Cognitive

	Engagement		
Unique values:	11		
Missing values:	236		
Min:	1.00		
Mean:	1.74		
Max:	4.00		
Std. Dev.:	0.67		
Skew:	1.02		

Value	Label	Freq.	Percent
1		566	20.9%
1.3333333		490	18.1%
1.6666667		521	19.3%
2		320	11.8%
2.3333333		247	9.1%
All other values		427	15.8%

Percentiles:

10%	25%	50%	75%	90%
1	1.3333333	1.6666667	1.6666667	2.6666667

Name:	**COM_SCORE_AR_MN_S3**		
Type:	Numeric		
Variable label:	Segment 3: Average rating over components associated with Assessment and Response to Student Understanding		
Unique values:	11		
Missing values:	236		
Min:	1.00		
Mean:	2.51		
Max:	4.00		
Std. Dev.:	0.62		
Skew:	0.07		

Value	Label	Freq.	Percent
1		22	0.8%
1.3333333		78	2.9%
1.6666667		264	9.8%
2		383	14.2%
2.3333333		484	17.9%
All other values		988	36.6%

Percentiles:

10%	25%	50%	75%	90%
1.6666667	2	2.6666667	2.6666667	3.3333333

Name:	**COM_SCORE_CM_MN_S4**		
Type:	Numeric		
Variable label:	Segment 4: Average rating over components associated with Classroom Management		
Unique values:	10		
Missing values:	1,876		
Min:	1.33		
Mean:	3.58		
Max:	4.00		
Std. Dev.:	0.45		
Skew:	-1.51		

Value	Label	Freq.	Percent
1.3333333		2	0.1%
1.6666667		2	0.1%
2		8	0.3%
2.3333333		14	0.5%
2.6666667		27	1.0%
All other values		2589	95.8%

Percentiles:

10%	25%	50%	75%	90%
3	3.3333333	3.6666667	3.6666667	4

Name:	**COM_SCORE_SE_MN_S4**		
Type:	Numeric		
Variable label:	Segment 4: Average rating over components associated with Social-Emotional Support		
Unique values:	7		
Missing values:	1,876		
Min:	1.50		
Mean:	2.89		
Max:	4.00		
Std. Dev.:	0.58		
Skew:	0.00		

Value	Label	Freq.	Percent
1.5		19	0.7%
2		84	3.1%
2.5		244	9.0%
3		258	9.5%
3.5		156	5.8%
All other values		1876	69.4%

10%	25%	50%	75%	90%
2	2.5	3	3	3.5

Name: **COM_SCORE_DC_MN_S4**
Type: Numeric
Variable label: Segment 4: Average rating over components associated with Discourse
Unique values: 13
Missing values: 1,876
Min: 1.00
Mean: 2.23
Max: 4.00
Std. Dev.:   0.59
Skew: 0.08

Value	Label	Freq.	Percent
1		24	0.9%
1.3333333		69	2.6%
1.5		1	0.0%
1.6666667		120	4.4%
2		174	6.4%
All other values		2313	85.6%

Percentiles:

10%	25%	50%	75%	90%
1.3333333	1.6666667	2.3333333	2.3333333	3

Name: **COM_SCORE_QS_MN_S4**
Type: Numeric
Variable label: Segment 4: Average rating over components associated with Quality of Subject Matter
Unique values: 7
Missing values: 1,876
Min: 1.00
Mean: 1.41
Max: 3.50
Std. Dev.:   0.55
Skew: 1.43

Value	Label	Freq.	Percent
1		442	16.4%
1.5		190	7.0%
2		121	4.5%

2.5		54	2.0%
3		7	0.3%
All other values		1876	69.4%

Percentiles:

10%	25%	50%	75%	90%
1	1	1	1	2

Name: **COM_SCORE_CE_MN_S4**
Type: Numeric
Variable label: Segment 4: Average rating over components associated with Cognitive Engagement
Unique values: 12
Missing values: 1,876
Min: 1.00
Mean: 1.67
Max: 4.00
Std. Dev.: 0.62
Skew: 0.87

Value	Label	Freq.	Percent
1		227	8.4%
1.3333333		149	5.5%
1.6666667		172	6.4%
2		106	3.9%
2.1666667		1	0.0%
All other values		1966	72.8%

Percentiles:

10%	25%	50%	75%	90%
1	1	1.6666667	1.6666667	2.6666667

Name: **COM_SCORE_AR_MN_S4**
Type: Numeric
Variable label: Segment 4: Average rating over components associated with Assessment and Response to Student Understanding
Unique values: 11
Missing values: 1,876
Min: 1.00
Mean: 2.44
Max: 4.00

Value	Label	Freq.	Percent
Std. Dev.:	0.63		
Skew:	0.04		
Value	Label	Freq.	Percent
1		17	0.6%
1.3333333		32	1.2%
1.6666667		105	3.9%
2		126	4.7%
2.3333333		169	6.3%
All other values		2108	78.0%

Percentiles:				
10%	25%	50%	75%	90%
1.6666667	2	2.3333333	2.3333333	3.3333333

Name:	**COM_SCORE_CM_MN_S5**		
Type:	Numeric		
Variable label:	Segment 5: Average rating over components associated with Classroom Management		
Unique values:	13		
Missing values:	2,296		
Min:	1.00		
Mean:	3.49		
Max:	4.00		
Std. Dev.:	0.52		
Skew:	-1.54		
Value	Label	Freq.	Percent
1		1	0.0%
1.3333333		3	0.1%
1.6666667		1	0.0%
2		6	0.2%
2.3333333		13	0.5%
All other values		2663	98.6%

Percentiles:				
10%	25%	50%	75%	90%
3	3.3333333	3.6666667	3.6666667	4

Name:	**COM_SCORE_SE_MN_S5**
Type:	Numeric
Variable label:	Segment 5: Average rating over components associated with Social-Emotional

	Support		
Unique values:	9		
Missing values:	2,296		
Min:	1.00		
Mean:	2.80		
Max:	4.00		
Std. Dev.:	0.56		
Skew:	0.09		

Value	Label	Freq.	Percent
1		2	0.1%
1.5		5	0.2%
2		54	2.0%
2.5		132	4.9%
2.75		1	0.0%
All other values		2376	87.9%

Percentiles:

10%	25%	50%	75%	90%
2	2.5	3	3	3.5

Name:	**COM_SCORE_DC_MN_S5**		
Type:	Numeric		
Variable label:	Segment 5: Average rating over components associated with Discourse		
Unique values:	12		
Missing values:	2,296		
Min:	1.00		
Mean:	2.20		
Max:	4.00		
Std. Dev.:	0.61		
Skew:	0.04		

Value	Label	Freq.	Percent
1		22	0.8%
1.3333333		33	1.2%
1.6666667		54	2.0%
2		82	3.0%
2.3333333		89	3.3%
All other values		2421	89.6%

Percentiles:

10%	25%	50%	75%	90%
1.3333333	1.6666667	2.3333333	2.3333333	3

Name:	COM_SCORE_QS_MN_S5		
Type:	Numeric		
Variable label:	Segment 5: Average rating over components associated with Quality of Subject Matter		
Unique values:	7		
Missing values:	2,296		
Min:	1.00		
Mean:	1.38		
Max:	3.50		
Std. Dev.:	0.53		
Skew:	1.40		

Value	Label	Freq.	Percent
1		232	8.6%
1.5		82	3.0%
2		59	2.2%
2.5		25	0.9%
3		5	0.2%
All other values		2296	85.0%

Percentiles:				
10%	25%	50%	75%	90%
1	1	1	1	2

Name:	COM_SCORE_CE_MN_S5		
Type:	Numeric		
Variable label:	Segment 5: Average rating over components associated with Cognitive Engagement		
Unique values:	11		
Missing values:	2,296		
Min:	1.00		
Mean:	1.65		
Max:	4.00		
Std. Dev.:	0.62		
Skew:	0.97		

Value	Label	Freq.	Percent
1		108	4.0%
1.3333333		92	3.4%
1.6666667		78	2.9%
2		46	1.7%
2.3333333		38	1.4%
All other values		2322	85.9%

10%	25%	50%	75%	90%
1	1	1.6666667	1.6666667	2.6666667

Name: **COM_SCORE_AR_MN_S5**
Type: Numeric
Variable label: Segment 5: Average rating over components associated with Assessment and Response to Student Understanding
Unique values: 11
Missing values: 2,296
Min: 1.00
Mean: 2.39
Max: 4.00
Std. Dev.: 0.66
Skew: 0.03

Value	Label	Freq.	Percent
1		10	0.4%
1.3333333		26	1.0%
1.6666667		56	2.1%
2		59	2.2%
2.3333333		72	2.7%
All other values		2399	88.8%

Percentiles:

10%	25%	50%	75%	90%
1.6666667	2	2.3333333	2.3333333	3.3333333

Name: **COM_SCORE_CM_MN_S6**
Type: Numeric
Variable label: Segment 6: Average rating over components associated with Classroom Management
Unique values: 8
Missing values: 2,604
Min: 2.00
Mean: 3.52
Max: 4.00
Std. Dev.: 0.47
Skew: -1.08

Value	Label	Freq.	Percent
2		1	0.0%
2.3333333		4	0.1%

				Freq.	Percent
2.6666667				4	0.1%
3				10	0.4%
3.3333333				19	0.7%
All other values				2634	97.5%

Percentiles:					
	10%	25%	50%	75%	90%
	3	3.3333333	3.6666667	3.6666667	4

Name:	**COM_SCORE_SE_MN_S6**
Type:	Numeric
Variable label:	Segment 6: Average rating over components associated with Social-Emotional Support
Unique values:	7
Missing values:	2,604
Min:	1.50
Mean:	2.84
Max:	4.00
Std. Dev.:	0.51
Skew:	0.16

Value	Label	Freq.	Percent
1.5		1	0.0%
2		9	0.3%
2.5		35	1.3%
3		33	1.2%
3.5		16	0.6%
All other values		2604	96.4%

Percentiles:					
	10%	25%	50%	75%	90%
	2	2.5	3	3	3.5

Name:	**COM_SCORE_DC_MN_S6**
Type:	Numeric
Variable label:	Segment 6: Average rating over components associated with Discourse
Unique values:	10
Missing values:	2,604
Min:	1.00
Mean:	2.07
Max:	3.67

| Std. Dev.: | 0.60 | | |
| Skew: | 0.36 | | |

Value	Label	Freq.	Percent
1		4	0.1%
1.3333333		17	0.6%
1.6666667		11	0.4%
2		24	0.9%
2.3333333		21	0.8%
All other values		2613	96.7%

Percentiles:

10%	25%	50%	75%	90%
1.3333333	1.6666667	2	2	2.6666667

Name:	**COM_SCORE_QS_MN_S6**
Type:	Numeric
Variable label:	Segment 6: Average rating over components associated with Quality of Subject Matter
Unique values:	7
Missing values:	2,604
Min:	1.00
Mean:	1.44
Max:	3.50
Std. Dev.:	0.56
Skew:	1.50

Value	Label	Freq.	Percent
1		47	1.7%
1.5		28	1.0%
2		15	0.6%
2.5		5	0.2%
3		1	0.0%
All other values		2604	96.4%

Percentiles:

10%	25%	50%	75%	90%
1	1	1.5	1.5	2

Name:	**COM_SCORE_CE_MN_S6**
Type:	Numeric
Variable label:	Segment 6: Average rating over components associated with Cognitive

	Engagement		
Unique values:	10		
Missing values:	2,604		
Min:	1.00		
Mean:	1.70		
Max:	4.00		
Std. Dev.:	0.72		
Skew:	1.21		

Value	Label	Freq.	Percent
1		28	1.0%
1.3333333		17	0.6%
1.6666667		22	0.8%
2		11	0.4%
2.3333333		6	0.2%
All other values		2612	96.7%

Percentiles:

10%	25%	50%	75%	90%
1	1	1.6666667	1.6666667	2.6666667

Name:	**COM_SCORE_AR_MN_S6**		
Type:	Numeric		
Variable label:	Segment 6: Average rating over components associated with Assessment and Response to Student Understanding		
Unique values:	11		
Missing values:	2,604		
Min:	1.00		
Mean:	2.30		
Max:	4.00		
Std. Dev.:	0.67		
Skew:	0.50		

Value	Label	Freq.	Percent
1		1	0.0%
1.3333333		9	0.3%
1.6666667		14	0.5%
2		25	0.9%
2.3333333		15	0.6%
All other values		2626	97.2%

Percentiles:

10%	25%	50%	75%	90%
1.3333333	2	2.1666667	2.1666667	3.3333333

Name:	COM_SCORE_CM_MN_S7		
Type:	Numeric		
Variable label:	Segment 7: Average rating over components associated with Classroom Management		
Unique values:	5		
Missing values:	2,686		
Min:	2.67		
Mean:	3.71		
Max:	4.00		
Std. Dev.:	0.38		
Skew:	-1.61		

Value	Label	Freq.	Percent
2.6666667		1	0.0%
3		1	0.0%
3.6666667		7	0.3%
4		7	0.3%
.		2686	99.4%

Percentiles:				
10%	25%	50%	75%	90%
3	3.6666667	3.6666667	3.6666667	4

Name:	COM_SCORE_SE_MN_S7		
Type:	Numeric		
Variable label:	Segment 7: Average rating over components associated with Social-Emotional Support		
Unique values:	6		
Missing values:	2,686		
Min:	2.00		
Mean:	2.88		
Max:	4.00		
Std. Dev.:	0.56		
Skew:	0.80		

Value	Label	Freq.	Percent
2		1	0.0%
2.5		7	0.3%
3		5	0.2%
3.5		1	0.0%
4		2	0.1%
All other values		0	0.0%

10%	25%	50%	75%	90%
2.5	2.5	2.75	2.75	4

Name: **COM_SCORE_DC_MN_S7**
Type: Numeric
Variable label: Segment 7: Average rating over components associated with Discourse
Unique values: 9
Missing values: 2,686
Min: 1.00
Mean: 2.27
Max: 3.67
Std. Dev.: 0.73
Skew: 0.01

Value	Label	Freq.	Percent
1		1	0.0%
1.3333333		2	0.1%
1.6666667		1	0.0%
2		4	0.1%
2.3333333		1	0.0%
All other values		2690	99.6%

Percentiles:

10%	25%	50%	75%	90%
1.3333333	1.8333333	2.1666667	2.1666667	3

Name: **COM_SCORE_QS_MN_S7**
Type: Numeric
Variable label: Segment 7: Average rating over components associated with Quality of Subject Matter
Unique values: 5
Missing values: 2,686
Min: 1.00
Mean: 1.53
Max: 2.50
Std. Dev.: 0.59
Skew: 0.63

Value	Label	Freq.	Percent
1		7	0.3%
1.5		4	0.1%
2		2	0.1%

2.5			3	0.1%
.			2686	99.4%

Percentiles:

10%	25%	50%	75%	90%
1	1	1.5	1.5	2.5

Name:	**COM_SCORE_CE_MN_S7**
Type:	Numeric
Variable label:	Segment 7: Average rating over components associated with Cognitive Engagement
Unique values:	5
Missing values:	2,686
Min:	1.00
Mean:	1.75
Max:	3.33
Std. Dev.:	0.61
Skew:	0.68

Value	Label	Freq.	Percent
1		4	0.1%
1.3333333		2	0.1%
2		9	0.3%
3.3333333		1	0.0%
.		2686	99.4%

Percentiles:

10%	25%	50%	75%	90%
1	1.1666667	2	2	2

Name:	**COM_SCORE_AR_MN_S7**
Type:	Numeric
Variable label:	Segment 7: Average rating over components associated with Assessment and Response to Student Understanding
Unique values:	7
Missing values:	2,686
Min:	1.67
Mean:	2.40
Max:	3.67
Std. Dev.:	0.66
Skew:	0.86

Value	Label	Freq.	Percent
1.6666667		3	0.1%
2		4	0.1%
2.3333333		4	0.1%
2.6666667		2	0.1%
3.3333333		1	0.0%
All other values		2686	99.4%

Percentiles:				
10%	25%	50%	75%	90%
1.6666667	2	2.3333333	2.3333333	3.6666667

Name:	**COM_SCORE_CM_MN_S8**
Type:	Numeric
Variable label:	Segment 8: Average rating over components associated with Classroom Management
Unique values:	3
Missing values:	2,700
Min:	3.00
Mean:	3.17
Max:	3.33
Std. Dev.:	0.24
Skew:	-0.00

Value	Label	Freq.	Percent
3		1	0.0%
3.3333333		1	0.0%
.		2700	99.9%

Percentiles:				
10%	25%	50%	75%	90%
3	3	3.1666667	3.1666667	3.3333333

Name:	**COM_SCORE_SE_MN_S8**
Type:	Numeric
Variable label:	Segment 8: Average rating over components associated with Social-Emotional Support
Unique values:	3
Missing values:	2,700
Min:	2.50
Mean:	2.75

Max:	3.00			
Std. Dev.:	0.35			
Skew:	0.00			

Value	Label	Freq.	Percent
2.5		1	0.0%
3		1	0.0%
.		2700	99.9%

Percentiles:

10%	25%	50%	75%	90%
2.5	2.5	2.75	2.75	3

Name:	**COM_SCORE_DC_MN_S8**
Type:	Numeric
Variable label:	Segment 8: Average rating over components associated with Discourse
Unique values:	2
Missing values:	2,700
Min:	3.33
Mean:	3.33
Max:	3.33
Std. Dev.:	0.00
Skew:	.

Value	Label	Freq.	Percent
3.3333333		2	0.1%
.		2700	99.9%

Percentiles:

10%	25%	50%	75%	90%
3.3333333	3.3333333	3.3333333	3.3333333	3.3333333

Name:	**COM_SCORE_QS_MN_S8**
Type:	Numeric
Variable label:	Segment 8: Average rating over components associated with Quality of Subject Matter
Unique values:	3
Missing values:	2,700
Min:	1.00
Mean:	1.25
Max:	1.50
Std. Dev.:	0.35

Skew:	0.00			
Value	Label		Freq.	Percent
1			1	0.0%
1.5			1	0.0%
.			2700	99.9%

Percentiles:					
	10%	25%	50%	75%	90%
	1	1	1.25	1.25	1.5

Name:	**COM_SCORE_CE_MN_S8**			
Type:	Numeric			
Variable label:	Segment 8: Average rating over components associated with Cognitive Engagement			
Unique values:	3			
Missing values:	2,700			
Min:	2.00			
Mean:	2.50			
Max:	3.00			
Std. Dev.:	0.71			
Skew:	0.00			
Value	Label		Freq.	Percent
2			1	0.0%
3			1	0.0%
.			2700	99.9%

Percentiles:					
	10%	25%	50%	75%	90%
	2	2	2.5	2.5	3

Name:	**COM_SCORE_AR_MN_S8**
Type:	Numeric
Variable label:	Segment 8: Average rating over components associated with Assessment and Response to Student Understanding
Unique values:	3
Missing values:	2,700
Min:	2.00
Mean:	2.50
Max:	3.00
Std. Dev.:	0.71

Skew:	0.00		
Value	Label	Freq.	Percent
2		1	0.0%
3		1	0.0%
.		2700	99.9%

Percentiles:				
10%	25%	50%	75%	90%
2	2	2.5	2.5	3

Name:	COM_SCORE_TOT_C_S1
Type:	Numeric
Variable label:	Segment 1: Average rating over all 16 components
Unique values:	40
Missing values:	0
Min:	1.31
Mean:	2.39
Max:	3.69
Std. Dev.:	0.37
Skew:	0.22

Value	Label	Freq.	Percent
1.3125		2	0.1%
1.375		3	0.1%
1.4375		1	0.0%
1.5		4	0.1%
1.5625		11	0.4%
All other values		2660	98.4%

Percentiles:				
10%	25%	50%	75%	90%
1.9375	2.125	2.375	2.375	2.875

Name:	COM_SCORE_TOT_C_S2
Type:	Numeric
Variable label:	Segment 2: Average rating over all 16 components
Unique values:	47
Missing values:	6
Min:	1.44
Mean:	2.47
Max:	4.00

Std. Dev.:	0.38			
Skew:	0.35			

Value	Label	Freq.	Percent
1.4375		3	0.1%
1.5		3	0.1%
1.5625		6	0.2%
1.625		11	0.4%
1.6875		15	0.6%
All other values		2630	97.3%

Percentiles:

10%	25%	50%	75%	90%
2	2.1875	2.4375	2.4375	3

Name:	COM_SCORE_TOT_C_S3
Type:	Numeric
Variable label:	Segment 3: Average rating over all 16 components
Unique values:	42
Missing values:	236
Min:	1.38
Mean:	2.49
Max:	3.88
Std. Dev.:	0.39
Skew:	0.44

Value	Label	Freq.	Percent
1.375		1	0.0%
1.4375		1	0.0%
1.5		3	0.1%
1.5625		4	0.1%
1.625		6	0.2%
All other values		2673	98.9%

Percentiles:

10%	25%	50%	75%	90%
2	2.25	2.4375	2.4375	3

Name:	COM_SCORE_TOT_C_S4
Type:	Numeric
Variable label:	Segment 4: Average rating over all 16 components
Unique values:	39

Missing values:	1,876			
Min:	1.31			
Mean:	2.40			
Max:	3.69			
Std. Dev.:	0.37			
Skew:	0.23			

Value	Label	Freq.	Percent
1.3125		2	0.1%
1.375		1	0.0%
1.5		1	0.0%
1.5625		2	0.1%
1.625		6	0.2%
All other values		2678	99.1%

Percentiles:

10%	25%	50%	75%	90%
1.9375	2.125	2.375	2.375	2.875

Name:	**COM_SCORE_TOT_C_S5**
Type:	Numeric
Variable label:	Segment 5: Average rating over all 16 components
Unique values:	35
Missing values:	2,296
Min:	1.38
Mean:	2.35
Max:	3.62
Std. Dev.:	0.38
Skew:	0.12

Value	Label	Freq.	Percent
1.375		2	0.1%
1.4375		1	0.0%
1.5		1	0.0%
1.5625		2	0.1%
1.625		6	0.2%
All other values		2682	99.3%

Percentiles:

10%	25%	50%	75%	90%
1.875	2.0625	2.3125	2.3125	2.875

Name:	**COM_SCORE_TOT_C_S6**		
Type:	Numeric		
Variable label:	Segment 6: Average rating over all 16 components		
Unique values:	28		
Missing values:	2,604		
Min:	1.44		
Mean:	2.34		
Max:	3.69		
Std. Dev.:	0.39		
Skew:	0.87		

Value	Label	Freq.	Percent
1.4375		1	0.0%
1.6875		1	0.0%
1.75		3	0.1%
1.8125		3	0.1%
1.875		2	0.1%
All other values		2690	99.6%

Percentiles:

10%	25%	50%	75%	90%
1.875	2.0625	2.3125	2.3125	2.8125

Name:	**COM_SCORE_TOT_C_S7**		
Type:	Numeric		
Variable label:	Segment 7: Average rating over all 16 components		
Unique values:	12		
Missing values:	2,686		
Min:	1.88		
Mean:	2.45		
Max:	3.31		
Std. Dev.:	0.44		
Skew:	0.44		

Value	Label	Freq.	Percent
1.875		1	0.0%
1.9375		2	0.1%
2.125		1	0.0%
2.1875		3	0.1%
2.3125		1	0.0%
All other values		2693	99.7%

Percentiles:

10%	25%	50%	75%	90%
1.9375	2.15625	2.34375	2.34375	2.9375

Name:	**COM_SCORE_TOT_C_S8**		
Type:	Numeric		
Variable label:	Segment 8: Average rating over all 16 components		
Unique values:	3		
Missing values:	2,700		
Min:	2.44		
Mean:	2.66		
Max:	2.88		
Std. Dev.:	0.31		
Skew:	0.00		

Value	Label	Freq.	Percent
2.4375		1	0.0%
2.875		1	0.0%
.		2700	99.9%

Percentiles:

10%	25%	50%	75%	90%
2.4375	2.4375	2.65625	2.65625	2.875

Name:	**COM_SCORE_INSTRUCT_S1**		
Type:	Numeric		
Variable label:	Segment 1: Average rating over all 11 components associated with the Instruction domain		
Unique values:	30		
Missing values:	0		
Min:	1.00		
Mean:	1.94		
Max:	3.55		
Std. Dev.:	0.46		
Skew:	0.39		

Value	Label	Freq.	Percent
1		15	0.6%
1.090909		27	1.0%
1.181818		70	2.6%
1.272727		105	3.9%
1.363636		118	4.4%
All other values		2225	82.3%

Percentiles:

10%	25%	50%	75%	90%
1.363636	1.636364	1.909091	1.909091	2.545455

Name:	**COM_SCORE_INSTRUCT_S2**		
Type:	Numeric		
Variable label:	Segment 2: Average rating over all 11 components associated with the Instruction domain		
Unique values:	39		
Missing values:	6		
Min:	1.00		
Mean:	2.05		
Max:	4.00		
Std. Dev.:	0.48		
Skew:	0.52		

Value	Label	Freq.	Percent
1		7	0.3%
1.0909091		25	0.9%
1.1818182		33	1.2%
1.2727273		49	1.8%
1.3636364		89	3.3%
All other values		2391	88.5%

Percentiles:

10%	25%	50%	75%	90%
1.4545455	1.7272727	2	2	2.7272727

Name:	**COM_SCORE_INSTRUCT_S3**		
Type:	Numeric		
Variable label:	Segment 3: Average rating over all 11 components associated with the Instruction domain		
Unique values:	35		
Missing values:	236		
Min:	1.00		
Mean:	2.07		
Max:	3.91		
Std. Dev.:	0.48		
Skew:	0.58		

Value	Label	Freq.	Percent
1		3	0.1%
1.0909091		13	0.5%
1.1818182		26	1.0%

		Freq.	Percent
1.2727273		38	1.4%
1.3636364		79	2.9%
All other values		2445	90.5%

Percentiles:

10%	25%	50%	75%	90%
1.4545455	1.7272727	2	2	2.7272727

Name:	**COM_SCORE_INSTRUCT_S4**
Type:	Numeric
Variable label:	Segment 4: Average rating over all 11 components associated with the Instruction domain
Unique values:	30
Missing values:	1,876
Min:	1.00
Mean:	1.99
Max:	3.55
Std. Dev.:	0.46
Skew:	0.44

Value	Label	Freq.	Percent
1		5	0.2%
1.0909091		7	0.3%
1.1818182		9	0.3%
1.2727273		27	1.0%
1.3636364		29	1.1%
All other values		2585	95.7%

Percentiles:

10%	25%	50%	75%	90%
1.4545455	1.6363636	1.9090909	1.9090909	2.6363636

Name:	**COM_SCORE_INSTRUCT_S5**
Type:	Numeric
Variable label:	Segment 5: Average rating over all 11 components associated with the Instruction domain
Unique values:	29
Missing values:	2,296
Min:	1.00
Mean:	1.95
Max:	3.45

Std. Dev.: 0.47
Skew: 0.30

Value	Label	Freq.	Percent
1		5	0.2%
1.0909091		7	0.3%
1.1818182		9	0.3%
1.2727273		13	0.5%
1.3636364		15	0.6%
All other values		2635	97.5%

Percentiles:

10%	25%	50%	75%	90%
1.3636364	1.6363636	1.9090909	1.9090909	2.5454545

Name: **COM_SCORE_INSTRUCT_S6**
Type: Numeric
Variable label: Segment 6: Average rating over all 11 components associated with the Instruction domain
Unique values: 24
Missing values: 2,604
Min: 1.09
Mean: 1.92
Max: 3.55
Std. Dev.: 0.51
Skew: 0.89

Value	Label	Freq.	Percent
1.0909091		2	0.1%
1.1818182		5	0.2%
1.2727273		3	0.1%
1.3636364		6	0.2%
1.4545455		2	0.1%
All other values		2678	99.1%

Percentiles:

10%	25%	50%	75%	90%
1.2727273	1.6363636	1.9090909	1.9090909	2.5454545

Name: **COM_SCORE_INSTRUCT_S7**
Type: Numeric
Variable label: Segment 7: Average rating over all 11 components associated with the

	Instruction domain				
Unique values:	11				
Missing values:	2,686				
Min:	1.27				
Mean:	2.03				
Max:	3.00				
Std. Dev.:	0.54				
Skew:	0.25				

Value	Label	Freq.	Percent
1.2727273		1	0.0%
1.3636364		2	0.1%
1.5454545		1	0.0%
1.6363636		2	0.1%
2		3	0.1%
All other values		2691	99.6%

Percentiles:

10%	25%	50%	75%	90%
1.3636364	1.5909091	2	2	2.7272727

Name:	**COM_SCORE_INSTRUCT_S8**
Type:	Numeric
Variable label:	Segment 8: Average rating over all 11 components associated with the Instruction domain
Unique values:	3
Missing values:	2,700
Min:	2.27
Mean:	2.50
Max:	2.73
Std. Dev.:	0.32
Skew:	0.00

Value	Label	Freq.	Percent
2.2727273		1	0.0%
2.7272727		1	0.0%
.		2700	99.9%

Percentiles:

10%	25%	50%	75%	90%
2.2727273	2.2727273	2.5	2.5	2.7272727

Name:	DATE_RATE		
Type:	Numeric		
Variable label:	Date of Rating		
Unique values:	121		
Missing values:	34		
Min:	21518.00		
Mean:	21559.02		
Max:	21639.00		
Std. Dev.:	25.05		
Skew:	0.35		
Value	Label	Freq.	Percent
30/11/18		6	0.2%
03/12/18		79	2.9%
04/12/18		77	2.8%
05/12/18		45	1.7%
06/12/18		75	2.8%
All other values		2344	86.8%

Percentiles:

10%	25%	50%	75%	90%
06/12/18	19/12/18	14/01/19	14/01/19	05/02/19

Name:	IDDATE		
Type:	String		
Variable label:	Date of Filming		
Unique values:	252		
Missing values:	0		
Value	Label	Freq.	Percent
01022018		2	0.1%
01032018		22	0.8%
01052018		2	0.1%
01062018		4	0.1%
01082018		4	0.1%
All other values		2664	98.6%