

## Supplementary File

**Table A.** Number of mathematics classroom observations in fall and spring.

District	School	Fall		Spring	
President City Area	5 highly effective	9/10 teachers (90%)	18/20 observations (90%)	9/10 teachers (90%)	17/20 observations (85%)
	3 typical	6/6 teachers (100%)	12/12 observations (100%)	6/6 teachers (100%)	12/12 observations (100%)
Arbor City	5 highly effective	8/10 teachers (80%)	15/20 observations (75%)	8/10 teachers (80%)	14/20 observations (70%)
	3 typical schools	6/6 teachers (100%)	11/12 observations (92%)	6/6 teachers (100%)	11/12 observations (92%)
Subtotal		29/32 teachers (91%)	56/64 observations (88%)	29/32 teachers (91%)	54/64 observations (84%)

**Table B.** The likelihood ratio test (LRT) results for the comparisons for three-level models and other models.

Dimensions	LRT (Chi-square)		
	Three-level vs. two-level	Three-level vs. one-level	Three-Interaction vs. three-no-interaction
Intellectual support	14.76*	14.74***	10.48*
Depth and Understanding	7.80	8.40**	2.91
Math analysis	8.18	5.15	1.64
Intellectual quality	18.23**	13.17**	10.13*
Student engagement	3.52	1.99	0.54

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Note. \*\*  $p < 0.01$ , \*  $p < 0.05$