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**Richard W. Riley College of Education, Sport, and Human Sciences,** Winthrop University
**MATHEMATICS <u>INTERNSHIP I</u> EVALUATION REPORT**

| Teacher Candidate Name: | | WU ID#: | | |
|---|---|---|---|---|
| School: | | Grade: | Date: | |
| Mentor Teacher Name: | | University Supervisor Name: | | |

| **OBSERVATIONS** | Lesson Content/Topic | Date |
|---|---|---|
| University Supervisor | | |
| | | |
| Mentor Teacher | | |
| | | |
| | | |
| Site-Based Observer | | |
| | | |

| **EVALUATION OUTCOMES** | Below Expectations | Meets Expectations | Exceeds Expectations |
|---|---|---|---|
| Short Range Planning | | | |
| Instruction | | | |
| Environment | | | |
| Professionalism | | | |
| Mathematics Education | | | |

A teacher candidate must score a "Meets Expectations" rating or above in each performance domain to be scored as **Satisfactory**.

The teacher candidate is ☐ **Unsatisfactory** ☐ **Satisfactory**

*With my signature below, I attest to attending an introductory meeting, participating in the midterm/final* [circle one] *evaluation conference, and agreeing with the data/ratings presented in the report.*

_____    _____    _____
Teacher Candidate                                              Mentor Teacher                                                    University Supervisor

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**Directions**: The **Math Education Internship I Evaluation Scoring Rubric** provides detailed descriptions for teacher candidates at each of the following levels: **EE\***= "Exceeds Expectations," **ME**= "Meets Expectations," and **BE**= "Below Expectations." **NO =** "No Opportunity" (*NA in the SL&L system*); this column should be used if a candidate has not yet had the opportunity to demonstrate a competency. Please highlight the appropriate rating and then provide rating explanations under "Supporting Documentation and Evidence."

| Domain 1: SHORT-RANGE PLANNING | BE | ME | EE* | NO | SUPPORTING DOCUMENTATION and EVIDENCE |
|---|---|---|---|---|---|
| 1.1 TC creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards.<br><br>InTASC 4, 7; CAEP 1.3, 1.4<br>SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment) | Lesson plans do not align with unit goals. Some learning experiences included in the lessons do not meet any identified objectives or are developmentally inappropriate. Learning experiences are passive and do not ensure student engagement. Lesson plans do not meet expectations of the discipline. | Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives. Lesson plans meet expectations of the discipline. Learning objectives are measureable, appropriately challenging, and align with the standards. | Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives, and **ensure student engagement**. Lesson plans meet expectations of the discipline. Learning objectives are measureable, appropriately challenging, and align with the standards. | | |
| *Lesson plans meet expectations of the discipline by demonstrating the following on a regular basis:*<br>***NCTM 4b)*** *Plan and create lessons that are developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences* | | | | | |
| 1.2 TC designs, selects, or modifies assessments that are aligned with lesson objectives.<br><br>InTASC 6, 7; CAEP 1.2<br>SCTS 4.0 – Planning (Instructional Plans; Assessment) | Assessments do not align with lesson objectives, or no assessments are identified. | Lesson assessments align with lesson objectives and occur at least once during the lesson. | **Informal and formal** lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at **various points during the lesson**. | | |
| *Lesson plans meet expectations of the discipline by demonstrating the following on a regular basis:*<br>***NCTM 3f)*** *Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.* | | | | | |
| 1.3 TC uses data from formative, diagnostic, and summative | TC does not gather or examine student performance | TC uses student performance data | TC gathers and uses learner performance data | | |

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| | assessments to guide instructional planning.<br><br>InTASC 6, 7; CAEP 1.2<br>SCTS 4.0 – Planning (Instructional Plans; Assessment) | data or does not use data appropriately in the planning process. | (from previous assessments or pre-assessment) to guide instructional strategies. | from a **variety** of assessments to **modify lesson objectives** and instructional plans. | | |
| 1.4 | TC plans differentiated instruction to address diverse learning needs.<br><br>InTASC 1, 7<br>CAEP 1.4<br>SCTS 4.0 – Planning (Instructional Plans) | Lesson plans do not include strategies for differentiation or meet requirements identified in IEPs and/or 504 plans. | Lesson plans include general strategies for addressing diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable. | Lesson plans include **specific strategies** for differentiation of **teaching procedures/pacing** to address diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable. | | |

| | Below Expectations | Meets Expectations | Exceeds Expectations |
|---|---|---|---|
| Overall rating for **short-range planning** | | | |

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|---|---|
| Describe at least one **short-range planning** strength: | |
| List at least one **short-range planning** goal: | |

| Domain 2: INSTRUCTION | | BE | ME | EE* | NO | SUPPORTING DOCUMENTATION and EVIDENCE |
|---|---|---|---|---|---|---|
| 2.1 | TC effectively communicates appropriately challenging expectations to learners.<br><br>CAEP 1.4<br>SCTS 4.0- Instruction (Standards and Objectives; Activities and Materials); Environment (Expectations) | TC does not communicate expectations for what students will know and be able to by the end of the lesson. | TC communicates appropriately challenging expectations for what students will know and be able to do by the end of the lesson. | TC communicates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson (or lesson series), while explaining the **purpose and relevance of the content**. | | |
| | <span style="color:red">Lesson delivery meets expectations of the discipline by demonstrating the following on a regular basis:</span><br><span style="color:red">***NCTM 4d)*** *Demonstrates equitable and treatment of high expectations.*</span> | | | | | |
| 2.2 | TC differentiates instruction to meet the needs of diverse learners.<br><br>CAEP 1.4<br>SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Teacher Content Knowledge; Teacher Knowledge of Students) | TC does not attempt to differentiate instruction. | TC uses general strategies to differentiate instruction in an attempt to meet the needs of diverse learners. | TC uses a **variety of specific** instructional strategies for meeting the need of diverse learners. | | |
| 2.3 | TC demonstrates thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content.<br><br>InTASC 4; CAEP 1.3;<br>SCTS 4.0 – Instruction (Presenting Instructional Content; Academic Feedback; Teacher Content Knowledge; Teacher Knowledge of Students) | TC presentation of content has misinformation and lacks clarity. | TC presentation of content is clear and accurate. TC correctly addresses learner questions and misconceptions. | TC's presentation of content is clear, **precise**, and accurate. The TC uses content knowledge to field questions, **make connections**, and address misconceptions. | | |

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| 2.4 | TC measures student mastery of learning by using assessment strategies with established performance criteria.<br><br>InTASC 6<br>SCTS 4.0 – Instruction (Standards and Objectives) | TC does not establish performance criteria for assessments and/or does not conduct assessment of learning. | TC measures student mastery of learning through assessments (e.g. checks for understanding, quizzes, probing questions) with established performance criteria. | TC uses **multiple** assessments (e.g., checks for understanding, quizzes, probing questions) with established performance criteria **throughout instruction** to measure mastery of learning. **In addition, candidate provides opportunities for individual learners to self-check during the lesson.** | | |
|---|---|---|---|---|---|---|
| | <span style="color:red">Lesson delivery meets expectations of the discipline by demonstrating the following on a regular basis:<br>***NCTM 3g)*** *Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments.*</span> | | | | | |
| 2.5 | TC provides specific and timely instructional feedback to students pertaining to stated outcomes.<br><br>InTASC 6<br>SCTS 4.0 – Instruction (Motivating Students; Academic Feedback) | TC rarely provides feedback or feedback is unrelated to lesson objectives. | TC provides general instructional feedback to students related to lesson objectives. Feedback is based on class-wide or individual responses. | TC provides **specific**, corrective, and **timely** instructional feedback to students related to lesson objectives. Feedback is based on class-wide or individual responses. | | |
| | <span style="color:red">Lesson delivery meets expectations of the discipline by demonstrating the following on a regular basis:<br>***NCTM 3g)*** *Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments.*</span> | | | | | |
| 2.6 | TC uses appropriate voice tone and pacing to manage instruction/environment effectively.<br><br>SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content) | TC voice tone is inappropriate for managing instruction/environment. Lesson pacing interferes with student learning. | TC demonstrates effective teaching and communication skills through appropriate voice tone and lesson pacing/sequence. | TC demonstrated effective teaching and communication skills by **varying** voice tone and **changing** the pacing/sequence of the presentation based upon student feedback during lessons. | | |

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| 2.7 | TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds.<br><br>CAEP 1.4<br>SCTS 4.0 – Instruction (Motivating Students; Teacher Knowledge of Students) | TC makes no attempt to integrate cultural and linguistic backgrounds into instruction or learning experiences. | TC addresses the needs of students from diverse cultural and/or linguistic backgrounds with general strategies or learning experiences. | TC uses strategies that address the needs of **individual** learners from diverse cultural backgrounds including strategies such as providing examples that are **relevant to specific culture.** | | |
|---|---|---|---|---|---|---|
| | <span style="color:red">Lesson plans meet expectations of the discipline by demonstrating the following on a regular basis:<br>**NCTM 4c)** *Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students*</span> | | | | | |

| | Below Expectations | Meets Expectations | Exceeds Expectations |
|---|---|---|---|
| Overall rating for **instruction** | | | |

| | |
|---|---|
| Describe at least one **instruction** strength: | |
| List at least one **instruction** goal: | |

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| Domain 3: ENVIRONMENT | | BE | ME | EE* | NO | SUPPORTING DOCUMENTATION and EVIDENCE |
|---|---|---|---|---|---|---|
| 3.1 | TC maintains a physically safe educational environment that is conducive to learning.<br><br>SCTS 4.0 – Instruction (Lesson Structure and Pacing); Environment (Environment) | TC does not follow safety procedures, which results or could result in lack of learning and/or student harm. | TC follows the mentor teacher's procedures to physically arrange the classroom to avoid distractions and ensure safe use of materials. | TC follows safety procedures and **makes adjustments** to the physical environment to **promote learning**, avoid distractions, and ensure safe use of materials. | | |
| 3.2 | TC maintains a respectful, inclusive environment through which interactions (teacher/student, student/student) acknowledge and celebrate diverse backgrounds and cultures.<br><br>InTASC 2<br>SCTS 4.0 – Environment (Respectful Culture) | TC responds to students with bias toward students who differ by gender, ethnicity, exceptionality, sexual orientation, or social economic status. TC tolerates bullying and/or disrespectful peer interactions. | TC addresses student difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or social economic status. TC works to establish a bully-free environment and foster interactions which exhibit awareness of students' background and culture and are free from unhealthy conflict, sarcasm, and put-downs. | TC responds **positively** to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. **TC establishes a bully-free environment and considers proactive measures to foster classroom community and respect for diversity** which acknowledge and celebrate all students' background and culture. TC ensures all interactions are free from unhealthy conflict, sarcasm, and put-downs. | | |
| | Lesson plans meet expectations of the discipline by demonstrating the following on a regular basis:<br>*NCTM 4c) Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.* | | | | | |

| Domain 3: ENVIRONMENT | BE | ME | EE* | NO | SUPPORTING DOCUMENTATION and EVIDENCE |
|---|---|---|---|---|---|
| 3.3 TC creates environments that promote positive social interaction and collaboration in the learning environment.<br><br>InTASC 3<br>SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials; Grouping Students); Environment (Environment; Respectful Culture) | TC rarely uses strategies that promote student social interaction. | TC implements instructional activities (partner and group work, procedures, project-based learning, etc.) to support positive social interactions and productive teamwork. | TC structures instructional **and non-instructional routines** and activities (partner and group work, procedures, project-based learning, etc.) to support positive social interactions, productive teamwork, and **collaborative learning**. | | |
| 3.4 TC manages instructional routines and transitions between activities or classes in an efficient and orderly manner.<br><br>InTASC 3<br>SCTS 4.0 – Instruction (Activities and Materials) Environment (Expectations; Managing Student Behavior) | TC implements ineffective procedures for managing routines and transitions resulting in reduced active engagement in instructional activities and increased problem behavior. | TC follows the mentor teacher's procedures for managing instructional and non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions. | TC **follows and makes appropriate adjustments to** the mentor teacher's procedures for managing instructional and non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions. | | |

| | Below Expectations | Meets Expectations | Exceeds Expectations |
|---|---|---|---|
| Overall rating for **environment** | | | |

| | |
|---|---|
| Describe at least one **environment** strength: | |
| List at least one **environment** goal: | |

| Domain 4: PROFESSIONALISM | | BE | ME | EE* | NO | SUPPORTING DOCUMENTATION and EVIDENCE |
|---|---|---|---|---|---|---|
| 4.1 | TC effectively co-teaches with the mentor teacher. | TC does not engage in co-teaching with the mentor teacher. | TC follows the guidance of the mentor teacher to plan and implement co-taught lessons. | TC **collaborates with the mentor** teacher to plan and implement co-taught lessons. | | |
| 4.2 | TC establishes professional relationships with school personnel and students.<br><br>InTASC 10 | TC exhibits unprofessional behaviors that damage relationships with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) or students. | TC conducts self in a professional manner when interacting with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students in and away from the school environment. | TC not only conducts self in a professional manner, **but, also, takes initiative to establish positive relationships with school personnel** (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students in and away from the school environment. | | |
| | Lesson plans meet expectations of the discipline by demonstrating the following on a regular basis:<br>***NCTM 6b)** Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner.* | | | | | |
| 4.3 | TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English. | TC's verbal communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions. | TC's verbal communication is appropriate for students and professionals and reflects standard English conventions. | TC's verbal communication **integrates professional vocabulary** which is appropriate for students and professionals and reflect standard English conventions. | | |

| Domain 4: PROFESSIONALISM | | BE | ME | EE* | NO | SUPPORTING DOCUMENTATION and EVIDENCE |
|---|---|---|---|---|---|---|
| 4.4 | TC demonstrates effective external written communication that is appropriate for the intended audience and uses standard English. | TC's external written communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions (i.e., frequent or substantive errors in writing mechanics and/or sentence structure). | TC's external written communication is appropriate for students and caregivers and reflects standard English conventions (i.e., few errors in writing mechanics and sentence structure). | TC's external written communication is **clear and appropriate for varied audiences**. Communication reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure) and **includes proficient use of professional language.** | | |
| 4.5 | TC adheres to the university and school/district rules, *Standards of Conduct for South Carolina Educators,* and FERPA requirements and acts appropriately when faced with legal issues with children. ** <br><br> InTASC 9 | TC violates one or more of the school/district rules, *Standards of Conduct for South Carolina Educators,* or FERPA requirements, and/or the TC's lack of actions on legal issues involves harm to the children served. | TC's conduct conforms to school/district rules as well as the *Standards of Conduct for South Carolina Educators.* The TC observes confidentiality of student information (FERPA).  The TC acts appropriately when faced with legal issues facing the children he/she serves. | TC meets all requirements at the acceptable level and **demonstrates an advocacy position** when discussing or acting upon legal issues related to students. | | |

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| Domain 4: PROFESSIONALISM | | BE | ME | EE* | NO | SUPPORTING DOCUMENTATION and EVIDENCE |
|---|---|---|---|---|---|---|
| 4.6 | TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management)<br><br>SCTS 4.0 – Environment (Environment) Professionalism (Growing and Developing Professionally) | TC is not prepared to teach each day. Lesson plans may be missing or incomplete; materials may not be organized in advance; others (assistants or colleagues) may not be informed of their instructional roles for the lesson. Lack of preparedness and initiative negatively impacts student learning opportunities. | TC comes to the classroom prepared for each day.  TC prepares plans in advance and discusses them with the mentor teacher.  TC organizes materials and activities in advance. | TC comes to the classroom prepared for each day and displays a **high degree of organization.**  Plans are prepared in advance and discussed with the mentor teacher.  TC organizes materials and activities in advance and **takes initiative for various classroom responsibilities.** | | |
| 4.7 | TC is receptive to constructive criticism from mentor teacher, university supervisor, and administrators and incorporates feedback.<br><br>SCTS 4.0 – Professionalism (Growing and Developing Professionally) | TC is argumentative, oppositional, or defensive when receiving constructive feedback or professional learning. TC makes no attempt to incorporate appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions). | TC receives feedback in a mature manner and appropriately incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions). | TC **seeks and is receptive to constructive feedback**.  TC receives and appropriately incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions). | | |

| Domain 4: PROFESSIONALISM | BE | ME | EE* | NO | SUPPORTING DOCUMENTATION and EVIDENCE |
|---|---|---|---|---|---|
| 4.8 TC uses self-reflection to evaluate and improve professional practice.<br><br>InTASC 9<br>SCTS 4.0 – Professionalism (Reflecting on Teaching) | TC's reflections include general statements not supported by specific examples and plans for change are not included. | TC's reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.) to improve instruction and student learning. | TC's reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.). Reflections included **detailed explanations of strategies** that will be used to improve instruction and student learning. | | |
| | Lesson plans meet expectations of the discipline by demonstrating the following on a regular basis:<br>***NCTM 6b)*** *Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner.* | | | | | |

** A *Below Expectations* rating on this item may result in failure for the internship.

| | Below Expectations | Meets Expectations | Exceeds Expectations |
|---|---|---|---|
| Overall rating for **professionalism** | | | |

| | |
|---|---|
| Describe at least one **professionalism** strength: | |
| List at least one **professionalism** goal: | |

| DOMAIN 5: Mathematics Education | | BE | ME | EE* | NO | |
|---|---|---|---|---|---|---|
| 5.1 **NCTM 3a)** Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains. | | The TC does not or rarely demonstrates in lessons plans and instruction. | The TC regularly and appropriately demonstrates in lessons plans and instruction. | The TC demonstrates in lessons plans and instruction at a level similar to a practicing teacher. | | |
| 5.2 **NCTM 3b)** Analyze and consider research in planning for and leading students in rich mathematical learning experiences. | | The TC does not or rarely demonstrates in lessons plans and instruction. | The TC regularly and appropriately demonstrates in lessons plans and instruction. | The TC demonstrates in lessons plans and instruction at a level similar to a practicing teacher. | | |
| 5.3 **NCTM 3c)** Plan lessons and units that incorporate… | …a variety of strategies building all students' conceptual understanding and procedural proficiency. | The TC does not or rarely demonstrates in lessons plans. | The TC regularly and appropriately demonstrates in lessons plans. | The TC demonstrates in lessons plans at a level similar to a practicing teacher. | | |
| | …differentiated instruction for diverse populations building all students' conceptual understanding and procedural proficiency. | The TC does not or rarely demonstrates in lessons plans. | The TC regularly and appropriately demonstrates in lessons plans. | The TC demonstrates in lessons plans at a level similar to a practicing teacher. | | |
| 5.4 **NCTM 3d)** Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace. | | The TC does not or rarely demonstrates in lessons plans and instruction. | The TC regularly and appropriately demonstrates in lessons plans and instruction. | The TC demonstrates in lessons plans and instruction at a level similar to a practicing teacher. | | |
| 5.5 **NCTM** 3e) Implement techniques related to student engagement and communication including... | …selecting high quality tasks | The TC does not or rarely demonstrates in instruction. | The TC regularly and appropriately demonstrates in instruction. | The TC demonstrates in instruction at a level similar to a practicing teacher. | | |
| | …guiding mathematical discussions | The TC does not or rarely demonstrates in instruction. | The TC regularly and appropriately demonstrates in instruction. | The TC demonstrates in instruction at a level similar to a practicing teacher. | | |

| DOMAIN 5: Mathematics Education | | BE | ME | EE* | NO | |
|---|---|---|---|---|---|---|
| | …identifying key mathematical ideas | The TC does not or rarely demonstrates in instruction. | The TC regularly and appropriately demonstrates in instruction. | The TC demonstrates in instruction at a level similar to a practicing teacher. | | |
| | …identifying and addressing student misconceptions | The TC does not or rarely demonstrates in instruction. | The TC regularly and appropriately demonstrates in instruction. | The TC demonstrates in instruction at a level similar to a practicing teacher. | | |
| | …employing a range of questioning strategies | The TC does not or rarely demonstrates in instruction. | The TC regularly and appropriately demonstrates in instruction. | The TC demonstrates in instruction at a level similar to a practicing teacher. | | |
| 5.6 **NCTM 4a)** Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning. | | The TC does not or rarely demonstrates in lessons plans and instruction. | The TC regularly and appropriately demonstrates in lessons plans and instruction. | The TC demonstrates in lessons plans and instruction at a level similar to a practicing teacher. | | |
| 5.7 **NCTM 4e)** Apply mathematical content and pedagogical knowledge to select and use instructional tools and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be | manipulatives and physical models | The TC does not or rarely demonstrates in lessons plans and instruction. | The TC regularly and appropriately demonstrates in lessons plans and instruction. | The TC demonstrates in lessons plans and instruction at a level similar to a practicing teacher. | | |
| | drawings | The TC does not or rarely demonstrates in lessons plans and instruction. | The TC regularly and appropriately demonstrates in lessons plans and instruction. | The TC demonstrates in lessons plans and instruction at a level similar to a practicing teacher. | | |
| | virtual environments | The TC does not or rarely demonstrates in lessons plans and instruction. | The TC regularly and appropriately demonstrates in lessons plans and instruction. | The TC demonstrates in lessons plans and instruction at a level similar to a practicing teacher. | | |

| DOMAIN 5: Mathematics Education | | BE | ME | EE* | NO | |
|---|---|---|---|---|---|---|
| gained and possible limitations of such tools. | spreadsheets | The TC does not or rarely demonstrates in lessons plans and instruction. | The TC regularly and appropriately demonstrates in lessons plans and instruction. | The TC demonstrates in lessons plans and instruction at a level similar to a practicing teacher. | | |
| | presentation tools | The TC does not or rarely demonstrates in lessons plans and instruction. | The TC regularly and appropriately demonstrates in lessons plans and instruction. | The TC demonstrates in lessons plans and instruction at a level similar to a practicing teacher. | | |
| | mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages) | The TC does not or rarely demonstrates in lessons plans and instruction. | The TC regularly and appropriately demonstrates in lessons plans and instruction. | The TC demonstrates in lessons plans and instruction at a level similar to a practicing teacher. | | |
| 5.8 **NCTM 5a)** Verify that secondary students demonstrate … | … conceptual understanding | The TC does not or rarely demonstrates in instruction. | The TC regularly and appropriately demonstrates in instruction. | The TC demonstrates in instruction at a level similar to a practicing teacher. | | |
| | …procedural fluency | The TC does not or rarely demonstrates in instruction. | The TC regularly and appropriately demonstrates in instruction. | The TC demonstrates in instruction at a level similar to a practicing teacher. | | |
| | …the ability to formulate, represent, and solve problems | The TC does not or rarely demonstrates in instruction. | The TC regularly and appropriately demonstrates in instruction. | The TC demonstrates in instruction at a level similar to a practicing teacher. | | |
| | …logical reasoning and continuous reflection on that reasoning | The TC does not or rarely demonstrates in instruction. | The TC regularly and appropriately demonstrates in instruction. | The TC demonstrates in instruction at a level similar to a practicing teacher. | | |
| | …productive disposition toward mathematics | The TC does not or rarely demonstrates in instruction. | The TC regularly and appropriately demonstrates in instruction. | The TC demonstrates in instruction at a level similar to a practicing teacher. | | |

| DOMAIN 5: Mathematics Education | | BE | ME | EE* | NO | |
|---|---|---|---|---|---|---|
| | …the application of mathematics in a variety of contexts within major mathematical domains | The TC does not or rarely demonstrates in instruction. | The TC regularly and appropriately demonstrates in instruction. | The TC demonstrates in instruction at a level similar to a practicing teacher. | | |
| 5.9 **NCTM 5c)** Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction. | | The TC does not use assessment in discussions of lessons and lesson planning process. | The TC regularly and appropriately demonstrates in discussions of lessons and lesson planning process. | The TC demonstrates in discussions of lessons and lesson planning process at a level similar to a practicing teacher. | | |
| 5.10 **NCTM 6a)** Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics. (In ways other than membership in organization as measured above.) | | No opportunities were available through the school and the TC did not seek other opportunities. | The TC participated (as available) more than once during the semester. | The TC participated in most available development opportunities during the semester. | | |
| 5.11 **NCTM 6c)** Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections. | | The TC does not or rarely demonstrates in lessons plans and instruction. | The TC regularly and appropriately demonstrates in lessons plans and instruction. | The TC demonstrates in lessons plans and instruction at a level similar to a practicing teacher. | | |
| 5.12 **NCTM 7c)** Develop knowledge, skills, and professional behaviors across middle or high school settings; examine the nature of mathematics, how mathematics should be taught, and how students learn mathematics; and observe and analyze a range of approaches to mathematics teaching and learning, focusing on tasks, discourse, environment, and assessment. | | The TC has not developed at an acceptable rate to indicate readiness for next placement experience (Internship II). | The TC consistently develops appropriate growth across the internship experience. | The TC reaches a level similar to a practicing teacher. | | |

\* Both "Meets Expectations" and "Exceeds Expectations" are considered acceptable work for a teacher candidate.  The "Exceeds Expectations" category should be used to distinguish work in the top 2% of all teacher candidates.

| | Below Expectations | Meets Expectations | Exceeds Expectations |
|---|---|---|---|
| Overall rating for **mathematics education** | | | |

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| | |
|---|---|
| Describe at least one **mathematics education** strength: | |
| List at least one **mathematics education** goal: | |