

**Richard W. Riley College of Education, Winthrop University
 MATHEMATICS INTERNSHIP I 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

Directions: Please refer to the **Math Education Internship I Evaluation Scoring Rubric** when completing this form. The 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 LiveText system*); this column should be used if a candidate has not yet had the opportunity to demonstrate a competency. 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. <i>NCTM 4.b</i>					
1.2	TC designs, selects, or modifies assessments that are aligned with lesson objectives. <i>NCTM 3f</i>					
1.3	TC uses data from formative, diagnostic, and summative assessments to guide instructional planning.					
1.4	TC plans differentiated instruction to address diverse learning needs.					

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

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. <i>NCTM 2e</i>					
2.2	TC differentiates instruction to meet the needs of diverse learners.					
2.3	TC demonstrates a thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content.					
2.4	TC measures student mastery of learning by using assessment strategies with established performance criteria. <i>NCTM 3g</i>					
2.5	TC provides specific and timely instructional feedback to students pertaining to stated outcomes. <i>NCTM 3g</i>					
2.6	TC uses appropriate voice tone and pacing to manage instruction/environment effectively.					
2.7	TC implements strategies that address the needs of learners from diverse cultural and/or linguistic backgrounds. <i>NCTM 4c</i>					

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for instruction			

Describe at least one instruction strength:	
List at least one instruction goal:	

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.					
3.2	TC maintains a respectful, inclusive environment through which interactions (teacher/student, student/student) acknowledge and celebrate diverse backgrounds and cultures. <i>NCTM 4c</i>					
3.3	TC creates environments that promote positive social interaction and collaboration in the learning environment.					
3.4	TC manages instructional routines and transitions between activities or classes in an efficient and orderly manner.					

	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.					
4.2	TC establishes professional relationships with school personnel and students. <i>NCTM6b</i>					
4.3	TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English.					
4.4	TC demonstrates effective external written communication that is appropriate for the intended audience and uses standard English.					
4.5	TC adheres to the university and school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , and FERPA requirements and acts appropriately when faced with legal issues with children. **					
4.6	TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management)					
4.7	TC is receptive to constructive criticism from mentor teacher, university supervisor, and administrators and incorporates feedback.					
4.8	TC uses self-reflection to evaluate and improve professional practice. <i>NCTM 6b</i>					

** 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	SUPPORTING DOCUMENTATION and EVIDENCE
5.1	NCTM 3a) Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.					
5.2	NCTM 3b) Analyze and consider research in planning for and leading students in rich mathematical learning experiences.					
5.3	NCTM 3c) Plan lessons and units that incorporate...	...a variety of strategies building all students' conceptual understanding and procedural proficiency.				
		...differentiated instruction for diverse populations building all students' conceptual understanding and procedural proficiency.				
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.					
5.5	NCTM 3e) Implement techniques related to student engagement and communication including...	...selecting high quality tasks				
		...guiding mathematical discussions				
		...identifying key mathematical ideas				
		...identifying and addressing student misconceptions				
		...employing a range of questioning strategies				
5.6	NCTM 4a) Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.					
5.7	NCTM 4e) Apply mathematical content and pedagogical knowledge to select and use instructional tools and make sound	manipulatives and physical models				
		drawings				
		virtual environments				
		spreadsheets				
		presentation tools				

DOMAIN 5: MATHEMATICS Education			BE	ME	EE*	NO	SUPPORTING DOCUMENTATION and EVIDENCE
	decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.	mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages)					
5.8	NCTM 5a) Verify that secondary students demonstrate conceptual understanding					
		...procedural fluency					
		...the ability to formulate, represent, and solve problems					
		...logical reasoning and continuous reflection on that reasoning					
		...productive disposition toward mathematics					
		...the application of mathematics in a variety of contexts within major mathematical domains					
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.						
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.)						
5.11	NCTM 6c) Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.						

DOMAIN 5: MATHEMATICS Education		BE	ME	EE*	NO	SUPPORTING DOCUMENTATION and EVIDENCE
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.					

* 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			

Describe at least one mathematics education strength:	
List at least one mathematics education goal:	

MATH EDUCATION INTERNSHIP I EVALUATION SCORING RUBRIC

Domain 1: Short-Range Planning				
		Below Expectations	Meets Expectations	Exceeds Expectations
1.1	<p>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.</p> <p>InTASC 4, 7; CAEP 1.3, 1.4 SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p style="color: red;">Lesson plans meet expectations of the discipline by demonstrating the following on a regular basis: <i>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</i></p>				
1.2	<p>TC designs, selects, or modifies assessments that are aligned with lesson objectives.</p> <p>InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)</p>	<p>Assessments do not align with lesson objectives, or no assessments are identified.</p>	<p>Lesson assessments align with lesson objectives and occur at least once during the lesson.</p>	<p>Informal and formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at various points during the lesson.</p>
<p style="color: red;">Lesson plans meet expectations of the discipline by demonstrating the following on a regular basis: <i>NCTM 3f) Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.</i></p>				
1.3	<p>TC uses data from formative, diagnostic, and summative assessments to guide instructional planning.</p> <p>InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)</p>	<p>TC does not gather or examine student performance data or does not use data appropriately in the planning process.</p>	<p>TC uses student performance data (from previous assessments or pre-assessment) to guide instructional strategies.</p>	<p>TC gathers and uses learner performance data from a variety of assessments to modify lesson objectives and instructional plans.</p>
1.4	<p>TC plans differentiated instruction to address diverse learning needs.</p> <p>InTASC 1, 7 CAEP 1.4 SCTS 4.0 – Planning (Instructional Plans)</p>	<p>Lesson plans do not include strategies for differentiation or meet requirements identified in IEPs and/or 504 plans.</p>	<p>Lesson plans include general strategies for addressing diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.</p>	<p>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.</p>

DOMAIN 2: INSTRUCTION				
		Below Expectations	Meets Expectations	Exceeds Expectations
2.1	TC effectively communicates appropriately challenging expectations to learners. CAEP 1.4 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 .
Lesson delivery meets expectations of the discipline by demonstrating the following on a regular basis: NCTM 4d) Demonstrates equitable and treatment of high expectations.				
2.2	TC differentiates instruction to meet the needs of diverse learners. CAEP 1.4 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. InTASC 4; CAEP 1.3; 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.
2.4	TC measures student mastery of learning by using assessment strategies with established performance criteria. InTASC 6 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.

DOMAIN 2: INSTRUCTION					
		Below Expectations	Meets Expectations	Exceeds Expectations	
<p>Lesson delivery meets expectations of the discipline by demonstrating the following on a regular basis: <i>NCTM 3g) Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments.</i></p>					
2.5	<p>TC provides specific and timely instructional feedback to students pertaining to stated outcomes.</p> <p>InTASC 6 SCTS 4.0 – Instruction (Motivating Students; Academic Feedback)</p>	<p>TC rarely provides feedback or feedback is unrelated to lesson objectives.</p>	<p>TC provides general instructional feedback to students related to lesson objectives. Feedback is based on class-wide or individual responses.</p>	<p>TC provides specific, corrective, and timely instructional feedback to students related to lesson objectives. Feedback is based on class-wide or individual responses.</p>	
<p>Lesson delivery meets expectations of the discipline by demonstrating the following on a regular basis: <i>NCTM 3g) Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments.</i></p>					
2.6	<p>TC uses appropriate voice tone and pacing to manage instruction/environment effectively.</p> <p>SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content)</p>	<p>TC voice tone is inappropriate for managing instruction/environment. Lesson pacing interferes with student learning.</p>	<p>TC demonstrates effective teaching and communication skills through appropriate voice tone and lesson pacing/sequence.</p>	<p>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.</p>	
2.7	<p>TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds.</p> <p>CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Teacher Knowledge of Students)</p>	<p>TC makes no attempt to integrate cultural and linguistic backgrounds into instruction or learning experiences.</p>	<p>TC addresses the needs of students from diverse cultural and/or linguistic backgrounds with general strategies or learning experiences.</p>	<p>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.</p>	
<p>Lesson plans meet expectations of the discipline by demonstrating the following on a regular basis: <i>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</i></p>					

DOMAIN 3: ENVIRONMENT				
		Below Expectations	Meets Expectations	Exceeds Expectations
3.1	TC maintains a physically safe educational environment that is conducive to learning. 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. InTASC 2 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.
<p><i>Lesson plans meet expectations of the discipline by demonstrating the following on a regular basis:</i> <i>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.</i></p>				
3.3	TC creates environments that promote positive social interaction and collaboration in the learning environment. InTASC 3 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 .

DOMAIN 3: ENVIRONMENT					
		Below Expectations	Meets Expectations	Exceeds Expectations	
3.4	TC manages instructional routines and transitions between activities or classes in an efficient and orderly manner. InTASC 3 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.	

DOMAIN 4: PROFESSIONALISM					
		Below Expectations	Meets Expectations	Exceeds Expectations	
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. 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: <i>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.</i>					
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				
		Below Expectations	Meets Expectations	Exceeds Expectations
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, <i>Standards of Conduct for South Carolina Educators</i> , and FERPA requirements and acts appropriately when faced with legal issues with children. ** InTASC 9	TC violates one or more of the school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , 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 <i>Standards of Conduct for South Carolina Educators</i> . 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.
4.6	TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management) 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 is 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. 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				
		Below Expectations	Meets Expectations	Exceeds Expectations
4.8	TC uses self-reflection to evaluate and improve professional practice. InTASC 9 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.
<p>Lesson plans meet expectations of the discipline by demonstrating the following on a regular basis: 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.</p>				

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

DOMAIN 5: Mathematics Education				
		Below Expectations	Meets Expectations	Exceeds Expectations
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 ...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				
		Below Expectations	Meets Expectations	Exceeds Expectations
communication including...	...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 gained and possible limitations of such tools.	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.
	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.

DOMAIN 5: Mathematics Education				
		Below Expectations	Meets Expectations	Exceeds Expectations
	...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.
	...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.