Teacher Education: Evaluation of Student Teaching

Student's Name_____ **Banner ID #**_____**Date**_____

Based on observation of your student teacher's performance and/or examination of his/her records and other product outcomes, please assess his/her development of the following competencies as an entry level teacher. Please make heavy black marks in the squares for the rating of the competency level. Refer to the suggested list of performance indicators on the separate outcomes sheet to assist in the evaluation process. These performance indicators are not finite.

Target (T) **Acceptable (A)** **Unacceptable (U)** **No Opportunity to Assess (NOTA)**
See Rubric for rating criteria.

MATHEMATICS EDUCATION

Minimal Teaching Field Outcomes	T	A	U	NOTA
1. Demonstrates a sound knowledge of mathematical concepts, procedures, and connections.	☐	☐	☐	☐
2. Demonstrates a sound understanding of mathematics as a process including problem solving, reasoning, and communication using multiple representations.	☐	☐	☐	☐
3. The teacher candidate creates a learning environment that fosters the development of each student's mathematical power.	☐	☐	☐	☐
4. The teacher candidate shows potential for professional growth.	☐	☐	☐	☐
5. Poses learning activities which are both appropriate for the student and mathematically sound.	☐	☐	☐	☐
6. Facilitates mathematical discourse in the classroom.	☐	☐	☐	☐
7. Promotes students' confidence, flexibility, perseverance, and inventiveness in doing mathematics.	☐	☐	☐	☐
8. Exhibits a variety of assessment methods to determine students' understanding of and disposition to do mathematics.	☐	☐	☐	☐
9. Demonstrates depth of knowledge about mathematics curriculum design.	☐	☐	☐	☐
10. Makes appropriate use of available technology.	☐	☐	☐	☐
SUMMARY - OVERALL RATING	☐	☐	☐	☐

The original to: Teacher Education Office- 104 Stouffer Hall.

Photocopies to the following:

Student Teacher/Cooperating Teacher/University Supervisor.

Attachment 4.2b (5b)

Rubric for Student Teaching Evaluation Form: Mathematics Education Teaching Field Outcomes **(Part II)**

Mathematics Student Teacher Competencies (based on NCTM Professional Standards)	**NCTM Standards Addressed**	**Target (3 points)**	**Acceptable (2 points)**	**Unacceptable (1 point)**
1. The teacher candidate demonstrates a sound knowledge of mathematical concepts, procedures, and connections	4.1, 4.2, 4.3	Shows mathematics as a network of interconnected concepts and procedures. Shows connections of mathematics to other disciplines and to the real world.	Shows accurate knowledge of mathematics concepts, procedures, and connections.	Shows errors in basic mathematics concepts or ideas. Does not connect the mathematics.
2. The teacher candidate demonstrates a sound understanding of mathematics as a process including problem solving, reasoning, and communication using multiple representations.	1.1, 1.2, 1.4, 2.4, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 5.3, 8.2	Uses a variety of problem solving strategies, develops conjectures, draw and validates conclusions. Communicates mathematics with a variety of representations in written, oral, and pictorial forms.	Uses problem solving strategies appropriately. Communicates effectively in written and oral forms. Uses some variety of representations.	Shows little to no problem solving strategies and/or has problems communicating mathematics. Uses little variety of representations.
3. The teacher candidate creates a learning environment that fosters the development of each student's mathematical power.	7.1, 7.3, 8.8	Respects and values students' ideas and ways of thinking. Show sensitivity to students' diversity and develops mathematical perspectives on women, minorities, and other cultures.	Respects students and accepts student ideas. Shows sensitivity but may not develop various perspectives.	Does not use student's interests or backgrounds to enhance learning. Does not value student ideas or various ways of thinking,
4. The teacher candidate shows potential for professional growth.	8.5	Exhibits a positive attitude toward professional responsibilities. Reflects on learning, collaborates with others, and is a life-long learner. Participates in professional development.	Displays an appropriate attitude toward teaching, professional development, and collaboration with others.	Shows little to no interest in the profession. Not able or willing to reflect on the learning-teaching process.
5. The teacher candidate poses learning activities which are both appropriate for the students and mathematically sound.	7.3, 7.4, 8.8	Poses learning activities based on student's backgrounds and allows them to discover mathematical concepts. Helps students make connections and develop coherent understandings of mathematics. Uses technology to facilitate the discovery of mathematics.	Poses appropriate learning activities for students and includes some discovery learning. Technology is used to enhance the learning process.	Classroom activities are not appropriate and/or do not include discover learning. Does not use technology. Learning activities may not be mathematically sound.
6. The teacher candidate facilitates mathematical discourse in the classroom.	7.3	Poses questions that challenge and engage students. Encourages students to ask, justify, explore, and clarify questions. Listens carefully to students and works to lead students toward answering their own questions. Encourages students to	Poses questions to students. Encourages students to ask questions. Might not encourage students to communicate with each other.	Does not pose questions to students or allow them to ask questions. Does not encourage students to find out answers for themselves. Does not encourage communication with between students.

		communicate with each other.		
7. The teacher candidate promotes students' confidence, flexibility, perseverance, and inventiveness in doing mathematics.	7.3, 7.4	Provides opportunities and time for student to explore mathematics in the real world and other disciplines. Encourages students to invent mathematics and recognize errors in thinking.	Some opportunities are given for students to explore mathematics. Students may not be encouraged to invent mathematics.	No opportunity or time is given for students to explore mathematics. Students are not encouraged to create mathematics.
8. The teacher candidate exhibits a variety of assessment methods to determine students' understanding of and disposition to do mathematics.	7.4, 7.5, 8.3	Uses a variety of traditional assessment methods as well as a variety of alternative assessment methods. Helps students to self-assess. Uses assessment data to inform teaching.	Uses traditional assessment methods effectively and to inform teaching. Uses one or two alternative assessment strategies.	Does not effectively use traditional assessment methods to inform teaching. Does not use any alternative assessments.
9. The teacher candidate demonstrates depth of knowledge about mathematics curriculum design.	7.2, 8.1	Uses long-range planning to design learning experiences that are consistent with current learning theories and the structure of mathematics. Instructional goals and unit goals are developed to match the teaching.	Uses some long-range planning. Scopes are appropriate and instructional goals match teaching.	No long-range planning is done. Planning and/or goals are not consistent with current learning theories. Goals are not developed that match teaching.
10. The teacher candidate makes appropriate use of available technology.	6.1, 7.6, 8.9	Uses a variety of appropriate technology to teach mathematics and enhance the learning process. Technology use is student-centered. Encourages students to make conjectures about problems before using the technology to investigate concepts.	Uses appropriate technology to teach mathematics. Strategies in using the technology are teacher centered.	Does not use technology to enhance learning of mathematics or does not use appropriate technology.