Integrated Mathematics Student Teaching Evaluation Addendum

Please use the scale below to identify the teacher candidate's competence in meeting the descriptors:

3—Exceeds Expectations: Candidate's actions consistently and purposefully reflect a deep understanding of teaching mathematics effectively.

2—Meets Expectations: Candidate's actions reflect a comprehensive understanding of teaching mathematics effectively.

1—Unacceptable: Candidate's actions fail to reflect an understanding of effectively teaching mathematics.

NCTM Standards	**1**	**2**	**3**
Standard 1: Candidate demonstrates his/her knowledge, understanding, and application of the process of mathematical problem solving by asking students to…			
1.1 Apply and adapt a variety of appropriate strategies to solve problems.			
1.2 Solve problems that arise in mathematics and those involving mathematics in other contexts.			
1.3 Build new mathematical knowledge through problem solving.			
1.4 Monitor and reflect on the process of mathematical problem solving.			
Standard 2: Candidate demonstrates his/her ability to reason, construct, and evaluate mathematical arguments and develop and appreciation for mathematical rigor and inquiry by asking students to…			
2.1 Recognize reasoning and proof as fundamental aspects of mathematics.			
2.2 Make and investigate mathematical conjectures.			
2.3 Develop and evaluate mathematical arguments and proofs.			
2.4 Select and use various types of reasoning and methods of proof.			
Standard 3: Candidate communicates his/her mathematical thinking orally and in writing to others…			
3.1 Coherently and clearly to students, peers, faculty, and others.			
3.2 By using the language of mathematics to express ideas precisely.			
3.3 By organizing mathematical thinking through communication.			
3.4 By analyzing and evaluating the mathematical thinking and strategies of others.			
Standard 4: Candidate recognizes, uses, and makes connections between and among mathematical ideas and in contexts outside mathematics to guild mathematical understanding by asking students to…			
4.1 Recognize and use connections among mathematical ideas.			
4.2 Recognize and apply mathematics in contexts outside of mathematics.			
4.3 Demonstrate how mathematical ideas interconnect and build on one another to produce a coherent whole.			
Standard 5: Candidate uses varied representations of mathematical ideas to support and deepen students' mathematical understanding by asking students to…			
5.1 Use representations to model and interpret physical, social, and mathematical phenomena.			
5.2 Create and use representations to organize, record, and communicate mathematical ideas.			
5.3 Select, apply, and translate among mathematical representations to solve problems.			

Standard 6: Candidate embraces technology as an essential tool for teaching and learning mathematics by asking students to…			
6.1 Use knowledge of mathematics to select and use appropriate technological tools, such as but not limited to, spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, and presentation software.			
Standard 7: Candidate supports a positive disposition toward mathematical processes and mathematical learning by…			
7.1 Attention to equity			
7.2 Use of stimulating curricula			
7.3 Effective teaching			
7.4 Commitment to learning with understanding			
7.5 Use of various teaching tools, including technology			
Standard 8: Candidate demonstrates a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning by…			
8.1 Selecting, using, and determining suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs such as the gifted, challenged, and speakers of other languages.			
8.2 Selecting and using appropriate concrete materials for learning mathematics.			
8.3 Using multiple strategies, including listening to and understanding the ways students think about mathematics, to assess students' mathematical knowledge.			
8.4 Planning lessons, units and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates.			
8.5 Participating in professional mathematics organizations and using their print and online resources.			
8.6 Demonstrating knowledge of research results in the teaching and learning of mathematics.			
8.7 Using knowledge of different types of instructional strategies in planning mathematics lessons.			
8.8 Demonstrating the ability to lead classes in mathematical problems solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations.			
Standards 9-15: Candidate demonstrates knowledge of the mathematical content he/she is teaching • Knowledge of Numbers and Operations (9.1-9.10) • Knowledge of Different Perspectives on Algebra (10.1-10.6) • Knowledge of Geometries (11.1-11.8) • Knowledge of Calculus (12.1-12.5) • Knowledge of Discrete Mathematics (13.1-13.4)			