

Final Evaluation Template

Secondary Mathematics Early Field Final Evaluation

Overview: This ***Secondary Mathematics Early Field Final Evaluation*** Rubric was developed by a Rubric Writing Team made up of faculty representatives across programs (i.e., early childhood, elementary, middle, secondary, K-12 specialties, special education), who regularly supervise students in Field Experience settings. This rubric is to be used over the course of the Early Field Experience and Student Teaching to guide and scaffold the students' efforts and professional development. The ***Secondary Mathematics Early Field Final Evaluation*** Rubric is used by cooperating teachers and university supervisors to rate teacher candidates and student teachers on ***Secondary Mathematics Early Field Final Evaluation*** evaluation categories based upon and tagged with InTASC standards as well as the respective SPA standards when applicable.

Ratings and Basis for Judgement: The rubrics differentiate between four levels of performance – *unsatisfactory, emerging, satisfactory, and proficient*. The performance indicators are based upon criteria and language found in the InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013).¹ This release stipulates that the InTASC standards no longer apply to only “beginning” teachers, but are instead intended as “professional practice standards” (p. 6). Therefore, these standards and the associated learning progressions describe a teacher’s professional development throughout his or her career. We would not expect to see a large number of proficient ratings in early field experience. Rather, we, and our respective accrediting agencies and SPAs, would expect to see development across experiences with students earning more “emerging” ratings in earlier phases and progressing toward “satisfactory” or “proficient” in later phases. Furthermore, these ratings are based upon expectations for student teachers who are still in our programs and not for classroom teachers who have experience. Based upon this assumption, a Satisfactory rating is relatively high and one that most of our student teachers are expected to achieve by the completion of their student teaching. Ratings of Proficient should only be awarded to the few students who can consistently and independently demonstrate exemplary classroom performance per the rubric evaluation categories.

The rating levels *DO NOT translate into A – F grades*. Instead, the rubrics are designed to generate data that will reveal patterns of student performance at various stages of development across the learning progressions. These data are intended to guide continual improvement of our preparation of teachers. All candidates perform differently. However, it is expected that on most indicators, those in *early field experience typically would be rated at the Emerging level and progress to the Satisfactory level by the end of their student teaching experience*. *To reiterate*, ratings of Proficient should only be awarded for exemplary performance.

Validity and Reliability: This instrument was designed by the Rubric Writing Team, formed in Fall of 2014 to develop key assessments to be used across the teacher education programs, as required by our accrediting body, the Council for Accreditation of Educator Preparation (CAEP). This team consists of an interdisciplinary faculty members within the School of Teacher Education and Leadership (STEL) and the Music Department, and three A&P Faculty members in the Dean’s Office. The Rubric Writing Team conducted exercises to establish validity and inter-rater reliability on all the instruments designed during this process. During the 2015-2016 Academic Year, these instruments were piloted. During the 2016-2017 Academic Year, the Lawshe method will be used to establish Content Validity and Internal Consistency Reliability (e.g., Cronbach’s alpha) analyses will be used to determine the reliability coefficient for each instrument. The results of this intended analysis and data will be used to inform revisions and administration of the instruments in the 2017-2018 Academic Year. The validity and reliability processes will be guided by the CAEP Instrument Rubric² and the CAEP Evidence Guide.

¹ http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

² <http://caepnet.org/~media/Files/caep/accreditation-resources/caep-assessment-rubric-june2016.pdf?la=en>

**Secondary Mathematics Early Field Final Evaluation
Rubric**

Note/Instruction: Use the following scale to rate the performance of each intern/student teacher in each assessment item.

Category 1- The candidate understands the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make mathematics accessible and meaningful for learners to assure mastery of the content.				
CATEGORY I-Content Knowledge				
	Unsatisfactory	Emerging	Satisfactory	Proficient
1. Effective teachers of secondary mathematics demonstrate and apply knowledge of a. Major concepts <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
b. Algorithms <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
c. Procedures <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on

	adjusts action based on CT & US feedback			self-reflection and/or CT & US feedback.
d. Connections <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
e. Applications <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
f. Vertical Integration <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
2. Within and among mathematical content domains <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on

	adjusts action based on CT & US feedback			self-reflection and/or CT & US feedback.
Comments:				
Category 2- The candidate applies an understanding of how students learn the concepts and skills in mathematics throughout various developmental stages; he or she knows and uses a variety of research-based, discipline-specific strategies and approaches to engage students in meaningful learning experiences in mathematics.				
CATEGORY II-Content Pedagogy				

	Unsatisfactory	Emerging	Satisfactory	Proficient
1. Accurately connects their lessons with the SOLs (3a) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
2. Incorporates research based methods in teaching (3b) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
3. Implements techniques for actively engaging students in learning and doing math (3e) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
4. Implements activities that require communication about math (3d) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.

<p>5. Provides students with opportunities to connect math (3d) a. To students' everyday life <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>b. To other mathematical concepts <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>c. To other content areas <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>6. Plans, selects and implements formative and summative assessments (3f) <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>

<p>7. Interprets assessments to inform instruction (3g)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>8. Uses students' misconceptions as opportunities for learning (3e)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>Comments:</p>				
<p></p>				
<p>Category 3-Applies an understanding of patterns of learner development and variations across cognitive, linguistic, social, emotional and physical areas and implements developmentally appropriate learning experiences.</p>				
<p>CATEGORY III-Learner development and differences</p>				

	Unsatisfactory	Emerging	Satisfactory	Proficient
<p>1. Plan and create sequential learning opportunities: (4b) a. In which students connect new learning to prior knowledge and experiences <input type="checkbox"/> N/A</p>	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
<p>b. That are developmentally appropriate and challenging <input type="checkbox"/> N/A</p>	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
<p>2. They demonstrate a positive disposition to mathematical practices and learning (4a) <input type="checkbox"/> N/A</p>	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.

<p>3. Include cultural perspectives that are relevant to students (local culture, ethnic culture, gender, etc.) when teaching (4c) <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>4. Makes sound decisions about when instructional tools enhance teaching and is willing to experiment with instructional tools <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>Comments:</p>				
<p></p>				

Category 4-Establishes a culture for learning. The candidate establishes and maintains safe and supportive environments that encourage positive social interaction, active engagement in learning and self-motivation				
Comments:				
CATEGORY IV-Culture for learning				
	Unsatisfactory	Emerging	Satisfactory	Proficient
1. Demonstrates equitable and high expectations for all students (4d) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
2. Incorporates knowledge of individual differences (culture, language, gender, etc.) to motivate and engage students (3c/4c) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
3. Demonstrates respect to the different perspectives students bring to the classroom (4d) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.

<p>4. Engages students in communicating about math (3c) <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
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Comments:

Category 5-Plans and implements effective instruction. The candidate draws upon knowledge of learners, content, curriculum, pedagogical knowledge and skills, and of the community context to plan and implement instruction. The candidate uses a variety of evidence-based instructional strategies to promote students' deep understanding of content areas and to build skills to apply knowledge in meaningful ways.

CATEGORY V-Planning and Implementing Instruction

	Unsatisfactory	Emerging	Satisfactory	Proficient
<p>1. Includes multiple instructional strategies (2a/3c) <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on</p>

	adjusts action based on CT & US feedback			self-reflection and/or CT & US feedback.
2. Includes mathematical-specific technology (e.g. calculators, spreadsheets, Geogebra, web-based applets, etc.) (3c) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
3. Selects and applies instructional techniques that assist in identifying and addressing student misconceptions (3e) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
4. Designs activities that require communication about math (3d) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.

<p>5. Includes in lessons and units multiple solution avenues for students to demonstrate conceptual understanding and procedural proficiency (3c) <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>Comments:</p>				
Empty space for comments				
<p>Category 6-The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p>				
<p>CATEGORY VI-Assessment for student learning</p>				
	<p>Unsatisfactory</p>	<p>Emerging</p>	<p>Satisfactory</p>	<p>Proficient</p>

<p>1. Shows that new students mathematical knowledge has been created as a consequence of the candidate's ability to (5b)</p> <p>a. Provide students with developmentally appropriate math experiences</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>b. Actively engage students</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>c. Include mathematic-specific technology (e.g. calculators, spreadsheets, Geogebra, web-based applets, etc.)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>

<p>2. Support continual development of a productive disposition towards mathematics (5a) <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>3. Collects and organizes assessment data (5c) <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>4. Analyzes and reflects on assessment data (5c) <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>

<p>5. Uses and documents assessment data for designing and modifying instruction (5c) <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>Comments:</p>				
Empty space for comments				
<p>Category 7- Models professionalism and ethical practice. The candidate engages in ongoing professional development and uses evidence to continually reflect upon, evaluate and improve his/her practice, including the effects of his/her choices and action on others, and adapts practice to meet the needs of each learner.</p>				
<p>CATEGORY VII-Professionalism and Ethical Practice</p>				
	<p>Unsatisfactory</p>	<p>Emerging</p>	<p>Satisfactory</p>	<p>Proficient</p>

<p>1. Punctual, reliable, never absent or tardy. <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>2. Consistently dresses professionally <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>3. Identifies salient information or reasons; accurately interprets; <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>4. Draws warranted conclusions; justifies and explains assumptions/reasons (6b) <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on</p>

	adjusts action based on CT & US feedback	adjusts actions based on CT & US feedback	self-reflection and/or CT & US feedback	self-reflection and/or CT & US feedback.
<p>5. Receptive to constructive criticism; subsequent performances consistently show productive changes (6b)</p> <p><input type="checkbox"/> N/A</p>	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
<p>6. Continue their development as a reflective practitioner.</p> <p><input type="checkbox"/> N/A</p>	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
Comments:				

Category 8- Collaboration and Communication: The candidate maintains professional collegial relationships that encourage sharing, planning and working together toward improving student success and professional practice. Appropriate to his or her role and context, the candidate seeks opportunities to collaborate with learners, professional colleagues, other school personnel, and families and community members to ensure learner growth and to advance profession.				
CATEGORY VIII-Collaboration and Communication				
	Unsatisfactory	Emerging	Satisfactory	Proficient
<p>1. Expresses self very well orally; communicates ideas very well; is adept in using voice effectively.</p> <p><input type="checkbox"/> N/A</p>	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
<p>2. Contributes to classroom and school activities; often as leader; highly engaged with students and colleagues; well-prepared (6b)</p> <p><input type="checkbox"/> N/A</p>	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
<p>3. Develops professional/personal connections with students which contribute to student development (6b)</p> <p><input type="checkbox"/> N/A</p>	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.

<p>4. Acts on belief that all students can learn(6b)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>5. Uses many strategies to motivate students (6b)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>6. Involves various stakeholders in the educational process (e.g. colleagues, other school professionals, families) (6b)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>Comments:</p>				
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