OLD DOMINION UNIVERSITY

Darden College of Education and Professional Studies

Student Teaching/Apprentice Teaching

Assessment of Secondary Mathematics Teacher Candidates

***Mathematics 6-12***

Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate UIN \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Darden College of Education and Professional Studies Telephone: 757-683-3348

Office of Clinical Experiences Fax: 757-683-4872

4301 Hampton Blvd.

Norfolk, VA 23529

**MATHEMATICS CANDIDATE ASSESSMENT**

The purpose of the student teaching assessment is to provide specific information to the candidate on areas of strength and areas in need of further growth/development. This information is also valuable to the Darden College of Education and Professional Studies faculty regarding teacher candidate skill levels on national and state performance standards and how to better align courses with field-work.

Please evaluate the teacher candidate on the following professional items as they relate to teaching and learning mathematics. Place a check in the box next to the item that best represents the teacher candidate’s routine performance based on the criteria provided. Include comments that support your rating.

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| **1. Candidate has high expectations and support for all learners while being sensitive to cultural, ethnic, linguistic, gender, and learning differences.** |
|  | MEETS EXPECTATION (2 pts.) The teacher candidate always demonstrates high expectations and provides strong support for all mathematics students. |
|  | PARTIALLY MEETS EXPECTATION (1 pt.) The teacher candidate sometimes demonstrates high expectations and provides strong support for all mathematics students. |
|  | DOES NOT MEET EXPECTATION (0 pts.) The teacher candidate seldom demonstrates high expectations and provides strong support for all mathematics students. |
|  | Not Observed (No) Did not have the opportunity to demonstrate skills. |
| **Comments:** |
|  |
| **2. Candidate organizes mathematics concepts in a manner where he/she builds off previous content/concepts and makes connections with other concepts and disciplines/fields to support students’ development of coherent understandings of mathematics while teaching.** |
|  | MEETS EXPECTATION (2 pts.) The teacher candidate effectively organizes and demonstrates the mathematics curriculum so that mathematics concepts are visibly interconnected and students can see and develop new mathematical ideas and understandings. |
|  | PARTIALLY MEETS EXPECTATION (1 pt.) The teacher candidate moderately organizes and demonstrates the mathematics curriculum so that mathematics concepts are visibly interconnected and students can see and develop new mathematical ideas and understandings. |
|  | DOES NOT MEET EXPECTATION (0 pts.) The teacher candidate ineffectively organizes and demonstrates the mathematics curriculum so that mathematics concepts are visibly interconnected and students can see and develop new mathematical ideas and understandings. |
|  | Not Observed (No) Did not have the opportunity to demonstrate skills. |
| **Comments:** |
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| **3. Candidate demonstrates knowledge and understanding of mathematics based on his/her integration of various “hands-on” materials, technological tools, and mathematical discourse throughout classroom instruction.** |
|  | MEETS EXPECTATION (2 pts.) The teacher candidate routinely expresses the knowledge and understanding of mathematics content by the use of mathematics materials, technology, procedures and vocabulary during instruction. |
|  | PARTIALLY MEETS EXPECTATION (1 pt.) The teacher candidate sometimes expresses the knowledge and understanding of mathematics content by the use of mathematics materials, technology, procedures and vocabulary during instruction. |
|  | DOES NOT MEET EXPECTATION (0 pts.) The teacher candidate incorrectly expresses the knowledge and understanding of mathematics content by the use of mathematics materials, technology, procedures and vocabulary during instruction. |
|  | Not Observed (No) Did not have the opportunity to demonstrate skills. |
| **Comments:** |
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| **4. Candidate makes use of students’ understanding of concepts to plan for future instruction which includes techniques to build on their knowledge.** |
|  | MEETS EXPECTATION (2 pts.) The teacher candidate effectively plans lessons that reveal students’ prior mathematical knowledge and then designs opportunities that respond to and build on that knowledge at the appropriate level (concrete, transitional, abstract). |
|  | PARTIALLY MEETS EXPECTATION (1 pt.) The teacher candidate moderately plans lessons that reveal students’ prior mathematical knowledge and then designs opportunities that respond to and build on that knowledge at the appropriate level (concrete, transitional, abstract). |
|  | DOES NOT MEET EXPECTATION (0 pts.) The teacher candidate does not plan lessons that reveal students’ prior mathematical knowledge and then designs opportunities that respond to and build on that knowledge at the appropriate level (concrete, transitional, abstract). |
|  | Not Observed (No) Did not have the opportunity to demonstrate skills. |
| **Comments:** |
|  |
| **5. Candidate’s instructional practices incorporate problem solving, reasoning, use of multiple representations of concepts, communication (interactions among teacher and students), and connections to other content topics or disciplines.** |
|  | MEETS EXPECTATION (2 pts.) The teacher candidate’s instructional practices routinely promote a conceptual development of mathematical ideas through the use of the mathematics process standards (problem solving, reasoning and proof, multiple representations, communication, and connections). |
|  | PARTIALLY MEETS EXPECTATION (1 pt.) The teacher candidate’s instructional practices sometimes promote a conceptual development of mathematical ideas through the use of the mathematics process standards (problem solving, reasoning and proof, multiple representations, communication, and connections). |
|  | DOES NOT MEET EXPECTATION (0 pts.) The teacher candidate’s instructional practices seldom promote a conceptual development of mathematical ideas through the use of the mathematics process standards (problem solving, reasoning and proof, multiple representations, communication, and connections). |
|  | Not Observed (No) Did not have the opportunity to demonstrate skills. |
| **Comments:** |
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| **6. Candidate carries out a variety of assessments – both informally and formally – and makes use of them to guide his/her instruction and evaluate student understanding of mathematics concepts.** |
|  | MEETS EXPECTATION (2 pts.) The teacher candidate routinely administers and analyzes appropriate informal and formal mathematics assessment techniques to make sound instructional decisions that reflect the students’ individual and collective progress. |
|  | PARTIALLY MEETS EXPECTATION (1 pt.) The teacher candidate sometimes administers and analyzes appropriate informal and formal mathematics assessment techniques to make sound instructional decisions that reflect the students’ individual and collective progress. |
|  | DOES NOT MEET EXPECTATION (0 pts.) The teacher candidate does not administer and analyze appropriate informal and formal mathematics assessment techniques to make sound instructional decisions that reflect the students’ individual and collective progress. |
|  | Not Observed (No) Did not have the opportunity to demonstrate skills. |
| **Comments:** |
|  |
| **7. Candidate makes use of technology to support instruction in ways to develop a new concept, explore a concept, or aid students who may need support in developing their own understanding of the concept.** |
|  | MEETS EXPECTATION (2 pts.) The teacher candidate routinely implements a variety of appropriate technologies (such as virtual manipulatives, spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical software packages, and graphing calculators) to support instructional planning and individualized instruction for students of mathematics. |
|  | PARTIALLY MEETS EXPECTATION (1pt.) The teacher candidate sometimes implements a variety of appropriate technologies (such as virtual manipulatives, spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical software packages, and graphing calculators) to support instructional planning and individualized instruction for students of mathematics. |
|  | DOES NOT MEET EXPECTATION (0 pts.) The teacher candidate does not implement a variety of appropriate technologies (such as virtual manipulatives, spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical software packages, and graphing calculators) to support instructional planning and individualized instruction for students of mathematics. |
|  | Not Observed (No) Did not have the opportunity to demonstrate skills. |
| **Comments:** |
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Mentor Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Written reflection and comments (complete after meeting with mentor and supervisor):

Student Teacher/Apprentice Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_