

Student Teacher _____ Semester _____

Course (circle one) ADO 420 ADO 421 / ADO 595 ADO 596 Supervisor _____

Cooperating Teacher _____ Subject _____

School _____ District _____

The cooperating teacher and college supervisor will collaboratively evaluate the student teacher's performance in the classroom on the criteria indicated below. Please enter your individual scores in TK20. These criteria are based on the NCTM-NCATE *Standards for the Preparation of Mathematics Teachers*. Evidence for the standards should be presented from multiple observations, review of multiple lesson plans, and or interviews with candidate and supervising teacher. The ratings on these standards represent content-area and pedagogy expectations SUNY Oswego School of Education has for its student teachers in Adolescence Mathematics Education. Additional feedback can be provided on the final page of this form.

3 = Met The teacher candidate has demonstrated clear evidence of meeting the target criterion.

2 = Developing The teacher candidate has begun to demonstrate evidence toward meeting the target criterion but has not yet met it.

1 = Not Met The teacher candidate has not met the criteria.

0 = No Basis The teacher candidate has not yet had the opportunity to demonstrate evidence of meeting target criterion.

Mathematical Content					
1.	Demonstrates a sound knowledge of mathematical concepts, with both procedural and conceptual understanding.	3	2	1	0
Mathematical Processes					
2.	Leads classes in mathematical problem solving and incorporates a variety of problem-solving strategies to promote mathematical understanding. (NCTM 8.8)	3	2	1	0
3.	Implements/activities to promote connections among ideas <i>both</i> within and outside the contexts of mathematics. (NCTM 4.1, 4.2)	3	2	1	0
4.	Reasons, constructs and evaluates mathematical arguments and develops an appreciation for sound mathematical arguments or proofs to increase students' understanding. (NCTM 7.4)	3	2	1	0
5.	Uses varying representations of mathematical ideas to support and deepen students' mathematical understanding. (NCTM 7.4)	3	2	1	0
6.	Incorporates a variety of strategies to foster students' mathematical communication orally and in writing. (NCTM 8.4)	3	2	1	0
7.	Critique the mathematical thinking of students. (NCTM 3.4)	3	2	1	0
8.	Foster students to critique the mathematical thinking of their peers. (NCTM 3.4)	3	2	1	0
9.	Communicate their own mathematical thinking clearly and reasonably to students, the host classroom teacher, and faculty supervisor. (NCTM 3.1)	3	2	1	0
Mathematics Pedagogy/Dispositions					
10.	Poses learning activities which are appropriate for the students, engaging, and mathematically sound. (NCTM 7.4)	3	2	1	0
11.	Develop a variety of instructional practices that create a learning environment that fosters the development and addresses the needs of diverse learners (including: special needs such as the gifted, challenged, members of different ethnic and cultural groups, and speakers of other languages). (NCTM 8.1)	3	2	1	0

12. Promotes students' confidence, flexibility, and perseverance in doing mathematics. (NCTM 8.6)	3	2	1	0
13. Demonstrates a variety of instructional strategies. (NCTM 8.7)	3	2	1	0
14. Actively utilizes professional organization (NCTM) resources. (NCTM 8.5)	3	2	1	0
15. Plans lessons and units that integrate the NCTM <i>Standards</i> , the CCSS and local initiatives. (NCTM 8.4)	3	2	1	0
16. Selects and uses appropriate concrete models and materials for learning mathematics. (8.2)	3	2	1	0
17. Incorporates the historical development of mathematics including contributions from diverse cultures. (7.2)	3	2	1	0
18. Create units and lesson plans that use the potential of technology to support the effective learning of student mathematical concepts. (NCTM 7.4)	3	2	1	0

Assessment				
19. Exhibits a variety of assessment methods including informal and formative assessments and use them appropriately to determine students understanding of and disposition to do mathematics. (NCTM 8.3, 16.3)	3	2	1	0
20. Exhibits a variety of assessment methods including formal and summative assessments and use them appropriately to determine students understanding of and disposition to do mathematics. (NCTM 8.3, 16.3)	3	2	1	0
21. Modifies instruction based upon sound informal and formative assessment including listening to and understanding the ways students think about mathematics to assess students' mathematical knowledge. (NCTM 8.3)	3	2	1	0
22. Reflect on the results of student assessments, adjust instruction accordingly, analyzes the results of assessments, and use success and failure to determine the direction of instruction. (NCTM 7.4)	3	2	1	0
Technology				
23. Makes appropriate use of <i>available</i> technological tools in the classroom to build student understanding such as but not limited to: spreadsheets, dynamic statistical packages, graphing calculators, data collection devices, and presentation software. (NCTM 7.6)	3	2	1	0

Using the same rating scale as above, assess the student teacher's performance on the skills, dispositions, and behaviors indicated below. These reflect SUNY Oswego School of Education criteria not embedded in the NCTM-NCATE Standards.

Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	3	2	1	0
Professionalism. The teacher understands the ethical, moral, and legal complexities of schooling and the professional behaviors and dispositions expected of educators as delineated by institutional, school district, state and national standards, and has developed and acts upon a complementary set of values in relation to ethical, moral, and legal issues.	3	2	1	0
- Attendance and punctuality	3	2	1	0
- Communication and collaboration with cooperating teacher	3	2	1	0
- Timeliness of lesson planning and task completion	3	2	1	0
- Interactions with students	3	2	1	0
- Interactions with professional staff, faculty, and administrators	3	2	1	0
- Recordkeeping	3	2	1	0

Comments about strengths

Comments about target areas for growth and/or improvement:

Cooperating Teacher's Signature: _____
 Student Teacher's Signature: _____
 Supervisor's Signature: _____

Date _____
 Date _____
 Date _____