MATHEMATICS EDUCATION - Student Teaching Part 2

1. The teacher candidate uses and emphasizes sound mathematics and precise mathematical vocabulary/symbols to communicate mathematical ideas to students.

2. The teacher candidate encourages students to use precise communication.

3. The teacher candidate involves students in rich problem solving tasks with multiple solutions, urges students to evaluate the reasonableness of their results and encourages students to persevere.

4. The teacher candidate demonstrates the ability to differentiate instruction.

5. The teacher candidate uses multiple representations and models during instruction which are appropriate for the lesson.

6. The teacher candidate encourages students to use developmentally and content appropriate mathematical models.

7. The teacher candidate engages students in developmentally appropriate, sequential, and challenging mathematical learning opportunities that require active participation.

8. The teacher candidate uses appropriate questioning techniques and incorporates a variety of question types which promote higher order thinking.

9. The teacher candidate provides students with opportunities to make connections among mathematics concepts, across various content areas, within everyday life, and in the workplace.

10. The teacher candidate provides and orchestrates opportunities for students to interact and communicate about mathematics in the classroom including listening to the solution strategies of others, discussing alternative solutions and defending their own ideas.
11. The teacher candidate uses appropriate instructional tools such as manipulatives, presentation tools, and mathematics-specific technology to enhance learning.

☐ Distinguished    ☐ Proficient    ☐ Basic    ☐ Unsatisfactory    ☐ No Opportunity to Assess

12. The teacher candidate uses effective classroom management techniques to maintain a positive learning environment.

☐ Distinguished    ☐ Proficient    ☐ Basic    ☐ Unsatisfactory    ☐ No Opportunity to Assess