

GUIDELINES FOR COMPLETING ASSESSMENT OF MATH 401 STUDENTS IN THE MATHEMATICS CERTIFICATION PROGRAM

Your evaluation should have two parts:

I. LIST OF CATEGORIES

One part includes a list of categories reflecting how well the student teacher performed in areas in which all certified teachers are evaluated. A set of indicators has been provided for each category to help in your evaluation. Please look over these indicators carefully before completing the evaluation. For each category, please rate the student teacher's performance on a scale of 1-10 with "1" indicating a very poor performance, "5" indicating an adequate but not exceptional performance and "10" indicating a superb performance. If you feel you do not have sufficient evidence to rate the student teacher in a category, please mark the "IE" column indicating insufficient evidence.

Possible Rating Scale for Each Standard

The following descriptions for the numerical ratings on the Evaluation of Student Teacher Performance Sheet may be helpful as you complete the final evaluation of your student teacher.

Score	Description
1.	VERY POOR - The student was incapable of demonstrating this competency and performed unacceptably.
2.	POOR - The student tried to demonstrate this competency but was never satisfactory.
3.	BARELY ADEQUATE - The student rarely demonstrated this competency without monitoring or encouragement.
4.	MARGINALLY ADEQUATE - The student occasionally demonstrated this competency without monitoring or encouragement.
5.	ADEQUATE - The student often demonstrated this competency without monitoring or encouragement.
6.	GOOD - The student occasionally exceeded expectations for a student teacher.
7.	VERY GOOD - The student often exceeded expectations for a student teacher.
8.	EXCELLENT - The student almost always exceeded expectations for a student teacher.
9.	OUTSTANDING - The student always exceeded expectations for a student teacher.
10.	EXEMPLARY - Student consistently goes beyond the performance of an excellent student teacher.

Note: In the narrative portion of this evaluation form please explain any rankings of 10 or rankings of 5 or below on the matrix.

II. NARRATIVE

The other part of the evaluation is a narrative explaining the ratings given as well as other strengths and weaknesses. Please indicate if any weakness is due to inexperience or might be a continuing problem. This part of the evaluation should be done on the attached form.

INDICATORS FOR CATEGORIES FOR MATH 401

A. GENERAL AND CONTENT MASTERY

1. Effectively used general knowledge in all professional duties.

- Included applications to other disciplines and/or to daily life in order to motivate the mathematical concepts taught
- Used effective communication techniques to foster active learning & collaboration in the learning environment
- Used correct grammar
- Varied volume & used vocal inflection for emphasis
- Demonstrated knowledge of NCTM and IL Learning Standards for mathematics & related them to pedagogical knowledge

2. Effectively used content knowledge in teaching decisions

- Used correct math terminology, concepts & procedures in lesson plans & in presentations
- Represented math concepts & procedures in multiple ways
- Used overall mathematical knowledge to ask & answer questions

B. PLANNING SKILLS [includes demonstration of skills in classroom]

1. Stated clear performance-based objectives that articulated with course goals.

- Included clear & realistic performance based objectives in lesson plans
- Communicated objectives to students using terms appropriate for students' level
- Prepared daily lesson plans based on objectives that were appropriate for the mathematics curriculum
- Based lesson plans on objectives consistent with the NCTM Standards and IL Learning goals in mathematics

2. Made subject content meaningful to students

- Included activities that motivated the lesson & helped students value math
- Included teacher-tested examples in lesson plans
- Planned lessons that engaged students in problem solving strategies that emphasize mathematical connections
- Planned activities that were appropriate for the developmental level of the students
- Used multiple representations of a concept/procedure to reach students with different learning styles
- Explained concepts/procedures in understandable terms
- Used manipulatives &/or technology, when appropriate, to make a concept/procedure meaningful

3. Planned lessons that were well paced, logically sequenced & focused

- Focused all activities in lesson on the lesson's objectives
- Connected daily lesson to previous & future lessons
- Planned smooth transitions within lessons
- Explained concepts/procedures in steps appropriate for the developmental level of students
- Planned lessons from perspective of what students should be doing
- Emphasized how a concept/procedure builds on previous knowledge
- Paced lesson according to the needs of the students
- Summarized concepts &/or procedures at appropriate times during lesson

4. Integrated a variety of instructional techniques

- Planned student-centered activities
- Planned to use several instructional methods (both in the same and different lessons) to reach students with different learning styles
- Planned instructional techniques appropriate for students, topic & objective
- Used a variety of resources, such as manipulatives & technology, as instructional tools in preparing & teaching lessons

5. Measured students on-going & cumulative learning in lessons

- Included major questions in lesson plans
- Planned for questions that ranged from concrete/specific to thought provoking
- Included variety of assessment methods in lesson plans

C. INSTRUCTIONAL SKILLS [emphasis on classroom performance]

1. Engaged students in higher order learning tasks

- Asked questions that went beyond cognition
- Asked students to justify their solution strategies
- Involved students, at appropriate times, in group & individual problem solving activities
- Guided & encouraged students to explore multiple solution strategies to a problem

2. Observed & appropriately responded to student signals

- Watched for student feedback while teaching or helping individual students
- Encouraged, listened to & answered students' questions
- Adjusted pace of lesson based on verbal & non-verbal student feedback
- Changed method of instruction when necessary

3. Gave individual students frequent positive feedback

- Encouraged appropriate student participation
- Gave positive feedback to students who asked challenging questions
- Showed enthusiasm for students as individuals both in & out of class
- Praised students for good academic performance
- Encouraged students to apply themselves
- Found ways of motivating those students who did not willing apply themselves

4. Used checks for understanding to measure on-going learning

- Reviewed concepts/procedures, when appropriate, at beginning of a lesson
- Asked appropriate questions that were included in lesson plans
- Asked questions, when appropriate, based on student feedback
- Asked questions that ranged from concrete/specific to thought provoking
- Used a variety of assessment methods during instruction
- Concluded lesson with a check for understanding of the day's objective(s)

D. ASSESSMENT

1. Integrated assessment & instruction

- Constantly assessed students' progress in achieving objectives
- Made assessment methods consistent with instructional methods

2. Changed plans & teaching methods to respond to measured on-going learning

- Used student questions & answers to adjust lesson
- Modified lesson as a result of assessment results, when appropriate
- Prepared alternative representations of concepts/procedures in anticipation of student needs
- Prepared examples of varying difficulty to meet needs based on informal assessment

3. Used a variety of assessment instruments

- Used a variety of assessment methods to check for both individual student & group understanding during lesson

E. MANAGEMENT SKILLS

1. Created & maintained a productive, respectful & positive learning environment

- Established a positive & professional rapport with students
- Maintained a learning environment based on mutual respect between students & teacher
- Started & ended class on time
- Was enthusiastic about both students' learning and the mathematics in the lesson

2. Enforced clear & reasonable behavioral expectations

- Discussed classroom expectations with cooperating teacher(s)
- Explained behavioral expectations to students
- Tailored expectations to the development level of students

3. Kept students focused during classroom activities

- Monitored classroom activities while teaching & helping individual students
- Made expectations/directions clear for any movement in the classroom
- Set reasonable time limits for class activities
- Kept students on task entire class time

4. Managed student behavior consistently & professionally

- Adhered to school rules
- Directed class with authority & fairness
- Handled management problems professionally without interfering with instruction
- Treated all students fairly & tactfully

F. PROFESSIONALISM

1. Performed duties promptly & professionally

- Turned in lesson plans, etc., for review)
- Dressed professionally

2. Behaved professionally with students, colleagues & parents

- Adhered to school rules
- Accepted constructive criticism
- Acted professionally in & out of class
- Took unforeseen events during classroom instruction in stride