

Plymouth State University
Office of Teacher Certification

EVALUATION OF STUDENT TEACHING EXPERIENCE
CLINICAL FACULTY OR COOPERATING TEACHER (Please circle one)
MIDTERM OR FINAL (Please circle one)
OR
STUDENT TEACHER SELF-EVALUATION
MIDTERM OR FINAL (Please circle one)

Student Teacher: _____

Date: _____

Clinical Faculty: _____

Cooperating Teacher: _____

School: _____

Grade/Subject: _____

Certification Area: Math Middle School (5-8) and/or Secondary (7-12)

Semester Student Teaching: _____

Directions for Midterm: Read the descriptions of performance levels for each criterion carefully. Highlight or underline each statement within the performance level descriptions that best describes the candidate's performance, based on all available evidence. Review the evaluation with the candidate and set goals for improvement.

Directions for Final: Read the descriptions of performance levels for each criterion carefully. Highlight or underline each statement within the performance-level descriptions that best describes the candidate's performance, based on all available evidence. Check the overall performance level description that most closely matches the candidate's performance, based on all available evidence. A candidate must meet **all** of the components of the description under "Target" with substantial evidence of high quality in order to warrant that rating for each indicator.

SECTION IV: KNOWLEDGE OF MATHEMATICS PEDAGOGY

1. Selects and uses appropriate concrete materials for learning mathematics.

<input type="checkbox"/> Does not meet: Does not use concrete materials at all, or uses concrete materials in an inappropriate manner.	<input type="checkbox"/> Approaching Target: Uses some concrete materials when teaching mathematics, but they are seldom used. The materials are used in an appropriate manner.	<input type="checkbox"/> Target: Uses a variety of concrete materials on several appropriate occasions in the classroom. Materials are used in an effective manner.	Check all sources of evidence consulted and used in arriving at these ratings: <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate's self-report <input type="checkbox"/> Supervisor observation <input type="checkbox"/> Candidate's lesson plans <input type="checkbox"/> Candidate's unit plans <input type="checkbox"/> Candidate's written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <input type="checkbox"/> Other: Please explain:
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2. Plans lessons, units, and courses that address appropriate learning goals, including that address local, state, and national mathematics standards and legislative mandates.			
<input type="checkbox"/> Does not meet: Lessons do not address appropriate learning goals of any kind, or goals are unclear. Lessons do not reflect any of the requirements of the local, state, and national mathematics standards.	<input type="checkbox"/> Approaching Target: Lessons address a few appropriate learning goals, including some of the goals of local, state, and national mathematics standards.	<input type="checkbox"/> Target: Lessons consistently address several appropriate learning goals, including most or all of the goals of local, state, and national mathematics standards	Check all sources of evidence consulted and used in arriving at these ratings: <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate's self-report <input type="checkbox"/> Supervisor observation <input type="checkbox"/> Candidate's lesson plans <input type="checkbox"/> Candidate's unit plans <input type="checkbox"/> Candidate's written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <input type="checkbox"/> Other: Please explain:
3. Participates in professional mathematics organizations and uses their print and on-line resources.			
<input type="checkbox"/> Does not meet: Is not a member of any professional mathematics organizations and does not use any print or on-line resources provided by these organizations.	<input type="checkbox"/> Approaching Target: Is a member of one or more professional mathematics organizations but seldom uses any print or on-line resources provided by these organizations.	<input type="checkbox"/> Target: Is a member of several professional mathematics organizations and uses print or on-line resources provided by these organizations.	Check all sources of evidence consulted and used in arriving at these ratings: <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate's self-report <input type="checkbox"/> Supervisor observation <input type="checkbox"/> Candidate's lesson plans <input type="checkbox"/> Candidate's unit plans <input type="checkbox"/> Candidate's written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <input type="checkbox"/> Other: Please explain:
4. Demonstrates knowledge of research results in the teaching and learning of mathematics.			
<input type="checkbox"/> Does not meet: Shows no knowledge of any current research in their teaching and learning of mathematics.	<input type="checkbox"/> Approaching Target: Demonstrates knowledge of current research results, but seldom uses it in the teaching of mathematics.	<input type="checkbox"/> Target: Demonstrates knowledge of current research results, and uses this knowledge in the teaching of mathematics.	Check all sources of evidence consulted and used in arriving at these ratings: <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate's self-report <input type="checkbox"/> Supervisor observation <input type="checkbox"/> Candidate's lesson plans <input type="checkbox"/> Candidate's unit plans <input type="checkbox"/> Candidate's written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <input type="checkbox"/> Other: Please explain:

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5. Demonstrates the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations.			
<input type="checkbox"/> Does not meet: Does not use problem solving in the teaching of mathematics; does not help students develop and test generalizations.	<input type="checkbox"/> Approaching Target: Uses problem solving in the teaching of mathematics, but misses opportunities to use it further; tries to effectively help students develop and test generalizations, but often needs guidance.	<input type="checkbox"/> Target: Uses problem solving effectively in the mathematics classroom, and students in the classroom demonstrate that they understand how to develop and test their own generalizations.	Check all sources of evidence consulted and used in arriving at these ratings: <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate's self-report <input type="checkbox"/> Supervisor observation <input type="checkbox"/> Candidate's lesson plans <input type="checkbox"/> Candidate's unit plans <input type="checkbox"/> Candidate's written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <input type="checkbox"/> Other: Please explain:

Comments Specific to KNOWLEDGE OF MATHEMATICAL PEDAGOGY (please add additional pages if necessary):

Other comments and suggestions for candidate:

Student Teacher's Signature

Date

Clinical Faculty or Cooperating Teacher's Signature

Date