

<u>Standards</u>	<u>Rating – Criteria Description</u>			
<p><i>a. Appropriate content goals and objectives were set and the content was made meaningful for students concerning NCTM₂</i></p> <p>NCA TE/NCTM Standards:</p> <p>1.4</p> <p>2.3</p> <p>3.4</p> <p>4.3</p> <p>5.1</p> <p>6.1</p> <p>9-15</p>	<p style="text-align: center;">1</p> <p>Makes serious mistakes when demonstrating NCTM math content such as:</p> <ul style="list-style-type: none"> • describing the procedures and applications concerning such things as axiom systems, algebra, geometry, calculus, statistics, discrete mathematics, measurement, or number and operations. • monitoring and reflecting on the process of problem solving (concerning such things as axiom systems or algebra, geometry, etc.) • developing and accurately evaluating mathematical arguments (concerning such things as axiom systems or algebra, geometry, etc.) • accurately analyzing and evaluating the mathematical thinking of others. 	<p style="text-align: center;">2</p> <p>Makes some mistakes when demonstrating NCTM math content such as:</p> <ul style="list-style-type: none"> • describing the procedures and applications concerning such things as axiom systems, algebra, geometry, calculus, statistics, discrete mathematics, measurement, or number and operations. • monitoring and reflecting on the process of problem solving (concerning such things as axiom systems or algebra, geometry, etc.) • developing and accurately evaluating mathematical arguments (concerning such things as axiom systems or algebra, geometry, etc.) • accurately analyzing and evaluating the mathematical thinking of others. 	<p style="text-align: center;">3</p> <p>Makes few or no mistakes when demonstrating NCTM math content such as:</p> <ul style="list-style-type: none"> • describing the procedures and applications concerning such things as axiom systems, algebra, geometry, calculus, statistics, discrete mathematics, measurement, or number and operations. • monitoring and reflecting on the process of problem solving (concerning such things as axiom systems or algebra, geometry, etc.) • developing and accurately evaluating mathematical arguments (concerning such things as axiom systems or algebra, geometry, etc.) • accurately analyzing and evaluating the mathematical thinking of others. 	<p style="text-align: center;">4</p> <p>Shows strong knowledge and enthusiasm for NCTM math content such as:</p> <ul style="list-style-type: none"> • describing the procedures and applications concerning such things as axiom systems, algebra, geometry, calculus, statistics, discrete mathematics, measurement, or number and operations. • monitoring and reflecting on the process of problem solving (concerning such things as axiom systems or algebra, geometry, etc.) • developing and accurately evaluating mathematical arguments (concerning such things as axiom systems or algebra, geometry, etc.) • accurately analyzing and evaluating the mathematical thinking of others.

<p><i>b. Lesson was well paced (INTASC 2 NCTM Standard 8)</i></p>	<p style="text-align: center;">1</p> <p>Failed to pace lesson so that it was neither too fast for individuals nor too slow for the group</p>	<p style="text-align: center;">2</p> <p>Sometimes paced lesson too fast for some individuals but too slow for the group</p>	<p style="text-align: center;">3</p> <p>Mostly paced the lesson so that it was neither too fast for individuals nor too slow for the group</p>	<p style="text-align: center;">4</p> <p>Always paced the lesson well by individualizing instruction and keeping students from falling behind but also kept the group from going too slow</p>
<p><i>c. Entire class monitored and more than one activity/group was attended to at a time and classroom management techniques (e.g., proximity) used effectively (INTASC 2,5) NCTM Standard 8</i></p>	<p>Individuals and groups were never kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was not used to keep students on task</p>	<p>Individuals and groups were sometimes kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was used inconsistently to keep students on task</p>	<p>Individuals and groups were mostly kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was always used (but used sometimes unsuccessfully) to keep students on task</p>	<p>Individuals and groups were always kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was used consistently and effectively to keep students on task</p>

<p>d. Attention gained (INTASC 1,2,4) <i>NCTM Standard 8</i></p> <ul style="list-style-type: none"> ▪A strategy was used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention. ▪Strategies related directly to the learning in the lesson. <p>▪Visuals, ambiguity, curiosity, noise, or other ways were effectively used</p>	<p>A strategy was never used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.</p> <ul style="list-style-type: none"> ▪Strategies never related directly to the learning in the lesson. <p>▪Visuals, ambiguity, curiosity, noise, or other ways were not used effectively</p>	<p>A strategy was sometimes used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.</p> <ul style="list-style-type: none"> ▪Strategies sometimes related directly to the learning in the lesson. <p>▪Visuals, ambiguity, curiosity, noise, or other ways were not used effectively</p>	<p>A strategy was often used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.</p> <ul style="list-style-type: none"> ▪Strategies related directly to the learning in the lesson. <p>▪Visuals, ambiguity, curiosity, noise, or other ways were used effectively</p>	<p>A strategy was always used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.</p> <ul style="list-style-type: none"> ▪Strategies related directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding. <p>▪Visuals, ambiguity, curiosity, noise, or other ways were always used effectively</p>
<p>e. Previous knowledge recalled (INTASC 2,4). <i>NCTM Standard 7, 8</i></p>	<p style="text-align: center;">1</p> <p>Strategies were not used to build on prior knowledge nor did they relate directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding.</p>	<p style="text-align: center;">2</p> <p>Strategies were sometimes related directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding.</p>	<p style="text-align: center;">3</p> <p>Strategies related directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding.</p>	<p style="text-align: center;">4</p> <p>Strategies related directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding.</p>

f. Purpose/Objective of the lesson made clear (1,4)	It was not clear what students were to be learning and why they were learning it.	It could be somewhat inferred what students were to be learning but no discussion of why they were learning it.	It could clearly be inferred what students were to be learning and it could be inferred as to why they were learning it.	Objectives were clearly posted for all to see and there was a clear discussion of why they were important to know.
g. Teacher Input Provided	Skills or concepts of the lesson were never introduced and explained (2,4) by using clear examples and language (2,4,6) and the sequence and organization of instruction was not appropriate (2,4)	Skills or concepts of the lesson were sometimes introduced and explained (2,4) by using somewhat clear examples and language (2,4,6) and the sequence and organization of instruction was not appropriate (2,4)	Skills or concepts of the lesson were always introduced and explained (2,4) by using clear examples and language (2,4,6) but the sequence and organization of instruction was not appropriate (2,4)	Skills or concepts of the lesson were always introduced and explained (2,4) by using clear examples and language that debunked student preconceptions (2,4,6) and the sequence and organization of instruction introduced new principles of increasing complexity (2,4)
h. Teacher guided practice was adequate and appropriate (INTASC 2,4) <i>NCTM Standard 7, 8</i>	1 The teacher and students never worked through examples together as needed and students were not expected to do similar problems on their own.	2 The teacher and students sometimes worked through examples together as needed but students were not expected to do similar problems on their own.	3 The teacher and students always worked through examples together as needed but students were not always expected to do similar problems on their own	4 The teacher and students always worked through examples together as needed, the teacher provided scaffolding that addressed individual student needs and students were not expected to do similar problems on their own
i. Repetition of key concepts occurred throughout the lesson (INTASC 2,4)	No repetition took place	Some repetition took place but no more than the students' natural memory was used to help students learn and remember	Repetition took place and mnemonic devices use to help students learn and remember	Repetition occurred, mnemonic devices were used, chunking and other concepts used to help students learn and remember essential facts and concepts

<p>j. A variety of instructional materials were used to actively engage the students. (INTASC 2,3,4,6) <i>NCTM Standard 8.1</i></p>	<p>1 No instructional materials were used</p>	<p>2 Instructional materials were used (such as maps, texts, pictures, graphs, interactive computer-based activities, timelines, oral histories, primary documents and artifacts, etc.) but their use was not aligned with the lesson objectives</p>	<p>3 A variety of instructional materials (such as maps, texts, pictures, graphs, interactive computer-based activities, timelines, oral histories, primary documents and artifacts, etc.) were used and they were aligned with the lesson objectives</p>	<p>4 A variety of instructional materials (such as maps, texts, pictures, graphs, interactive computer-based activities, timelines, oral histories, primary documents and artifacts, etc.) were used and they were aligned with the lesson objectives and they help to create a “hands-on-minds-on” experiences that motivated students to apply the lesson concepts to an authentic problem</p>
<p>k. All of the students were actively engaged in the learning throughout the lesson. (INTASC 2,4) <i>NCTM Standard 7, 8</i></p>	<p>All students were off task</p>	<p>Most students were off task</p>	<p>All students appeared to be engaged in the lesson activities</p>	<p>All students appeared to be engaged in the lesson activities and their performances (answers to questions, results of projects/papers, etc.) demonstrated their engagement</p>
<p>l. Students were encouraged to understand, question, and interpret ideas from diverse perspectives. (4)</p>	<p>Open-ended questions were never used, and diverse perspectives were never explored.</p>	<p>Open-ended questions were sometimes used, and diverse perspectives were never explored.</p>	<p>Open-ended questions were always used when appropriate, and diverse perspectives were sometimes explored.</p>	<p>Open-ended questions were always used when appropriate, and diverse perspectives were always explored and students were encouraged to ask their own questions.</p>
<p>m. Higher order thinking skills were used. (INTASC 4)</p>	<p>Higher levels of Bloom’s Taxonomy such as analysis, application, creating, and evaluation were never reached</p>	<p>Higher levels of Bloom’s Taxonomy such as analysis, application, creating, and evaluation were sometimes reached</p>	<p>Higher levels of Bloom’s Taxonomy such as analysis, application, were reached but creating, and evaluation were not reached when appropriate</p>	<p>Higher levels of Bloom’s Taxonomy such as analysis, application, creating, and evaluation were always reached when appropriate</p>

<p>n. Evaluation of student comprehension occurred throughout the lesson and appropriate feedback provided. (INTASC 8) <i>NCTM Standard 7.5</i></p>	<p>1 Students were never asked questions or asked to perform a task that would demonstrate student understanding during the lesson</p>	<p>2 Students were sometimes asked questions or asked to perform a task that would demonstrate student understanding during the lesson</p>	<p>3 Students were always asked questions or asked to perform a task that would demonstrate student understanding during the lesson when appropriate but the appropriate feedback was not always given</p>	<p>4 Students were always asked questions or asked to perform a task that would demonstrate student understanding during the lesson when appropriate and the appropriate feedback was always given and accommodations were made when necessary</p>
<p>o. The lesson ended with closure/review that focused on the main objectives of the lesson. (INTASC 3,4)</p>	<p>No summary took place</p>	<p>The teacher candidate summarized the lesson</p>	<p>The students were asked to summarize the learning</p>	<p>The students were asked to summarize the learning and it focused on the main objectives of the lessons and included a key takeaway or application of the objectives to students' lives or the "real world" when possible.</p>
<p>p. Variety of teaching methods/instructional strategies were used to reach different types of learners. (INTASC 2,4,8) <i>NCTM Standard 7, 8</i></p>	<p>Failed to any of the following strategies: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, "hands-on/minds-on" materials, paired students, etc.</p>	<p>Failed to use an appropriate combination of the following strategies so that the need of the diverse students could be met: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, "hands-on/minds-on" materials, paired students, etc.</p>	<p>An appropriate amount of the following strategies were used so that most of the diverse students' needs for learning were met: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, "hands-on/minds-on" materials, paired students, etc.</p>	<p>An appropriate amount of the following strategies were used so that all of the diverse students' needs for learning were met: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, "hands-on/minds-on" materials, paired students, etc.</p>

<p>q. Relevant subject areas & “real world” problems were integrated into the lesson. (1,2,3,7) <i>NCTM Standard 7, 8</i></p>	<p>1 No reference to the application of the content was made</p>	<p>2 A brief reference was made concerning the application of the content</p>	<p>3 It was clear how the subject could be applied to “real world” problems</p>	<p>4 Students were engaged in real world problem solving by applying lesson content to the solution of real world problems</p>
<p>r. Inclusion of special needs student occurred. (INTASC 2,3) <i>NCTM Standard 7, 8</i></p>	<p>No IEP’s were referenced, no accommodations were made, and many pathways to learning were not provided</p>	<p>IEP’s were referenced, but no accommodations were made, and many pathways to learning were not provided</p>	<p>IEP’s were referenced, and some accommodations were made, but not enough pathways to learning were provided</p>	<p>IEP’s were referenced, accommodations were made, many pathways to learning were provided</p>
<p>s. Individual differences were addressed. INTASC (2,3,5) <i>NCTM Standard 7, 8</i></p>	<p>Individual differences were not addressed</p>	<p>Some instruction built on students’ prior knowledge and experiences and some differentiated instruction took place</p>	<p>Instruction clearly built on students’ prior knowledge and experiences, however, more differentiated instruction geared to the particular needs of the students was needed. More pathways to learning need to be geared to students’ differing learning styles.</p>	<p>Instruction clearly built on students’ prior knowledge and experiences, and differentiated instruction took place so that the particular needs of the students in the class were clearly met. Multiple pathways were provided and they met the needs of the students’ learning styles.</p>
<p>t. Classroom instruction and assignments provided for Limited English Proficiency (LEP) students. (2,3) (TESOL Standard 3)</p>	<p>No standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, were used, and no integration of language skills, and adapted classroom resources were used</p>	<p>Some standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, and no integration of language skills, and adapted classroom resources were used</p>	<p>Standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, were clearly used and some integration of language skills, and adapted classroom resources were used</p>	<p>Standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, were clearly used and the integration of language skills, and adapted classroom resources were used effectively</p>

<p>u. Diversity issues were addressed in an appropriate manner. (INTASC 2,3,6,10) <i>NCTM Standard 7, 8</i></p>	<p>1 Students were not at the center of their learning and did not have appropriate choices for applying course content to issues important to them and examples and illustrations that were not inclusive of multi-cultures were consistently used</p>	<p>2 Students were sometimes at the center of their learning and sometimes had appropriate choices for applying course content to issues important to them and examples and illustrations that were inclusive of multi-cultures were not consistently used</p>	<p>3 Students were mostly at the center of their learning and mostly had appropriate choices for applying course content to issues important to them and examples and illustrations that were inclusive of multi-cultures were sometimes used</p>	<p>4 Students were always at the center of their learning and had appropriate choices for applying course content to issues important to them and examples and illustrations that were inclusive of multi-cultures were used</p>
<p>v. Displayed Enthusiasm. (INTASC 1,6)</p>	<p>Voice inflection, smiling, gestures were never used when appropriate</p>	<p>Voice inflection, smiling, gestures were sometimes used when appropriate</p>	<p>Voice inflection, smiling, gestures were mostly used when appropriate</p>	<p>Voice inflection, smiling, gestures were always used when appropriate and students responded with their own enthusiasm</p>
<p>w. Exhibited Confidence.</p>	<p>Never projected voice, or led the class by example</p>	<p>Sometimes projected voice, but did not lead the class by example</p>	<p>Always projected voice when appropriate, and mostly led the class by example</p>	<p>Always projected voice when appropriate, and always led the class by example</p>
<p>x. Displayed empathy. (INTASC 5,9,10)</p>	<p>Never listened to students and never served as students' advocate</p>	<p>Sometimes listened to students and served as student advocate</p>	<p>Always listened to students when appropriate and sometimes served as students' advocate when determining, for example, that factors in the students' environment outside of school may be influencing the students' life and learning</p>	<p>Always listened to students when appropriate and always served as students' advocate when appropriate (e.g., when determining that factors in the students' environment outside of school may be influencing the students' life and learning)</p>

<p>y. Spoke and acted in a professional manner. (INTASC 9,10) <i>NCTM Standard 7</i></p>	<p style="text-align: center;">1</p> <p>Failed to start and end on time and failed to wear clothing and jewelry similar to other exemplary teachers in the school</p>	<p style="text-align: center;">2</p> <p>Sometimes started and ended on time and wore clothing and jewelry similar to other exemplary teachers in the school</p>	<p style="text-align: center;">3</p> <p>Mostly started and ended on time and wore clothing and jewelry similar to other exemplary teachers in the school</p>	<p style="text-align: center;">4</p> <p>Always started and ended on time and wore clothing and jewelry similar to other exemplary teachers in the school</p>
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<p>z. Candidate uses varied representations of mathematical ideas to support and deepen students' mathematical understanding.</p>	<p>Does not use multiple representations to model and interpret physical, social, and mathematical phenomena.</p> <p>Does not create and/or use multiple representations to organize, record, and communicate mathematical ideas.</p> <p>Does not select, apply, and/or translate among mathematical representations to solve problems.</p>	<p>Rarely uses multiple representations to model and interpret physical, social, and mathematical phenomena.</p> <p>Rarely creates and uses multiple representations to organize, record, and communicate mathematical ideas.</p> <p>Rarely selects, applies, and translates among mathematical representations to solve problems</p>	<p>Sometimes uses multiple representations to model and interpret physical, social, and mathematical phenomena.</p> <p>Sometimes creates and uses multiple representations to organize, record, and communicate mathematical ideas.</p> <p>Sometimes selects, applies, and translates among mathematical representations to solve problems.</p>	<p>Consistently uses multiple representations to model and interpret physical, social, and mathematical phenomena.</p> <p>Consistently creates and uses multiple representations to organize, record, and communicate mathematical ideas.</p> <p>Consistently selects, applies, and translates among mathematical representations to solve problems.</p>
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