

Mathematics Education - Program Specific Items - Each academic area assesses five items in addition to the 10 InTASC standards.

Item	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating	
<i>The teacher candidate...</i>								1/3	2/3
Teaches mathematics with equity in mind - high expectations & strong support for all students.	Challenges all students and instills a growth mindset within them, providing quality support and appropriate differentiation.	In addition to rating of "3" for performance, partial success at rating of "4"	Shows confidence in students' ability to learn while promoting a growth mindset and attempting to differentiate appropriately.	In addition to rating of "2" for performance, partial success at rating of "3"	Attempts with varying success to challenge students, promote a growth mindset, and differentiate appropriately.	With assistance, partial success at rating of "2"	Does not challenge students, promote a growth mindset, or differentiate appropriately.		
Develops an understanding of what students know and need to learn, then challenges and supports students to learn it well.	Fully understands all content standards and masterfully builds units of instructions to successfully meet related learning objectives.		Aligns instruction to standards and learning objectives and uses engaging, effective teaching strategies.		Attempts with varying success to align instruction to standards and learning objectives while attempting to use engaging, effective teaching strategies.		Does not align instruction to standards and learning objectives or use engaging, effective teaching strategies.		
Assessments support the learning of important mathematics and furnish useful information to both teachers and students.	Skillfully uses multiple assessments to impact and measure learning.		Adequately uses multiple assessments to impact and measure learning.		Attempts with varying success to use assessments to promote and measure learning.		Does not use assessments appropriately to promote or measure learning.		
Teaches students to learn mathematics with conceptual understanding, actively building new knowledge from experience and prior knowledge.	Successfully engages students in meaningful, active learning. Students develop conceptual understanding over memorization and rote procedures.		Provides an engaging learning environment that promotes conceptual understanding over memorization and rote procedures.		Attempts with varying success to provide an engaging learning environment that promotes conceptual understanding over memorization and rote procedures.		Does not provide an engaging learning environment that promotes conceptual understanding over memorization and rote procedures.		
Demonstrates understanding that math is more than a collection of activities; it is coherent, well-articulated, and provides students the opportunity to grow in communication, creativity, collaboration, and critical thinking.	Successfully engages students in purposeful mathematical problem solving, demonstrating student growth in communication, creativity, collaboration, and critical thinking.		Provides opportunities for students to engage in purposeful mathematical problem solving, promoting student growth in communication, creativity, collaboration, and critical thinking.		Attempts with varying success to engage students in purposeful mathematical problem solving, promoting student growth in communication, creativity, collaboration, and critical thinking.		Does not engage students in purposeful mathematical problem solving or promote student growth in communication, creativity, collaboration, and critical thinking.		
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating	
An overall mean score rating will be calculated for the section. If you are not able to make a fair assessment, you may decide to not enter a rating in a specific section.									