

# Profile of Student Teaching Performance:

## *Reference Guide*

### *for Observing and Assessing Student Teachers*

### *Mathematics Grades 6-12 Licensure*



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**Culturally Responsive Practice Indicator Questions Revised June 2024**

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**A. PROFESSIONAL KNOWLEDGE** The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

		<b>A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS). InTASC 4n</b>
DN		inaccurately and inconsistently references the appropriate content standards.
DE		references appropriate content standards in daily plans;
M	E	<b>AND...</b> explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE		<b>AND...</b> clearly demonstrates and explains the appropriate sequencing of the content standards.

**Questions for Reflection:**

1. Does the student teacher document the specific NCTM content standards (9-15) and VA SOL's?
2. Does the student teacher analyze local, state, and national curriculum standards based on his/her knowledge of content and early adolescent development?

		<b>A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA. InTASC 4a, 4l, 7g</b>
DN		inaccurately presents key subject matter ideas and skills.
DE		demonstrates accurate knowledge and skills of subject area;
M	E	<b>AND...</b> uses representation and/or an explanation that captures key subject matter ideas and skills;
EE		<b>AND...</b> uses <u>multiple</u> representations and explanations that capture key subject matter ideas and skills.

**Questions for Reflection:**

1. Does the student teacher communicate mathematical thinking orally and in writing to peers, faculty, and others?
2. Does the student teacher use the language of mathematics to express ideas precisely?
3. Does the student teacher organize mathematical thinking through communication?
4. Does the student teacher analyze and evaluate the mathematical thinking and strategies of others?
5. Does the student teacher possess a deep understanding of how students learn mathematics and the pedagogical knowledge specific to mathematics teaching and learning?
6. Does the student teacher know, understand and apply the process of mathematical problem solving?
7. Does the student teacher recognize, use, and make connections between and among mathematical ideas, and in contexts outside mathematics, to build mathematical understanding?
8. Does the student teacher recognize where the content lies in the vertical alignment of all mathematical standards?
9. Does the student teacher make connections within the content, across representations, and between state standards to organize instruction around big ideas?

		<b>A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS. InTASC 4d</b>
DN		references content to <b>NEITHER</b> the students' past and future learning experiences <b>NOR</b> related subject areas.
DE		references content to <b>EITHER</b> the students' past and future learning experiences <b>OR</b> related subject areas.
M	E	references content to <b>BOTH</b> the students' past and future learning experiences <b>AND</b> related subject areas;
EE		<b>AND...</b> references content to real world experiences and applications.

**Questions for Reflection:**

1. Does the student teacher use varied representations of mathematical ideas to support and deepen students' mathematical understanding?
2. Are the same examples used over and over when students need more clarity?
3. Can the student teacher create new examples for further clarification?
4. Are the examples appropriate for the age level and populations?
5. Do the examples represent different modalities?
6. Do the examples relate to diverse needs?
7. Does the student teacher recognize and apply mathematics in context outside of mathematics?
8. Does the student teacher demonstrate how mathematical ideas interconnect and build on one another to produce a coherent whole?
9. Does the student teacher engage adolescents in activities related to their interpersonal, community, and societal responsibilities?
10. Does the student teacher consistently design curriculum and select materials that are integrative, challenging, and grounded in the ideas, interests, and experiences of all adolescents? Does the student teacher demonstrate a comprehensive depth and breadth of knowledge in two content areas that are broad and multidisciplinary, and regularly demonstrate the ability to make interdisciplinary connections?
11. What has the student teacher done to find out the students' prior knowledge?

12. Are examples relevant to the student population?

		<b>A4. Culturally Responsive Practice: DEMONSTRATES AN UNDERSTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. InTASC 4b, 4o, 4p, 4q</b>
DN		presents content without acknowledgement of alternative disciplinary perspectives.
DE		purposefully presents content that acknowledges alternative disciplinary perspectives;
M	E	<b>AND...</b> identifies the potential of bias in their representation of the content of the discipline and seeks to address it;
EE		<b>AND...</b> facilitates learners' critical analyses of the multiple perspectives in the discipline.

**Questions for Reflection:**

1. Does the student teacher articulate their own potential bias?
2. Does the student teacher identify potential bias when selecting content?
3. Does the student teacher address bias in materials and methods in the areas of culture, religion, socio-economic status, etc.?
4. Does the student teacher access current standards of learning and ensure alignment?
5. Is there diversity in methods that student teacher implements?
6. Does the student teacher recognize that there are different methods for problem solving that are influenced by student background and prior learning?

**B. ASSESSMENT OF AND FOR STUDENT LEARNING** The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

		<b>B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING. InTASC 6a, 6j, 6k</b>
DN		sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE		sets acceptable and appropriate learning outcomes and achievement goals for student learning;
M	E	<b>AND...</b> sets measurable learning outcomes and achievement goals for student learning <b>AND</b> states these clearly on the lesson plan;
EE		<b>AND...</b> matches learning outcomes and achievement goals to classroom assessments.

**Questions for Reflection:**

1. Does the student teacher plan lessons, units and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates?
2. Does the student teacher assess student achievement using multiple strategies that focus on the key concepts found within the critical knowledge base, and is able to articulate his/her criteria for strategy selection?
3. Did the student teacher have a clear assessable objective?
4. Did the student teacher have a purpose and rationale?
5. Did the student teacher understand the needs of diverse learners in the class and plan accordingly?
6. Did the student teacher accommodate learning requirements of ESL, 504, Gifted & Talented, and IEP plans?
7. Did the student teacher "know the audience" and target instruction appropriately?

		<b>B2. USES FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES. InTASC 6a, 6j, 6k</b>
DN		uses inappropriate formal and informal assessments that are not linked to learning outcomes.
DE		uses appropriate formal and informal assessments that are linked to learning outcomes;
M	E	<b>AND...</b> can articulate ways formal and informal assessments should impact future learning activities;
EE		<b>AND...</b> has strategies to provide students with effective, descriptive feedback to guide their progress.

**Questions for Reflection:**

1. Does the student teacher analyze and evaluate the mathematical thinking and strategies of others?
2. Does the student teacher use multiple strategies, including listening to and understanding the ways students think about mathematics to assess students' mathematical knowledge?
3. Does the student teacher check for understanding throughout the lesson?
4. Does the student teacher involve individuals or groups in assessment?
5. Does the student teacher recognize culturally specific ways of expressing understanding or confusion?
6. Does the student teacher use a variety of means (verbal, nonverbal, written, etc.) and sources other than the teacher (other students, books, self-checking materials, etc.) to assess students' learning?
7. Does the student teacher give frequent meaningful, substantive, and specific feedback for all students?
8. Does the student teacher adjust instruction while in progress, with attention to the teachable moment?

		<b>B3. CHECKS FOR UNDERSTANDING TO ENHANCE STUDENT LEARNING.</b> InTASC 6e, 6g, 7l
DN		makes few or no attempts to determine student comprehension <b>AND</b> gives students little or no feedback.
DE		monitors student comprehension of content <b>AND</b> provides students with limited feedback.
M	E	uses a variety of assessment techniques to monitor comprehension of the content <b>AND</b> provides students with timely meaningful feedback.
EE		<b>AND</b> ...analyzes individual and group comprehension of the content, <b>AND</b> gives all students substantive and specific feedback.

**Questions for Reflection:**

1. Does the student teacher ask various levels of cognitively demanding questions to check for comprehension?
2. Does the student teacher provide timely feedback, verbal and/or written, to students?
3. Is the written feedback provided by the student teacher specific and based on content and strategies used by the students?
4. Does the student teacher link an array of formal and informal assessments to instruction and consistently use this information to adjust future lessons?
5. Did the student teacher adapt instruction based on feedback gained?

		<b>B4. SYSTEMATICALLY GATHERS, ANALYZES, AND USES MULTIPLE DATA SOURCES BY STUDENT GROUPS AND INDIVIDUALS TO UNDERSTAND STUDENT LEARNING.</b> InTASC 6e, 6g, 6h,6k, 6l, 6t, 6u
DN		unable to articulate effectiveness of teaching based on student learning data.
DE		able to articulate effectiveness of teaching based on student learning data;
M	E	<b>AND</b> ...systematically gathers, analyzes, and uses relevant data to measure learner- or group-specific trends that can inform instruction;
EE		<b>AND</b> ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

**Questions for Reflection:**

1. Does the student teacher identify learner- or group-specific trends within assessment data?
2. Does the student teacher utilize multiple relevant data sources to inform instruction?

		<b>B5. Culturally Responsive Practice: ADAPTS ASSESSMENT TO ACCOMMODATE A VARIETY OF STUDENT NEEDS AND EXPERIENCES (WITH ATTENTION TO ENGLISH LANGUAGE LEARNERS, STUDENTS WITH EXCEPTIONALITIES, CULTURAL AWARENESS).</b> InTASC 6g, 6h, 6i, 6l, 6p, 6u
DN		does not adapt assessments to accommodate student needs or experiences.
DE		inconsistently attempts to adapt assessments to accommodate student needs and experiences.
M	E	consistently adapts assessments to accommodate most student needs and experiences.
EE		thoughtfully anticipates the needs of each student to adapt assessments with a variety of assessment approaches.

**Questions for Reflection:**

1. Does the student teacher collaborate with the cooperative teacher and resource teachers (SPED, ELL, Intervention specialist, etc.) to create/modify assessments?
2. Does the student teacher reference ELL/IEP/504 plans in making assessment accommodations?
3. Is the student teacher able to scaffold and administer informal assessments to meet the diverse needs of student learners?
4. When possible or appropriate, does the student teacher provide modality choices for assessment formatting and students' response (for example, visual, auditory, oral, paper/pencil, technology, proving their answers)?
5. Is the student teacher aware of cultural differences and did they modify assessments respectfully and appropriately?

**C. INSTRUCTIONAL PLANNING The student teacher...**

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

		<b>C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS.</b> InTASC 2c, 7j, 7n
DN		is unfamiliar with the background, experiences, and skill level of most students in the class.
DE		is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME		<b>AND</b> ...uses relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE		demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class <b>AND</b>



	plans using what they know about learners including developmental levels, prior learning, and interests.
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**Questions for Reflection:**

1. Does the student teacher recognize and use connections among mathematical ideas?
2. Does the student teacher demonstrate a comprehensive knowledge of the concepts, principles, theories, and research about adolescent development?
3. Do they use this knowledge to provide all adolescents with learning opportunities that are developmentally responsive, socially equitable, and academically rigorous?
4. Did the student teacher create an interest inventory?
5. Did the student teacher use pre-assessment tools?
6. Did the student teacher review student files?
7. Does the student teacher actively see information with respect to students' interests?
8. Does the student teacher plan/meet with resource personnel such as special ed teachers/ESL teachers/aides/guidance?
9. Is the student teacher able to understand student strengths and weaknesses with respect to the expectations of the state standards?
10. Does the student teacher actively engage students in independent and collaborative inquiry? Do they consistently select instructional strategies that are challenging, culturally sensitive, and developmentally responsive?

	<b>C2. Culturally Responsive Practice: SELECTS CLASSROOM RESOURCES THAT REFLECT CULTURAL INCLUSIVITY AND PLANS FOR DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS, GENDER, RACE, ETHNICITY). InTASC 1b, 2a, 7b</b>
DN	plans undifferentiated instruction.
DE	plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME	effectively plans differentiated instruction and selects classroom resources that are culturally inclusive to address the unique characteristics of most individuals in the class;
EE	<b>AND...seeks resources from instructional specialists to refine plans to meet learner needs.</b>

**Questions for Reflection:**

1. Does the student teacher intentionally select materials/resources (visuals, texts, etc.) that respect and promote the different cultures within the classroom?
2. Does the student teacher incorporate instructional examples that reflect multiple perspectives in the classroom?
3. Does the student teacher demonstrate the understanding of the unique needs of the students and plan accordingly?
4. Does the student teacher plan instructional strategies to meet student needs?

	<b>C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES. InTASC 7a, 7b,7l</b>
DN	plans ineffective methods and activities to meet the learning outcomes.
DE	plans effective methods and activities to meet the learning outcomes;
ME	<b>AND...uses data and plans varied methods and activities to meet the learning outcomes with specific attention to students within gap groups;</b>
EE	<b>AND...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.</b>

**Questions for Reflection:**

1. Does the student teacher plan for the use of multiple strategies, including listening to and understanding the ways students think about mathematics to assess students' mathematical knowledge?
2. Does the student teacher assess student achievement using multiple strategies that focus on the key concepts found within the critical knowledge base, and is able to articulate his/her criteria for strategy selection?
3. How is the plan for assessment aligned with the learning outcomes of the lesson?
4. Is the plan for assessment sufficiently systematic to provide the teacher with useful information about the extent to which learning outcomes have been met?
5. Does the student teacher use varied representations of mathematical ideas to effectively support and deepen students' mathematical understanding?

	<b>C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING. InTASC 7k, 8r</b>
DN	rarely or ineffectively integrates instructional technology in planning.

DE	sometimes effectively integrates instructional technology in planning;
ME	regularly integrates effective instructional technology in planning to meet learning outcomes;
EE	<b>AND</b> ...integrates a variety of instructional technology in planning, <b>AND</b> clearly identifies alternative plans in the event technology fails.

**Questions for Reflection:**

1. Does the student teacher develop lessons that use technology's potential for building understanding of mathematical concepts and developing important mathematical ideas?
2. Does the student teacher frequently demonstrate the ability to use specific content teaching and assessment strategies and integrate state-of-the-art technologies and literacy skills in their teaching fields?
3. Does the instructional technology assist and support meeting all learning styles and levels?
4. Does the student teacher select instructional technology when planning that enables students to use more than one method or strategy during each lesson?
5. Does the student teacher have a backup strategy if needed?

<b>C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING. InTASC 7g</b>	
DN	integrates only non-essential content in planning.
DE	integrates essential content in some planning.
ME	integrates essential content in all planning;
EE	<b>AND</b> ...planning is expanded to elaborate on identified essential content to enhance student learning.

**Questions for Reflection:**

1. Does the student teacher plan lessons, units and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates?
2. Are these goals reflected in the student teacher's plans?
3. Does the student teacher inform the students of the goals before or during the learning experience?
4. Is the student teacher demonstrating how special needs students (IEP goals) are being addressed during instructional activities?
5. Does the student teacher plan higher order thinking questions to enhance student learning?

<b>C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY. InTASC 7</b>	
DN	plans time unrealistically for pacing and transitions.
DE	plans time realistically for pacing; however, transition time is not apparent.
ME	plans time realistically for pacing <b>AND</b> transitions.
EE	plans include realistic pacing allowing for content mastery <b>AND</b> meaningful transitions that promote student learning.

**Questions for Reflection:**

1. Does the student teacher plan transitions in the lesson to minimize down time and maximize instructional time?
2. Does the student teacher plan various portions of the lesson to provide adequate time for student learning and engagement?
3. Does the student teacher provide adequate time for student to investigate and/or discover concept

**D. LEARNING ENVIRONMENT The student teacher ...**

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

<b>D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT for all students. InTASC 3a, 3k</b>	
DN	maintains an unsafe physical and psychological environment.
DE	attempts to maintain a safe physical and psychological environment.
ME	effectively creates a safe physical and psychological environment;
EE	<b>AND</b> explains the purpose for these choices to all students.

**Questions for Reflection:**

1. Does the student teacher demonstrate attention to equity in supporting a positive disposition toward mathematics?
2. Does the student teacher develop close, mutually respectful supportive learning environments that promote the healthy development of all adolescents?
3. Do they respond positively to the diversity found in adolescents and use that diversity in planning

and implementing instruction?

4. To what extent is there a match between the lesson or activity and the furniture or room configuration?
5. Is the space arranged so that all students, including those with special needs, have access to the lesson?
6. How do physical and psychological factors in the environment promote the learning that takes place?

<b>D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK. InTASC 3j, 3q</b>	
DN	ignores evidence that a climate of trust and teamwork is lacking.
DE	by being enthusiastic, fair, caring, and respectful to all students;
ME	<b>AND...</b> purposefully creates a climate of trust and teamwork, anchored in affirmation, mutual respect and validation, utilizing culturally responsive practices;
EE	<b>AND...</b> fosters regular student collaboration and models high expectations for all students.

**Questions for Reflection:**

1. Does the student teacher demonstrate attention to equity in supporting a positive disposition toward mathematics in regard to portraying mathematics as a human endeavor not specific to culture and/or ethnicity, race?
2. Does the student teacher create equitable, caring, and productive learning environments?
3. In what ways does the student teacher help students have access to learning?
4. In what ways does the student teacher help the students feel equally valued in the classroom?
5. Are there patterns of exclusion or over attention in the student-teacher interactions?
6. Is the student teacher inappropriately negative in remarks to students?
7. Does the student teacher respond appropriately to stereotyping, demeaning, or other unfair comments by students?
8. Does the student teacher plan and monitor collaboration among the students?

<b>D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR. InTASC 3c</b>	
DN	ignores students' needs and behavior.
DE	attempts to maintain positive classroom behavior.
ME	responds effectively and consistently to students' needs and behavior <b>AND</b> can explain why the model they are using for positive classroom behavior is effective.
EE	demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior <b>AND</b> explain why changes were made.

**Questions for Reflection:**

1. Does the student teacher demonstrate effective teaching by establishing and maintaining consistent standards for positive classroom behavior?
2. Can the student teacher identify when they have changed classroom management techniques due to changes in students' behavior?
3. Does the student teacher demonstrate the ability to problem-solve and implement a behavior management program while continuing with classroom instruction?

<b>D4. Culturally Responsive Practice: DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l</b>	
DN	infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE	can identify the different cultural backgrounds <b>AND</b> acknowledge cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with exceptionalities;
ME	<b>AND...</b> values and fosters classroom environments that create opportunities for access and achievement for the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE	<b>AND...</b> incorporates, advocates, and affirms these differences into their teaching and use of content examples.

**Questions for Reflection:**

1. Does the student teacher use Universal Design for Learning to adapt appropriate lesson resources (images, materials, cultural artifacts) instructional methods, and strategies that are compatible with students' backgrounds, ages, and abilities?
2. Does the student teacher research appropriate communication methods based on cultural differences and abilities of students?
3. Does the student teacher model appreciation, respect, empathy, and understanding for diverse cultures and abilities?

**E. INSTRUCTIONAL DELIVERY The student teacher ...**

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds

Expectations

E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING. InTASC 8j	
DN	presents unclear <b>OR</b> inaccurate information about the learning objectives or the procedures for instructional activities.
DE	provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME	<b>AND</b> ...ensures that all students understand the learning objectives <b>AND</b> can carry out those procedures;
EE	<b>AND</b> ...consistently presents clear procedures and outcomes, <b>AND</b> effectively checks for student understanding.

**Questions for Reflection:**

1. Does the student teacher understand, present, and acknowledge the mathematical concepts addressed in the lesson?
2. Does the student teacher check for student understanding based on discourse, monitoring of lesson, and evidence?
3. Does the student teacher acknowledge different student approaches to the lesson concepts?
4. Does the student teacher provide clear discourse, use correct mathematical language, and incorporate sufficient wait time for student responses?
5. Is the student teacher's written communication easy to follow and correctly written?

E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY. InTASC 4a, 4l, 8a, 8h	
DN	uses ineffective strategies when presenting content to students.
DE	uses effective strategies to present content to students;
ME	<b>AND</b> ...makes content relevant to students' prior experiences;
EE	<b>AND</b> ...continually presents material clearly and explicitly with well-chosen examples.

**Questions for Reflection:**

1. Does the student teacher use varied representations of mathematical ideas to support and deepen students' mathematical understanding?
2. Does the student teacher embrace technology as an essential tool for teaching and learning mathematics?
3. Does the student teacher select and use appropriate concrete materials for learning mathematics?
4. Does the student teacher demonstrate the ability to lead classes in mathematical problem solving and developing in- depth conceptual understanding to help students develop and test generalizations?
5. Does the student teacher frequently teach in engaging ways that maximize student learning?
6. Does the student teacher actively engage students in independent and collaborative inquiry? Does the student teacher consistently select and lead students in strategies that are challenging, culturally sensitive, and developmentally responsive?
7. Does the student teacher communicate content clearly and accurately?
8. Do lessons as a whole have coherent structure?
9. Does the student teacher recognize and use opportunities to help students extend their thinking?
10. Is the student teacher able to use the mathematical content appropriately as a springboard to independent, creative, or critical thinking?
11. Does the student teacher challenge students' thinking in ways relevant to their background knowledge and experiences?
12. Does the student teacher structure specific learning activities that encourage students to extend their thinking?

E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING. InTASC 4b, 4c, 8f, 8g	
DN	keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE	attempts to keep students actively involved, but some students are disengaged.
ME	keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE	<b>AND</b> ...keeps all students challenged and highly engaged as active learners and problem solvers.

**Questions for Reflection:**

1. Does the student teacher know, understand, and apply the process of mathematical problem solving?
2. Does the student teacher reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry?
3. Does the student teacher use stimulating curricula?
4. Does the student teacher frequently incorporate their mathematical knowledge with the ideas, interests, and experiences of students, helping them to understand the integrative nature of



knowledge?

5. Does the student teacher use higher order questioning?
6. Does the student teacher give students a variety of ways to use content?
7. Does the student teacher incorporate tasks for multiple entry levels and multiple approaches to a solution?

<b>E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY. InTASC 5l, 8g, 8n</b>	
DN	uses technology ineffectively to support student learning.
DE	provides students with guided practice in using technology to support student learning when appropriate and as available;
ME	<b>AND...</b> engages students in learning experiences with technology that is appropriate and challenging;
EE	<b>AND...</b> cultivates student collaboration and initiative in the use of appropriate technology to support student learning.

**Questions for Reflection:**

1. Does the student teacher select appropriate technology that will enhance learning?
2. Does the student teacher provide students with guidance to use technology successfully?
3. Does the student teacher select technology that will promote critical thinking?

<b>E5. FACILITATES STUDENTS' USE OF HIGHER-LEVEL THINKING SKILLS IN INSTRUCTION. InTASC 8f</b>	
DN	instruction includes only lower-level thinking skills (e.g. using only low level questions).
DE	instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques.
ME	prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities;
EE	<b>AND...</b> assesses their growth and development in use of higher-level thinking skills.

**Questions for Reflection:**

1. Does the student teacher encourage discourse requiring students to explain and justify their responses?
2. Does the student teacher provide guiding questions for student investigation and/or discovery?
3. Does the student teacher plan for student discourse (verbal or written) to share thinking?

<b>E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS. InTASC 2a, 2b, 8h, 8p</b>	
DN	provides undifferentiated instruction for students.
DE	attempts to accommodate student learning needs but with mixed success.
ME	differentiates and scaffolds instruction to accommodate most students' learning needs.
EE	successfully reaches all students by skillfully differentiating and scaffolding, using activities appropriate for a range of learners.

**Questions for Reflection:**

1. Does the student teacher provide instruction that enables students to approach the content in multiple ways?
2. Does the student teacher encourage students to share their knowledge using various representations and strategies?
3. Does the student teacher provide alternative approaches or manipulatives that aid learning?
4. Does the student teacher provide appropriate scaffolding to meet all students' learning needs?

<b>E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY. InTASC 4r, 8b</b>	
DN	uses instructional time inappropriately and/or on activities of little instructional value.
DE	inconsistently uses instructional and transition time effectively.
ME	consistently uses instructional and transition time effectively for content mastery;
EE	<b>AND...</b> performs non-instructional procedures efficiently.

**Questions for Reflection:**

1. Does the student teacher pace instruction in such a way that students appear to be on task most of the time?
2. Is there evidence of established routines and procedures that help the student teacher maximize the time available for instruction?
3. If a non-instruction interruption occurs, does the student teacher resume instruction efficiently?
4. Do all students have meaningful work or activities for the entire instructional time?

<b>E8. Culturally Responsive Practice: TEACHES AND MODELS THE SKILLS TO COMMUNICATE AND ENGAGE WITH DIVERSE GROUPS (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status). InTASC 3f, 3l, 4m, 8k, 8p</b>	
DN	communicates and engages in ways that are not responsive or respectful to diverse groups.
DE	models the skills to communicate and engage with diverse groups in a responsive and respectful manner;
ME	AND intentionally teaches students how to communicate and engage with diverse groups;
EE	AND...ensure equitable engagement with peers in ways that support the eradication of discrimination and bias while mitigating classroom power imbalances.

**Questions for Reflection:**

1. Does the student teacher implement strategies to engage all students in conversations and feedback?
2. Is the student teacher able to identify and capitalize on teachable moments to promote inclusivity and understanding?
3. Does the student teacher empower students to advocate for their own personal cultural while also respecting the culture of others?
4. Does the student teacher use conflict resolutions strategies to foster a positive classroom environment and prevent power imbalances (i.e. one student dominating conversations, avoiding cliques, and preventing bullying)?
5. Does the student teacher model acceptance through respectful interaction and communication?
6. Does the student teacher use verbal and written language that is nondiscriminatory and equitable for all?
7. Does the student teacher employ flexible grouping consistently?
8. Does the student teacher provide ways for and model how students can share their views with each other in a respectful manner?
9. Does the student teacher plan for and provide opportunities for varied communication methods?

**F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher ...**

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

<b>F1. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION. InTASC 6c, 6l, 9c, 9g, 9l</b>	
DN	puts the responsibility of learning on the student.
DE	acknowledges responsibility for student learning.
M	takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE	AND...sets and implements professional goals to improve student learning.

**Questions for Reflection:**

1. Did the student teacher adjust or modify the teaching techniques used after reflecting on strengths and weaknesses?
2. Was the student teacher willing to be self-critical?
3. Was the student teacher willing to accept constructive criticism?
4. Does the student teacher identify teacher strengths?
5. Does the student teacher have a growth mind-set for self and students?
6. Does the student teacher support a positive disposition toward mathematical processes and mathematical learning?

<b>F2. Culturally Responsive Practice: PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING. InTASC 6a, 6g, 6o, 6t, 9c, 9h</b>	
DN	provides unclear evidence to document student learning.
DE	collects and reviews assessment, engagement, behavioral, and attendance data to document student learning;
M	AND disaggregates, analyzes and interprets the data to document student learning over time with specific attention to those within gap groups;
EE	AND applies differentiated strategies using a variety of assessment data to document student learning and develop interim learning goals.

**Questions for Reflection:**

1. Does the student teacher demonstrate the ability to increase students' knowledge of mathematics?
2. What documentation is the student teacher able to provide?
3. Can the student teacher interpret the documentation?
4. Does the student teacher use the documentation to plan future lessons?
5. Does the student teacher assess learning by recording grades, charting student progress, maintaining portfolios, and/or participation?
6. Does the student teacher use a variety of assessment techniques?
7. Does the student teacher select the most appropriate form of assessment?
8. Did the student teacher clarify the basis for assessment in clear, defined objectives?

		<b>F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION. InTASC 9d, 10e, 10r</b>
DN		relies solely on own knowledge to improve instruction.
DE		seeks information from the cooperating teacher <b>AND</b> attempts to use it to improve instruction.
M	E	seeks information from professional resources <b>AND</b> uses it to improve instruction.
EE		seeks information from varied professional resources <b>AND</b> uses it effectively to improve instruction.

**Questions for Reflection:**

1. Does the student teacher participate in professional mathematical organizations and use their print and online resources?
2. Does the student teacher demonstrate knowledge of research results in the teaching and learning of mathematics?
3. Does the student teacher take leadership roles in promoting and participating in activities designed to extend knowledge in their teaching fields, integrating content, using content specific teaching and assessment strategies, and integrating state-of-the-art technologies and literacy skills?
4. Does the student teacher initiate and value collaboration with others to improve instruction and assessment?
5. Does the student teacher comprehend the challenges that families may encounter in contemporary society and subsequently use available support services and other resources?
6. Does the student teacher seek more than one strategy for improvement?
7. Do you see a change in performance based on the strategies sought?
8. Does the student teacher show initiative in seeking professional resources?
9. Does the student teacher take initiative to talk with teacher "specialists" to learn how to work with specific students?
10. Does the student teacher go beyond information in the classroom to add to his/her individual strengths and uniqueness?

**G. PROFESSIONALISM The student teacher ...**

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

		<b>G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY. InTASC 9j, 9o</b>
DN		acts in an ethically questionable manner and does not follow federal and state laws and school policies.
DE		inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
M	E	consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE		<b>AND</b> ...intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

**Questions for Reflection:**

1. Does the student teacher exhibit professionalism in their actions and discourse with students and other adults in the setting?
2. Can the student teacher identify specific situations that have called for special attention to confidentiality? How have they handled these situations?
3. Does the student teacher adhere to all policies regarding special education?
4. Does the student teacher demonstrate high standards of ethical behavior and professional competence?
5. Does the student teacher's dress distract students from learning?
6. Is the student teacher's dress consistent with school division standards for teachers?
7. Does the student teacher's dress allow for appropriate interaction with students?

		<b>G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING. InTASC 9a, 9b, 9d, 9n, 10r</b>
DN		infrequently participates in school-based learning experiences.
DE		takes ownership of professional growth by participating in school-based professional learning experiences;
M	E	<b>AND</b> ...practices the new strategies learned to support student learning;
EE		<b>AND</b> ...actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.

**Questions for Reflection:**

1. Does the student teacher attend faculty meetings and professional development sessions?

- Does the student teacher attend collaborative sessions to discuss planning and instruction?
- Does the student teacher apply and reflect on strategies learned in meetings and professional development?
- Does the student teacher demonstrate a commitment to learning with understanding?
- Does the student teacher model life-long learning and take a leadership role in refining classroom and school practices that address the needs of all adolescents, successful practice, and experience?

<b>G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE WITH ALL STAKEHOLDERS. InTASC 3i, 8h, 10n</b>	
DN	frequently makes errors in grammar, usage, and spelling in professional contexts and does not access interpretation and translation services when appropriate.
DE	periodically makes errors in grammar, usage, and spelling in professional contexts.
M E	speaks and writes professionally and effectively in different environments AND accesses interpretation and translation services as appropriate;
EE	<b>AND...uses multiple methods for communication, including appropriate technology.</b>

**Questions for Reflection:**

- Does the student teacher use the language of mathematics to express ideas precisely?
- Is the student teacher aware of cultural and language differences within the class?
- Does the student teacher respond appropriately to those differences?
- Is the student teacher comfortable with students who speak and write differently?
- Does the student teacher communicate professionally with parents and administrators?
- Does the student teacher communicate and collaborate appropriately with professional colleagues?
- Does the student teacher communicate mathematical thinking orally and in writing to peers, faculty and others?

<b>G4. Culturally Responsive Practice: USES INCLUSIVE COMMUNICATION STRATEGIES (E.G. FOR GENDER, RACE, ETHNICITY, ENGLISH LANGUAGE LEARNERS, AND ABILITY). InTASC 2o, 9e, 10g, 10q</b>	
DN	uses biased language, commits microaggressions, and/or makes no attempt to incorporate or consult colleagues for developing communication strategies to support all stakeholders' needs.
DE	consults with colleagues and specialists about stakeholder communication needs;
M	<b>AND... integrates inclusive communication strategies (e.g., intentional use of language) with all stakeholders;</b>
EE	<b>AND... reflects on personal biases and seeks resources to enhance their understanding of language, dialects, cultural, social and literacy needs of all stakeholders.</b>

**Questions for Reflection:**

- Does the student teacher use inclusive communication strategies?
- Does the student teacher seek input from multiple sources to meet students' learning and socio-emotional needs (SPED, ELL, Counselors, Speech therapist, etc.)?
- Does the student teacher use modes of communication that ensures all stakeholders are able to access the information?
- How does the student teacher use inclusive communication strategies in professional settings?
- Does the student teacher demonstrate awareness of their responsibility to provide and facilitate inclusive communication for all stakeholders?
- Does the student teacher model positive and respectful attitude regarding inclusive communication practices in informal professional settings?

<b>G5. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT. InTASC 1c, 10b, 10d, 10e</b>	
DN	makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE	attempts to build relationships and collaborate with colleagues, administrators, and families.
M E	collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE	<b>AND...communicates effectively to build strong relationships AND seeks out collaborative relationships with community members and other professionals to promote learner growth and development.</b>

**Questions for Reflection:**

- Does the student teacher attend school events, parent-teacher conferences, and other meetings to build relationships and encourage/promote student learning?
- Does the student teacher participate in professional mathematical organizations?
- Does the student teacher understand the relationships between schools and community organizations and communicate effectively with all stakeholders?
- Does the student teacher engage in activities that help parents and community members understand the nature of adolescents and the implications for parenting, teaching, and learning?
- Does the student teacher plan and execute successful parent conferences that involve adolescents as key participants and thoughtfully engage in other school and community activities?
- Does the student teacher demonstrate a comprehensive understanding of their evolving role as



professionals, the importance of their influence on all adolescents, and their responsibility for upholding high professional standards and modeling appropriate behaviors?

- Does the student teacher take a leadership role in the larger learning community, accept professional responsibilities that extend beyond the classroom and school (e.g. advisory committees, parent-teacher organizations), and advocate for helping all adolescents become thoughtful, ethical, democratic citizens?

<b>G6. Culturally Responsive Practice: ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, RACIAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES. InTASC 2k, 9e, 9m</b>	
DN	demonstrates little or no attention to cultural, racial, ethnic, gender, and learning differences of students.
DE	occasionally uses curricular and instructional resources that represent and reflect the cultural, racial, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
M E	utilizes curriculum and resources that reflect the diversity of all learners AND consistently demonstrates knowledge of cultural, racial ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE	<b>AND...</b> incorporates all learners' experiences, backgrounds, cultures, traditions and community into classroom curriculum and instruction <b>AND</b> incorporates diverse groups that are not represented in the classroom or school community.

**Questions for Reflection:**

- Does the student teacher demonstrate a comprehensive understanding of and utilize teaming/collaborative theories and processes and the interrelationships and interdependencies among various professionals that serve adolescents (e.g. school counselors, social service workers, home-school coordinators), and work as successful members of interdisciplinary teams?
- Does the student teacher demonstrate a comprehensive knowledge of advisory/advocate theories, skills, and curriculum and regularly serve as advisors, advocates, and mentors of adolescents in various settings?
- Does the student teacher demonstrate a comprehensive understanding of the skills of research/data-based decision making and their service responsibilities to school reform and the greater community?