

RUBRIC FOR: Mathematics

	<i>Level of Performance</i>			
	<i>Unsatisfactory (U)</i>	<i>Basic (B)</i>	<i>Proficient (P)</i>	<i>Distinguished (D)</i>
1. Knows and models professional ethics and behavior (CoEd 3.4, 5.3)	<ul style="list-style-type: none"> * does not comply with school policies re: absences, dress, tardies, meetings, etc. * demonstrates prejudice toward individuals or groups * takes an authoritarian stance with individual and classroom interactions 	<ul style="list-style-type: none"> * incomplete knowledge of school policies * displays minimally appropriate professional behavior * does not demonstrate equitable treatment of all students * does not actively cultivate sense of democratic classroom community 	<ul style="list-style-type: none"> * complies with school policies * attends required meetings * displays appropriate behaviors * accepts constructive criticism * demonstrates respect for each student * cultivates sense of democratic classroom community 	<ul style="list-style-type: none"> * meets all proficient level expectations * classroom demonstrates democratic ideals * students are actively engaged in critical inquiry and practices related to social justice
Notations				
Midterm:				
Final:				

	<i>Level of Performance</i>			
	<i>Unsatisfactory (U)</i>	<i>Basic (B)</i>	<i>Proficient (P)</i>	<i>Distinguished (D)</i>
2. Effective work with diverse learners (CoEd 3.3, 5.1, 5.4, 7.3, 8.3)	<ul style="list-style-type: none"> * makes no adjustments for individual needs of diverse learners in terms of materials, planning, instruction, 	<ul style="list-style-type: none"> * makes some adjustments for individual needs of diverse learners in terms of materials, 	<ul style="list-style-type: none"> * makes appropriate adjustments for individual needs of diverse learners in 	<ul style="list-style-type: none"> * meets all proficient level expectations * collaborates with school and community personnel

	management, and assessments	planning, instruction, management, and assessments	terms of materials, planning, instruction, behavior management, and assessments	in order to accommodate diverse learners in terms of materials, planning, instruction, management, and assessment
Notations				
Midterm:				
Final:				

	<i>Level of Performance</i>			
	<i>Unsatisfactory (U)</i>	<i>Basic (B)</i>	<i>Proficient (P)</i>	<i>Distinguished (D)</i>
3. Positive and effective classroom management (CoEd 3.4, 5.1, 7.3)	Environment: * does not address physical aspects of classroom (i.e. seating, lighting, temperature, bulletin boards, etc.) Teaching: * inadequate planning, goal setting, and ability to establish realistically high expectations for learners * ineffective use of materials, transitions, and positive attitude * poor directions/procedures resulting in frequent learner time off task Behavior: * inappropriate	Environment: * adjusts physical room environment only when mentor teacher asks Teaching: * sporadically demonstrates thoughtful planning, ability to set goals and achieve them, and convey realistically high expectations for the learners * inconsistent effective use of materials, transitions, and positive attitude Behavior: * beginning to	Environment: * demonstrates understanding of correlation between physical environment and student learning * consistently demonstrates thoughtful planning, ability to set and achieve goals, and conveys realistically high expectations for all learners Teaching: * consistently demonstrates appropriate use of materials, effective transitions strategies and	* meets all proficient level expectations Environment: * takes initiative to see that the classroom provides a nurturing and safe learning environment for all students Teaching: * independently plans and implements comprehensive lessons for most effective learner time on task * learner motivation and monitoring are built into plans as well as regular classroom expectations Behavior: * actively employs creative ways to promote learning and self discipline

	<p>responses to behavior that result in frequent interruptions</p> <p>* uses sarcasm, negative reinforcement, and rewards inappropriately</p>	<p>respond appropriately to behavior, reducing disruptions</p> <p>* uses limited sarcasm and uses positive rewards and reinforcements inconsistently</p>	<p>positive attitude</p> <p>* non-instructional duties (attendance, lunch count, etc.) are attended to while learners become engaged with academic tasks</p> <p>* directions and procedures are consistently clear and concise, resulting and concentrating learner time on task</p> <p>Behavior:</p> <p>* consistently demonstrates ability to respond appropriately to a variety of learner behaviors resulting in few class disruptions</p> <p>* consistently uses positive reinforcements and rewards for all learners</p>	
Notations				
Midterm:				
Final:				

	<i>Level of Performance</i>			
	<i>Unsatisfactory (U)</i>	<i>Basic (B)</i>	<i>Proficient (P)</i>	<i>Distinguished (D)</i>
4. Content-Specific Pedagogy (CoEd 1.6)	*does not create opportunities and experiences for students to connect to the	* creates minimal opportunities/experiences for students to connect to the	* creates frequent opportunities/experiences for students to connect to the	* meets all proficient level expectations

	<p>discipline in a meaningful way</p> <ul style="list-style-type: none"> * plans using only published teacher guides * uses only whole class lecture and assessment * uses assessment only for grading purposes 	<p>discipline in a meaningful way</p> <ul style="list-style-type: none"> * consistently depends on mentor teacher for ideas * needs frequent guidance for preparation and implementation of lessons and instruction- al strategies * has problems transferring knowledge to students 	<p>discipline in a meaningful way</p> <ul style="list-style-type: none"> * standards, benchmarks, assessments, and enrichment for learning and reflected in lesson plans * encourages critical thinking * responds to suggestions from mentor teacher and shows ongoing growth * appropriate use of assessment and materials * shows independence in using multiple teaching strategies * works as a facilitator for learning * brings understanding of content knowledge discipline to team collaboration 	<ul style="list-style-type: none"> * creates consistent opportunities/ experiences for students to connect to the discipline in a meaningful way * independently implements a variety of theories and strategies * creates assessment documents which reflect learning * works as a facilitator for learning beyond expectations
Notations				
Midterm:				
Final:				

	<i>Level of Performance</i>			
	<i>Unsatisfactory (U)</i>	<i>Basic (B)</i>	<i>Proficient (P)</i>	<i>Distinguished (D)</i>
5. Adequate content knowledge in teaching field and	<ul style="list-style-type: none"> * consistently makes content errors * does not correct content errors of 	<ul style="list-style-type: none"> * draws on basic content knowledge only * demonstrates little 	<ul style="list-style-type: none"> * demonstrates strong content knowledge * makes connections 	<ul style="list-style-type: none"> * meets all proficient level expectations * takes initiative consistently to select

an ability to gather additional content and/or resources as needed (CoEd 1.4, 1.6)	students or self	incentive to gather additional and/or supplemental content material	between content and other disciplines and within the discipline * gathers additional content as needed	content that goes beyond traditional texts * challenges students to think critically as they explore ways to connect content to other disciplines
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
6. Alignment of instructional strategies and assessment with standards and the needs of the learner (CoEd 1.6,4.1, 4.2, 7.1, 7.2, 7.3)	<ul style="list-style-type: none"> * uses only prepared teacher guide plans * lesson plans are incomplete and/or untimely * assessment for grading purposes only * no apparent connection between planning and standards, benchmarks, and assessments 	<ul style="list-style-type: none"> * plans for the short term only * plans are ready on time * unable to reflect on the reason for classroom events and solutions for improvement * plans reflect some standards, benchmarks, and assessments 	<ul style="list-style-type: none"> * plans reflect standards, benchmarks, and assessments * reflects on lesson and implements changes based on reflections * independent preparation requires little input from mentor * cooperative teaching for benefit of learner occurs as needed * open communication that promotes creative planning * assessment informs instruction and planning * chooses appropriate supplementary materials 	<ul style="list-style-type: none"> * meets all proficient level expectations * short term plans are consistently tied to long term goals * embeds supplemental materials to accomplish meaningful instruction * skillfully manages time for correctives and enrichments * assessment, planning and instruction are seamless

Notations				
Midterm:				
Final:				

	<i>Level of Performance</i>			
	<i>Unsatisfactory (U)</i>	<i>Basic (B)</i>	<i>Proficient (P)</i>	<i>Distinguished (D)</i>
7. Sensitivity to school, community, and world cultural diversity (CoEd 3.4, 5.1, 5.2)	* displays no awareness of cultural diversity with respect to culture, school or community through educational input	* identifies needs of some students due to cultural differences * school, community, cultures are seldom addressed * shows awareness of cultural differences but is reluctant to intervene in problematic interactions (i.e., bullies, harassment, etc.)	* provides multiculturalism, informs lessons and supports * demonstrates awareness of diversity or learners' social, emotional, physical needs * respects confidentiality * addresses awareness of school, community, and world cultures * shows awareness of cultural differences in the classroom and takes appropriate actions as needed	* meets all proficient level expectations * models sensitivity to cultural differences * seeks to increase own base of knowledge with respect to school, community, world cultures

Notations				
Midterm:				
Final:				

	<i>Level of Performance</i>			
	<i>Unsatisfactory (U)</i>	<i>Basic (B)</i>	<i>Proficient (P)</i>	<i>Distinguished (D)</i>
8. Consideration of legal rights and	* displays no knowledge of legal rights and/or safety	* has a copy of legal rights and safety rules but inappropriately	* acts upon legal rights and responsibilities and follows safety rules	* meets all proficient level expectations * attends policy

responsibilities and safety rules and emergency situations (CoEd 10.2)	rules * relies on mentor to deal with emergency situations	implements them or doesn't understand them * has a basic respect of most legal rights and safety rules but needs occasional reminders * participates when dealing with emergency situations, but dependent on mentor	*demonstrates respect for legal rights of others * seeks information when necessary * can identify an emergency situation as defined by school policy and acts appropriately	meetings offered by the school district * seeks further knowledge of learner's health, family, or community
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
9. Appropriate use of school and community resources (CoEd 7.4, 9.2)	* seeks no outside human or physical resources which would enhance learning	* poor or no follow through in actively involving outside resources	* includes use of outside human resources in lesson planning (i.e. other teachers, technology specialists, librarians, etc.) * researches/uses outside physical resources in lesson planning and teaching (i.e., videos, library books, internet uses, etc.)	* meets all proficient level expectations * implements the use of human and physical resources effectively * involves students in project research and development using human and physical resources
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
10. Appropriate application of knowledge of human growth and development (CoEd 4.2)	<ul style="list-style-type: none"> * uses developmentally inappropriate activities and/or assignments * does not plan appropriate activities and/or assignments for diverse learners 	<ul style="list-style-type: none"> * uses developmentally appropriate activities and/or assignments * plans appropriate activities and assignments for diverse learners only in consultation with mentor 	<ul style="list-style-type: none"> * uses developmentally appropriate planning and teaching to accommodate diverse learners * uses developmentally appropriate planning and teaching to accommodate the cognitive and interest level of the learners 	<ul style="list-style-type: none"> * meets all proficient level expectations * involves students in planning and implementing ideas appropriate to the needs of the learners * provides rich opportunities for students to gain deep understandings
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
11. Effective oral and written communication skills of the student teacher (CoEd 6.2, 6.4)	<ul style="list-style-type: none"> * uses language that contains grammatical and/or spelling errors, illegible and/or inappropriate for the class level * speech is inaudible and/or contains grammatical errors * incorporates little classroom discussion and questioning techniques 	<ul style="list-style-type: none"> * written language is generally correct and appropriate to class level * occasional errors are not corrected or corrected only when asked * speech is clear and generally grammatically correct * uses low level questions during class discussions 	<ul style="list-style-type: none"> * clear, grammatically correct written language spelled correctly, informally and formally * clear, grammatically correct use of oral language * uses high level questioning techniques during class discussions 	<ul style="list-style-type: none"> * meets all expectations at the proficient level * uses multiple written and oral strategies to challenge students and stimulate their language development * guides students to form high level questions
Notations				
Midterm:				

Final:				
---------------	--	--	--	--

	<i>Level of Performance</i>			
	<i>Unsatisfactory (U)</i>	<i>Basic (B)</i>	<i>Proficient (P)</i>	<i>Distinguished (D)</i>
12. Appropriate use of technology (CoEd 6.5)	<ul style="list-style-type: none"> * Unable to select and implement appropriate technology in planning, instruction, and assessment 	<ul style="list-style-type: none"> * Occasionally selects and implements appropriate technology in planning, instruction, and assessment 	<ul style="list-style-type: none"> * Frequently selects and implements a variety of technology in planning, instruction, and assessment 	<ul style="list-style-type: none"> * Meets all proficient criteria * Encourages students to experiment with appropriate technology
Notations				
Midterm:				
Final:				

	<i>Level of Performance</i>			
	<i>Unsatisfactory (U)</i>	<i>Basic (B)</i>	<i>Proficient (P)</i>	<i>Distinguished (D)</i>
13. Works effectively in a variety of ways with parents/guardian; Assists with evaluations and reports (e.g., report cards) (CoEd 8.3)	<ul style="list-style-type: none"> * does not contact parents or guardians * displays a lack of empathy for parental concerns * depends entirely on mentor for evaluation input * does not record student progress 	<ul style="list-style-type: none"> * Needs guidance and suggestions from mentor on how to talk with parents/guardians * makes minimal parent/guardian contact * demonstrates limited ability to emphasize with parental concerns * scores and records papers and written work, not always in a timely manner * does limited assessment of instructional goals 	<ul style="list-style-type: none"> * teams with mentor for guided experience when working with parents (i.e. conferences, telephone calls) * responds to parental concerns professionally and with sensitivity in consultation with mentor * assesses instructional goals consistently * gathers assessment data and with minimal guidance from mentor * scores and records student work accurately and in a timely manner *assists with evaluations, report 	<ul style="list-style-type: none"> * meets all proficient level expectations * independently handles positive parent contacts * seeks guidance from mentor with difficult parent problems * conveys sincere caring and willingness to listen to parents/guardians and engages in open communication * understands timely scores and records as a way to involve parents in student achievement

			cards, etc.	
Notations				
Midterm:				
Final:				

	<i>Level of Performance</i>			
	<i>Unsatisfactory (U)</i>	<i>Basic (B)</i>	<i>Proficient (P)</i>	<i>Distinguished (D)</i>
14. Participates in the professional life of the school and/or district; Demonstrates knowledge of the school improvement plan and demonstrates competence in collaborating in school improvement activities (CoEd 10.1)	<ul style="list-style-type: none"> * avoids becoming involved in school or district programs, project, or events * does not participate in meetings, etc. or participates inappropriately * shows lack of knowledge of school improvement plan * does not become involved with school improvement activities 	<ul style="list-style-type: none"> * participates when specifically asked with an appropriate level of participation * demonstrates little or no desire to participate in outside programs or expansion of knowledge * seeks information concerning school improvement plan * minimal involvement, if any, with school improvement activities 	<ul style="list-style-type: none"> * participates in meetings such as department, school-wide faculty meetings, interdisciplinary team meetings and contributes as necessary and appropriate * demonstrates knowledge of school improvement plan * observes teachers other than the mentor * participates in school improvement activities as appropriate * volunteer for at least one extra-curricular school activity (e.g., chaperone, club meeting, score-keeping, etc.) 	<ul style="list-style-type: none"> * meets all proficient level expectations * uses outside class time to participate in additional programs and/or professional development
Notations				
Midterm:				
Final:				

	<i>Level of Performance</i>			
	<i>Unsatisfactory (U)</i>	<i>Basic (B)</i>	<i>Proficient (P)</i>	<i>Distinguished (D)</i>
15. Demonstrates competence in continuing as a professional educator by using self-assessment, self-reflection, and/or inquiry techniques (CoEd 5.5, 9.1)	<ul style="list-style-type: none"> * does not appear open to new ideas or programs * does not accept constructive criticism or suggestions for development as a professional educator * does not reflect on growth or methods of improvement * does not reflect on teaching * does not adjust lessons based on feedback 	<ul style="list-style-type: none"> * does not take initiative to develop or become better prepared as a professional * attends only required meetings * shows little effort to improve through self reflections * has little or no dialogue with mentor related to improvement of teaching * some adjustment of lessons based on feedback 	<ul style="list-style-type: none"> * is open to suggestions for professional development * seeks guidance of ways to continue developing as a professional educator * attends in-service workshops, conferences, trainings, etc. that will provide additional development as an educator * dialogues with mentor for self reflection and evaluation * effort made to use reflective information to improve as an educator * adjusts lessons to show growth that is based on reflection of feedback 	<ul style="list-style-type: none"> * meets all proficient level expectations * actively seeks professional development * demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings * independent critical analysis of lesson for strengths and weaknesses through self reflection and feedback * shares reflections and coordinates with mentor for most effective input into improvement of lessons and teaching
Notations				
Midterm:				
Final:				

Mathematics Addendum for Residency Rubric

	Level of Performance			
Standard	Distinguished	Proficient	Basic	Unsatisfactory
16. Communicates mathematical thinking both orally and in writing	Mathematical language is used to express ideas precisely. Ideas are enhanced because of the care taken to use mathematical language. Organization is elegant.	Mathematical language is used in explaining ideas but precision is not as detailed. Ideas can be explained mathematically. Organization is acceptable.	Imprecision in use of mathematical language hampers candidate explanations. Mathematical ideas become clouded by language use. Organization can confound the idea.	Poor use of mathematical language and organization obscures key ideas.
Notations				
Midterm:				
Final:				

17. Analyses and evaluates the mathematical thinking and strategies of others	In problem solving situations, candidate can explore the thinking of students with a variety of solution strategies and identify the usefulness and appropriateness of a strategy for learning more mathematics. Evaluation and teaching mutually interact for	Candidate normally evaluates others mathematical thinking but does not fully explore the strategies of students to ascertain understandings and conceptions. These evaluations inform the teaching.	Candidate occasionally evaluates the thinking of students but does not use the information as part of lesson planning or as part of teaching. Purely used as an evaluation tool for grading.	Candidate uses assessment as a grading tool and only checks for a single strategy. Expects others to solve problems as they are shown. Multiple problem solving strategies are not in evidence.
--	--	---	--	---

	planning.			
Notations				
Midterm:				
Final:				

18. Mathematical Problem Solving is used to build conceptual understanding	Candidate demonstrates ability to expertly lead classes in mathematical problem solving. Focus is on in-depth conceptual understandings. Students are expected to develop and test generalizations.	Candidate demonstrates ability to lead classes in mathematical problem solving. Conceptual understanding is part of the focus with guided practice of generalization development and testing as a class.	Candidate demonstrates ability to lead classes in mathematical problem solving with “teaching as telling” as a main feature. Generalizations and testing are provided to students.	Candidate teaches examples from text. Problem solving is a by-product of text exercises without depth in exploration of concepts. View of problem solving is procedural.
Notations				
Midterm:				
Final:				