 **TEACHER CANDIDATE COMPETENCIES DEVELOPMENT FORM**

Teacher Candidate…………………………………………………………………………………… ID………………………………………………………..

University Instructor………………………………………………………………………………….

Cooperating Teacher………………………………………………………………………………… School ……………………………………………………

Semester Fall 20……. **☐** Spring 20….. **☐**

Please check one:

**☐**  Methods of Teaching Middle School Mathematics

**☐**  Methods of Teaching Secondary School Mathematics

**☐**  Student Teaching Placement **☐**  7-9  **☐** 10-12

**DIRECTIONS:**

This form is designed to help the development of monitor teacher candidates’ competencies development as they progress through the teacher program, and to assess their competencies at various transition points in the program.  Level 0 represents teacher candidate knowledge and performance that is “ineffective,” level 1 -- “developing, ” level 2 -- “effective” and level 3 --“highly effective”.

Teacher candidates must achieve a minimum average score of at least **2**, and may have no more than **two “ineffective**” scores in order to advance from Methods of Teaching Middle School Mathematics to Methods of Teaching High School Mathematics. Teacher candidates must achieve a minimum average score of at least **2**, and may have no more than **two “ineffective**” scores in order to advance to student teaching, and they must achieve a minimum average score of **2.5** and have **no “ineffective”** scores in order to successfully complete student teaching. Teacher candidates who fail to meet minimum requirements in any of these courses will only be allowed to proceed to the next course after satisfactory completion of additional remedial work.

**When completing the form for a particular teacher candidate please identify and mark the appropriate performance level for each standard with X.**

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| **THE LEARNER AND LEARNING** | **Performance Levels** | | | |
| **Level**  **(1)** | **Level (2)** | **Level (3)** | **Level (4)** |
| ***Standard # 1: Learner Development****.* **The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**  **Performance Indicators:**   * The candidate understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that take into account individual learners’ strengths, interests, and needs and build on them. * The candidate creates and delivers developmentally appropriate instruction that promotes learners’ growth and development. * The candidate understands how learners grow and develop, can identify readiness for learning, and can use this information to further each learner’s development.   ***Standard #2: Learning Differences.* The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.**  **Performance Indicators:**   * The candidate understands and identifies differences in approaches to learning and performance and knows how to design instruction that refelects such understanding * The candidate designs instruction to build on learners’ prior knowledge and experiences * The candidate designs, and adapts instruction to address each student’s diverse learning strengths and needs * The candidate respects learners as individuals with differing cultural, family backgrounds, skills, and interests and makes them feel valued and helps them learn to value each other. * The candidate brings multiple perspectives to the discussion of content, including attention to personal, family, and * cultural experiences and norms. | **☐**  **☐** | **☐**  **☐** | **☐**  **☐** | **☐**  **☐** |

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| **THE LEARNER AND LEARNING** | | **Performance Levels** | | | | | | | |
| **Level**  **(1)** | | **Level (2)** | | **Level (3)** | | **Level (4)** | |
| ***Standard # 3: Learning Environments.* The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.**  **Performance Indicators:**   * The candidate establishes and monitors elements of a respectful, safe and productive learning environment including norms, expectations, routines, and organizational structures. * The candidate collaborates with learners to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. * The candidate creates learning environments and experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people * The candidate is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning. | | **☐** | | **☐** | | **☐** | | **☐** | |
| **CONTENT** | | **Level**  **(1)** | | **Level (2)** | | **Level (3)** | | **Level (4)** | |
| ***Standard #4: Content Knowledge.* The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. KNOWLEDGE**  **Performance Indicators:**   * The candidate has a deep knowledge of content standards and understands major concepts, assumptions, tools of inquiry, and ways of knowing that are central to the discipline. * The candidate guides learners in applying methods of inquiry and engages students in meaningful learning experiences that encourage them to understand, question, and analyze ideas from diverse perspectives * The candidate effectively uses multiple representations and explanations, in order to combat learners’ misconceptions and promote conceptual understanding, and procedural knowledge. * The candidate builds on students’ prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences. | | **☐** | | **☐** | | **☐** | | **☐** | |
| **CONTENT** | **Performance Levels** | | | | | | | |
| **Level**  **(1)** | | **Level (2)** | | **Level (3)** | | **Level (4)** | |
| ***Standard #5: Application of Content.*** **The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.**  **Performance Indicators:**   * The candidate facilitates learners’ use of current tools and resources in varied contexts and engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes * The candidate engages learners in questioning and challenging assumptions and approaches in order to foster problem solving in local and global contexts. * The candidate engages learners in generating and evaluating new ideas and approaches, critical thinking, and the development of diverse social and cultural perspectives | **☐** | | **☐** | | **☐** | | **☐** | |
| **INSTRUCTIONAL PRACTICE** | **Level**  **(1)** | | **Level (2)** | | **Level (3)** | | **Level (4)** | |
| ***Standard #6: Assessment*: The candidate understands and uses multiple methods of assessment to engage learners in their growth, to monitor learner progress, and to guide the candidate’s and learner’s decision making.**  **Performance Indicators:**   * The candidate designs assessments that match learning objectives with assessment methods * The candidate effectively uses multiple assessment methods and data to identify each student’s learning needs, to monitor learners’ progress, and to guide planning * The candidate provides learners with effective feedback and engages them in examining their own thinking, decision making, and learning * The candidate makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs. * The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning. | **☐** | | **☐** | | **☐** | | **☐** | |
| **INSTRUCTIONAL PRACTICE** | **Performance Levels** | | | | | | | |
| **Level**  **(1)** | | **Level (2)** | | **Level (3)** | | **Level (4)** | |
| ***Standard #7: Planning for Instruction.* The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**  **Performance Indicators:**   * The candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. * The candidate plan instruction that is responsive to the strengths and needs of individual learners * The candidate uses evidence-based instructional strategies, resources, and technological tools effectively to plan instruction that meets diverse learning needs. * The candidate adjusts plans based on assessment information and learner responses, and uses appropriate strategies and accommodations, resources, and materials to differentiate instruction so that all learners can meet the learning goals.   **Standard #8: Instructional Strategies. The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**  **Performance Indicators:**   * The candidate uses developmentally, culturally and linguistically appropriate strategies and resources to implement relevant and meaningful learning experiences and to engage students in learning. * The candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. * The candidate engages learners in using a range of learning skills and technology tools to access, interpret, apply, evaluate, and extend knowledge. * The candidate uses a range of questioning to support and expand learners’ communication, high-order thinking and metacognition. * The candidate varies her role in the instructional process (e.g. direct instruction, facilitator, coach, evaluator) | **☐**  **☐** | | **☐**  **☐** | | **☐**  **☐** | | **☐**  **☐** | |

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| **PROFESSIONAL RESPONSIBILITY** | **Performance Levels** | | | |
| **Level**  **(1)** | **Level (2)** | **Level (3)** | **Level (4)** |
| ***Standard #9: Professional Learning and Ethical Practice.***  **The candidate engages in ongoing independent and collaborative professional learning and uses evidence to continually reflect on and evaluate her practice, particularly the effects of her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner and enhance all students’ learning.**  **Performance Indicators:**   * The candidate engages in ongoing professional development opportunities and actively uses the acquired knowledge as well as other technological and professional organizations resources as supports for teaching * The candidate uses a variety of data to evaluate the outcomes of teaching and learning, to adapt instruction, and to continually reflect on her planning and instructional choices and their effects * The candidate takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice. * The candidate understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy. * The candidate understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, work ethic).   **Standard #10 Leadership and Collaboration**  **The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.**  **Performance Indicators:**   * The candidate knows how to work with other adults and has developed skills for collaborative interaction * The candidate works with other professionals to plan and jointly facilitate learning and on how to meet diverse needs of learners. * The candidate takes initiative to grow and develop with colleagues through interactions that enhance practice * The candidate understands that alignment of family, school, and community enhances student learning | **☐**  **☐** | **☐**  **☐** | **☐**  **☐** | **☐**  **☐** |

I. **TOTAL EVALUATION** **SCORE** Sum from all rows in the table:

Average score:

Number of ineffective scores:

II. **SCORER’S RECOMMENDATIONS**: (Please print and attach additional comments.)

Scorer’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I have read this report and discussed it with my supervisor:

III. **TEACHER CANDIDATE’S SIGNATURE**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments by Teacher candidate: (Please print and attach additional comments.)[[1]](#endnote-1)

1. Document prepared by Nadia Kennedy April 3, 2016 [↑](#endnote-ref-1)