CAL POLY HUMBOLDT

School of Education, Secondary Education Credential Program

Subject Specific Pedagogy Fieldwork Assessment *MATH*

Candidate Name: **Date:**

Supervisor Name: **Class/Grade:**

Mentor Name: **School:**

Directions: The Student Teacher (ST), Mentor Teacher (MT), and University Supervisor (US) shall conduct a three-way meeting to evaluate student teacher performance and complete the rating portion of this form. Individual ratings may differ; however, the mentor teacher and university supervisor need to reach a consensus of their recommendation below. If a criterion is unobserved by the supervisor, they may ask for examples of its occurrence from the mentor teacher and the student teacher. *NOTE: For the **Fall Mid-Semester**, ST's should be evaluated in how they **assist** the MT in modeling these TPEs.*

Performance Criteria: *Ratings are for performance as **student teachers.** Include areas of strength/growth in the space provided. Evaluate TPEs observed on the following scale:* 4 = Distinguished; 3 = Proficient; 2 = Basic; 1 = Unsatisfactory

California Teaching Performance Expectations (TPE) Part II: Teaching Mathematics	**ST**	**MT**	**US**
Mathematics Narrative *(US write a narrative here [site specific examples when appropriate] and rate the ST on the following scale: 4=Distinguished; 3=Proficient; 2=Basic; 1=Unsatisfactory)*			

Candidates will be able to:

- Demonstrate knowledge of and ability to teach mathematics content aligned with the California State Standards and applicable

English Language Development Standards.

- Demonstrate both the capacity and the disposition to collaborate with their colleagues to assure that all students are provided curriculum and instruction that effectively merges literacy within mathematics and understand the concept that English language and literacy development is a shared responsibility of all content area educators.
- Enable students to understand basic mathematical computations, concepts, and symbols; to use them to solve common problems; and to apply them to novel problems.
- Help students understand different mathematical topics and make connections among them and help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations.
- Require student collaboration and written and oral communication that demonstrates students' ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence.
- Provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.
- Provide a secure environment for taking intellectual risks, model and encourage students to use multiple ways of approaching mathematical problems, and encourage discussion of different solution strategies.
- Demonstrate positive attitudes toward mathematics and encourage student curiosity, flexibility, and persistence in solving mathematical problems.
- Use developmentally appropriate and diverse strategies to engage students in grades 7–12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols.
- Assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking, such as open-ended questions, investigations, and projects.
- Engage students in the Standards for Mathematical Practice: 1) Make sense of problems and persevere in solving them; 2) Reason abstractly and quantitatively; 3) Construct viable arguments and critique the reasoning of others; 4) Model with mathematics; 5) Use appropriate tools strategically; 6) Attend to precision; 7) Look for and make use of structure; and 8) Look for and express regularity in repeated reasoning.

Assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

_____ The candidate is qualified to continue in the program.

_____ The candidate is allowed to continue in the program under a PIP addressing areas of concern.

_____ The candidate is **not** qualified to continue in the program (see attached explanation).

Student Teacher	Mentor Teacher	University Supervisor