



INDIANA WESLEYAN UNIVERSITY
Mathematics Education Classroom Observation Form—2012 NCTM Standards

Administration and Purpose. This assessment is administered during the student teaching semester. You will be observed 5-6 times during your student teaching placements, twice by your mathematics content supervisor, and three or four times by your teacher education supervisor. Both supervisors will assess your teaching using this form.

This assessment has three related purposes. The first and perhaps most obvious is to document your ability to teach effectively. Teaching effectively is the minimum expectation for an Indiana Wesleyan teacher candidate. The second is to set a standard of excellence that you are expected to achieve. Each element within the eight domains of this assessment is an attribute or skill that successful teachers employ to enable students to become successful learners. We expect you to strive to reach the level of consistent excellence described in this assessment every day in every class you teach. The third purpose of this assessment is to create a space in which you can join with expert teachers in a collegial team, the purpose of which is to help you learn your craft by providing you with expert guidance and counsel in a supportive, nurturing environment. In addition to your cooperating teacher who will host and mentor you during your student teaching experience, your team also includes specialists from your content area and the teacher education faculty. Using this assessment document, your University content supervisor and teacher education supervisor will assist you in developing your teaching ability to the expected level of excellence.

Content of Assessment. The Student Teaching Observation Assessment is divided into eight sections that correspond to the eight domains of the Teacher as Decision Maker conceptual framework. This conceptual model emphasizes a strong knowledge base, and is composed of eight interdependent domains: content/subject matter expertise, personal development (morals and ethics), professional development, rights and responsibilities, methodology, management of time/classroom/behaviors, communication, and global/multicultural perspectives. The rubric elements within each of the eight domains describe the knowledge, skills and dispositions that we believe are highly correlated with teaching effectiveness and student learning and achievement.

In addition to being organized by the conceptual framework, this assessment also includes the following alignments:

- National Council of Teachers of Mathematics (NCTM) 2012 standards. The IWU mathematics education program is recognized by NCTM; this assessment is one of several used to affirm the strength of our program by that organization.
- Interstate New Teacher Assessment and Support Consortium (InTASC). The InTASC Standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. The ten InTASC Standards are incorporated into this assessment, and are divided into four categories:
 - ✓ Learner and Learning (InTASC Standards 1, 2 and 3)
 - ✓ Content (InTASC Standards 4 and 5)
 - ✓ Instructional Practice (InTASC Standards 6, 7 and 8)
 - ✓ Professional Responsibility (InTASC Standards 9 and 10)
- Diversity Thread. Teacher candidates are expected to teach all students well.
- Technology Thread. Teacher candidates are expected to integrate technology into their teaching as a means to improve student learning.

Criterion for Success. *Candidates must achieve a rating of Competent to pass this assessment. For this assessment, Competent is defined as 80% or more of all rubric elements scored as competent or higher. No domain or assessment element may be scored as Needs Improvement.*

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Mathematics Education Classroom Observation Form
2012 NCTM Standards; 2013 InTASC Standards

NOTE: InTASC progressions have been added to this pedagogical assessment rubric. These progressions describe the increasing complexity and sophistication of teaching practice for each core standard across the three developmental levels: Progression 1 is approximately equal to IWU practicum 1 expectations; Progression 2 is approximately equal to IWU practicum 2 expectations; and Progression 3 is approximately equal to student teaching expectations. Please use the following descriptors to assess the InTASC Progressions embedded in the Pedagogical Assessment:

InTASC Progressions Legend

Emerging Competence: The candidate demonstrates awareness of the Progression expectations and occasionally includes them in his or her teaching practices, but has not yet reached a level of consistency that would indicate a rating of competence.

Or...

The candidate incorporates some Progression elements, but omits or underemphasizes others in his or her teaching practices.

Competent. The candidate regularly and consistently incorporates Progression expectations in his or her teaching practices.

Outstanding. The candidate's depth of insight and quality of work and teaching is distinctly superior to normally-accepted standards.

Domain I: Content/Subject Matter Expertise

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
Alignment with national, state, and/or local goals Data source: pre-post conference InTASC Standard 5	The candidate does not consider needs assessment data or NCTM Standards when designing math education curricula.	Candidate consideration of needs assessment data or NCTM Standards is not consistently appropriate in his or her designing of math education curricula.	The candidate aligns mathematics curricula with needs assessment data and NCTM Standards.	The candidate's use of needs assessment data and NCTM Standards results in meaningful and effective learning experiences for his or her students.

	Needs Improvement	Progression 1	Progression 2	Progression 3
InTASC 4.1 The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	The candidate presents incorrect information; <i>Or...</i> He or she does not address common content-area misconceptions.	The candidate <ul style="list-style-type: none"> Accurately and effectively communicates disciplinary concepts, processes and knowledge, and uses clear, correct and appropriate language; <i>And...</i> <ul style="list-style-type: none"> Draws upon his or her initial knowledge of common content-area misconceptions, and uses available resources to address them. 	Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> Expands or deepens his or her content knowledge; presents diverse perspectives to engage learners in understanding, questioning and analyzing ideas; <i>And...</i> <ul style="list-style-type: none"> Analyzes group discourse and learner work to discover additional learner misconceptions; uses disciplinary processes and tools to build accurate and deep understanding. 	Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> Collaborates with others to expand his or her content knowledge in order to keep up with changes in the discipline; <i>And...</i> <ul style="list-style-type: none"> Evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline and appropriateness for his or her learners.
		EC C O	EC C O	EC C O

Domain I: Content/Subject Matter Expertise, con't.

	Needs Improvement	Progression 1	Progression 2	Progression 3
<p>Knowledge of content-related pedagogy</p> <p>InTASC 4.2 The candidate creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>The candidate does not engage learners in applying methods of inquiry used in the discipline; <i>Or...</i> He or she fails to link new concepts to familiar concepts or connect them to prior experiences; <i>Or...</i> Does not model or provide opportunities for learners to understand academic language.</p>	<p>The candidate</p> <ul style="list-style-type: none"> Engages learners in applying methods of inquiry used in the discipline. <p><i>And...</i></p> <ul style="list-style-type: none"> Links new concepts to familiar concepts and helps learners to connect them to prior experiences; <p><i>And...</i></p> <ul style="list-style-type: none"> Models and provides opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning. 	<p>Progression 1 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> Guides learners in critiquing processes and conclusions using standards of evidence appropriate to the discipline; <p><i>And...</i></p> <ul style="list-style-type: none"> Stimulates learner reflection on the connection between prior content knowledge and new ideas and concepts; <p><i>And...</i></p> <ul style="list-style-type: none"> Uses a variety of methods to scaffold learner use of academic language allowing learners to engage in and express complex thinking. 	<p>Progression 2 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> Facilitates learners' independent use of methods of inquiry and standards of evidence in the discipline; <p><i>And...</i></p> <ul style="list-style-type: none"> Facilitates learner autonomy in examining new concepts in relationship to their growing content knowledge base; <p><i>And...</i></p> <ul style="list-style-type: none"> Engages learners in identifying diverse perspectives in discipline-specific inquiry to expand competence in the use of academic language.

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
<p>Problem solving</p> <p>Data source: Lesson plan; classroom observation</p> <p>NCTM Standard 2a</p> <p>InTASC Standard 6</p>	<p>The candidate demonstrates a limited set of problem-solving strategies and rarely applies and adapts strategies in solving problems; he or she infrequently formulates or tests conjectures in order to frame generalizations.</p>	<p>The candidate applies strategies in solving problems, and makes sense of a variety of problems; he or she does not consistently persevere in solving them. The candidate applies and adapts strategies in solving problems within the field of mathematics, and formulates and tests conjectures in order to frame generalizations with limited success.</p>	<p>The candidate uses problem solving to develop conceptual understanding, and makes sense of a wide variety of problems and persevere in solving them; he or she applies and adapts a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulates and tests conjectures in order to frame generalizations</p>	<p>The candidate uses problem solving to develop not only his or her conceptual understanding, but of his or her students as well; he or she makes sense of a wide variety of problems, perseveres in solving them, and teaches his or her students to do the same. He or she applies and adapts a variety of strategies in solving problems within the field of mathematics in his or her classroom, and formulates and tests conjectures in order to frame generalizations.</p>

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
<p>Knowledge of curriculum standards</p> <p>NCTM Standard 3a</p> <p>InTASC Standard 8</p>	<p>The candidate does not incorporate knowledge of secondary mathematics curriculum standards in his or her lesson plans.</p>	<p>The candidate's lesson plan(s) incorporate some knowledge of secondary mathematics curriculum standards, but standards are not well aligned with student learning outcomes.</p>	<p>The candidate applies knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.</p>	<p>The candidate's application of knowledge of curriculum standards for secondary mathematics and their relationship to student learning results in instructional experiences that enable all students to meet expected learning outcomes.</p>

Domain I: Content/Subject Matter Expertise, con't.

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
<p>Mathematical reasoning</p> <p>Data source: Lesson plan; classroom observation</p> <p>NCTM Standard 2b InTASC Standard 8</p>	<p>The candidate demonstrates insufficient evidence of the ability to reason abstractly, reflectively or quantitatively. He or she fails to critique the reasoning of his or her students. He or she does not use representations to model and describe mathematics; and rarely or inappropriately utilizes mathematical vocabulary and symbols to communicate mathematical ideas in the presentation of his or her lessons.</p>	<p>The candidate demonstrates some evidence of the ability to reason abstractly, reflectively or quantitatively. He or she infrequently critiques the reasoning of his or her students. He or she uses representations to model and describe mathematics; and utilizes mathematical vocabulary and symbols to communicate mathematical ideas in the presentation of his or her lessons.</p>	<p>The candidate reasons abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiques the reasoning of his or her students. He or she uses multiple representations to model and describe mathematics; and utilizes appropriate mathematical vocabulary and symbols to communicate mathematical ideas in the presentation of his or her lessons.</p>	<p>The candidate demonstrates significant ability to reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiques the reasoning of his or her students regularly and appropriately. He or she uses multiple representations to model and describe mathematics; and utilizes appropriate mathematical vocabulary and symbols to communicate mathematical ideas effectively.</p>
<p>Mathematical models</p> <p>Data source: Lesson plan; classroom observation</p> <p>NCTM Standard 2c InTASC Standard 6</p>	<p>The candidate demonstrates a limited ability to formulate, represent, analyze or interpret mathematical models.</p>	<p>The candidate demonstrates an improving but as yet insufficient ability to formulate, represent, analyze or interpret mathematical models.</p>	<p>The candidate formulates, represents, analyzes, and interprets mathematical models derived from real-world contexts or mathematical problems.</p>	<p>The candidate effectively formulates, represents, analyzes and interprets mathematical models derived from real-world contexts as a means of improving learning in his or her students.</p>

Domain II: Personal Development

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
<p>Persistence</p> <p>Data Source: pre/post conferences; classroom observation</p>	<p>The candidate gives up and/or blames students or the environment for lack of student success.</p>	<p>The candidate accepts responsibility for the success of all students; implements a limited repertoire of instructional strategies in that process.</p>	<p>The candidate persists in seeking approaches for students who have difficulty learning; employs a moderate number of instructional strategies for that purpose.</p>	<p>The candidate persists in seeking effective strategies for students in need of instructional support.</p>
<p>Enthusiasm/energy/vitality</p> <p>Data source: classroom observation</p>	<p>The candidate appears tired and listless; interactions with students are lifeless and uninspired.</p>	<p>The candidate has difficulty sustaining the energy required for effective teaching; he or she shows little enthusiasm for the lesson or student learning.</p>	<p>The candidate sustains his or her enthusiasm and energy throughout the lesson and school day.</p>	<p>The candidate's enthusiasm for lesson content and support for student learning results in an engaging, vibrant learning environment.</p>
<p>Relationships with students</p> <p>Data source: Classroom observation</p>	<p>The candidate's relationship with students is awkward and strained. Students are wary and suspicious of him or her.</p>	<p>The candidate's relationship with students is indifferent. Students are apathetic.</p>	<p>The candidate's relationship with students is amiable and warm. Students are responsive to the candidate's instruction.</p>	<p>The candidate's positive and productive relationships with students leads them into deeper engagement with lesson content.</p>

Domain II: Personal Development, con't.

	Needs Improvement	Progression 1	Progression 2	Progression 3				
InTASC 9.3 The candidate practices the profession in an ethical manner.	The candidate does not act in accordance with ethical codes of conduct or professional standards; <i>Or...</i> He or she does not access information or use technology in safe, legal or ethical ways; <i>Or...</i> He or she does not follow established rules or policies.	The candidate <ul style="list-style-type: none"> Acts in accordance with ethical codes of conduct and professional standards; <i>And...</i> <ul style="list-style-type: none"> Accesses information and uses technology in safe, legal and ethical ways; <i>And...</i> <ul style="list-style-type: none"> Follows established rules and policies to ensure learners access information and technology in safe, legal and ethical ways. 	Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> Supports colleagues in exploring and making ethical decisions and adhering to professional standards; <i>And...</i> <ul style="list-style-type: none"> Anticipates how information and technology might be used in unethical or illegal ways and takes steps to prevent the misuse of information and technology. 	Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice; <i>And...</i> <ul style="list-style-type: none"> Advocates for the safe, legal and ethical use of information and technology throughout the school community; 				
					EC	C	O	EC

Domain III: Professional Development

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
Accepts criticism <small>Data source: pre/post conferences; classroom observation</small>	The candidate responds defensively to constructive criticism; does not modify teaching practices to meet supervisor expectations.	The candidate is polite when criticized, but does not follow through sufficiently with supervisor suggestions.	The candidate accepts and responds appropriately to constructive criticism; her or she modifies teaching based on previous feedback.	The candidate seeks out and embraces constructive criticism in a desire to maximize teaching ability and effectiveness.
Cooperative relationships <small>Data source: pre/post conferences InTASC Standard 9</small>	The candidate is distant and aloof from his or her classroom mentor and/or University supervisor.	The candidate is sometimes moody; his or her attitude and relationships with others varies depending on outside circumstances.	The candidate maintains cooperative and appropriate relationships with his or her classroom mentor and University supervisor.	The candidate cultivates and develops positive relationships with colleagues and mentors as a means to further his or her personal and professional growth.

	Needs Improvement	Progression 1	Progression 2	Progression 3				
Indiana Standard 6 The Professional Environment InTASC 9.1 The candidate engages in continuous professional learning to more effectively meet the needs of each learner.	The candidate does not engage in professional learning opportunities.	The candidate <ul style="list-style-type: none"> Engages in structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him or her to provide all learners with engaging curriculum and learning experiences. 	Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> Takes responsibility for his or her self-assessment of practice and ongoing professional learning by seeking out and participating in professional learning experiences to address identified needs and areas of professional interest. 	Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> Collaborates with colleagues to collectively reflect upon, analyze, and improve individual and collective practice to address learner, school, and professional needs. 				
					EC	C	O	EC

Domain III: Professional Development, con't.

	Needs Improvement	Progression 1	Progression 2	Progression 3
<p>Self-reflection</p> <p>InTASC 9.2 The candidate uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs.</p>	<p>The candidate does not observe or reflect upon learners' responses to instruction; <i>Or...</i> He or she does not seek or reflect upon feedback from colleagues.</p>	<p>The candidate</p> <ul style="list-style-type: none"> Observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice; <p><i>And...</i></p> <ul style="list-style-type: none"> He or she seeks and reflects upon feedback from colleagues to evaluate the effects of his or her actions on learners and colleagues. 	<p>Progression 1 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> Reflects on and analyzes a wide range of evidence (e.g., feedback from families, students and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement; <p><i>And...</i></p> <ul style="list-style-type: none"> Collaborates with colleagues and others to give, receive and analyze feedback on the effects of their actions on learners and colleagues and to apply it to improve practice. 	<p>Progression 2 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> Supports and assists others to extend and refine their instructional practices and other professional behaviors to meet the needs of each learner.
		EC C O	EC C O	EC C O

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
<p>Knowledge, Skills, and Professional Behaviors NCTM Standard 7c InTASC Standard 8</p>	<p>The candidate lacks the knowledge, skills, and professional behaviors expected in both middle and high school settings; he or she not only has a limited range of approaches to teaching mathematics, but also a minimal understanding how students learn mathematics.</p>	<p>The candidate's knowledge, skills, and professional behaviors expected in both middle and high school settings are developing; his or her approaches to teaching mathematics and understanding of how students learn mathematics are limited.</p>	<p>The candidate demonstrates the knowledge, skills, and professional behaviors expected in both middle and high school settings; he or she not only understands a range of approaches to teaching mathematics, but also how students learn mathematics, including the tasks, discourse, environment, and assessments associated with the teaching and learning of mathematics.</p>	<p>The candidate's knowledge, skills, and professional behaviors expected in both middle and high school settings are highly developed; he or she has an in-depth understanding, not only of a range of approaches to teaching mathematics, but also how students learn mathematics. He or she manages the tasks, discourse, environment, and assessments associated with the teaching and learning of mathematics for the improved learning of all students.</p>

Domain IV: Rights and Responsibilities

Criteria	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
<p>Dependability</p> <p>Data source: Planning documents; classroom observation</p>	<p>The candidate is not dependable in the completion of his or her responsibilities; frequently tardy; completion of planning documents, ST portfolio elements, and assignment grading is not consistently timely.</p>	<p>The candidate is not consistently dependable in the completion of his or her duties; misses some submission deadlines; is sometimes tardy or departs early.</p>	<p>The candidate is dependable in the completion of his or her responsibilities. Planning documents, ST portfolio elements, and assignment assessment deadlines are met consistently. The candidate arrives and departs when expected.</p>	<p>The candidate anticipates all submission deadlines, allowing time for changes and adaptations when necessary; he or she arrives early and/or stays late when necessary to fulfill responsibilities. 77777</p>
<p>Organizational Skills</p> <p>Data source: planning documents; classroom observation</p>	<p>The candidate's lack of organizational skills results in wasted time and submission of poor quality materials and documents.</p>	<p>The candidate realizes the importance of efficient practices, but struggles to stay organized.</p>	<p>The candidate demonstrates effective organizational skills and habits, resulting in on-time materials and document submission.</p>	<p>The candidate demonstrates highly effective and efficient organizational skills, demonstrating a high degree of professionalism.</p>

Domain IV: Rights and Responsibilities, con't.

	Needs Improvement	Progression 1	Progression 2			Progression 3				
<p>Indiana Standard 1 Student Development and Diversity</p> <p>NCTM Standard 4a</p> <p>InTASC 1/2.1 The candidate uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.</p>	<p>The candidate lacks understanding of developmentally appropriate learning experiences;</p> <p><i>Or...</i></p> <p>He or she does not engage learners or consider their interests.</p>	<p>The candidate</p> <ul style="list-style-type: none"> • Draws upon his or her understanding of child and adolescent development to observe learners to adjust teaching; <p><i>And...</i></p> <ul style="list-style-type: none"> • He or she seeks out learner interests and engages them in a variety of learning experiences. 	<p>Progression 1 <i>And...</i></p> <ul style="list-style-type: none"> • The candidate identifies individual learner development and calibrates learning experiences, using an appropriate balance of support and challenge, to move learners toward their next levels of development. 			<p>Progression 2 <i>And...</i></p> <ul style="list-style-type: none"> • The candidate regularly analyzes and reflects on learner's abilities in order to individualize instruction and take responsibility for the development of all learners. 				
		EC	C	O	EC	C	O	EC	C	O
	Needs Improvement	Progression 1	Progression 2			Progression 3				
<p>Participation in school activities</p> <p>InTASC 10.1 The candidate collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth.</p>	<p>The candidate does not participate on instructional teams or use advice or support from colleagues;</p> <p><i>Or...</i></p> <p>He or she does not use technology or other forms of communication to develop professional relationships.</p>	<p>The candidate</p> <ul style="list-style-type: none"> • Participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners; <p><i>And...</i></p> <ul style="list-style-type: none"> • Uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues and the local community. 	<p>Progression 1 <i>And...</i></p> <p>The candidate</p> <ul style="list-style-type: none"> • Collaborates with colleagues on the instructional team(s) to probe data and seek and offer feedback on practices that support learners; <p><i>And...</i></p> <ul style="list-style-type: none"> • Builds ongoing communities of support for student learning through exchanging information, advice and resources with families and colleagues. 			<p>Progression 2 <i>And...</i></p> <p>The candidate</p> <ul style="list-style-type: none"> • Brings innovative practices that meet learning needs to the instructional team(s) and supports colleagues in their use and in analyzing their effectiveness; <p><i>And...</i></p> <ul style="list-style-type: none"> • Works collaboratively across the learning community to enhance student learning, for example by showcasing learner work physically and/or visually for critique and celebration. 				
		EC	C	O	EC	C	O	EC	C	O
	Needs Improvement	Progression 1	Progression 2			Progression 3				
<p>Initiative</p> <p>InTASC 10.2 The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession.</p>	<p>The candidate does not assume responsibility for directing student learning toward high expectations;</p> <p><i>Or...</i></p> <p>He or she does not invite observation or feedback.</p>	<p>The candidate</p> <ul style="list-style-type: none"> • Leads in his or her own classroom, assuming responsibility for and directing student learning toward high expectations; <p><i>And...</i></p> <ul style="list-style-type: none"> • Makes practice transparent by sharing plans and inviting observation and feedback; 	<p>Progression 1 <i>And...</i></p> <p>The candidate</p> <ul style="list-style-type: none"> • Contributes to establishing and maintaining a climate of trust, critical reflection, and inclusivity where diverse perspectives are welcomed in addressing challenges. 			<p>Progression 2 <i>And...</i></p> <p>The candidate</p> <ul style="list-style-type: none"> • Models effective instructional strategies; <p><i>And...</i></p> <ul style="list-style-type: none"> • Advocates for learners. 				
		EC	C	O	EC	C	O	EC	C	O

Domain IV: Rights and Responsibilities, con't.

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
<p>Students' conceptual understanding</p> <p>Data source: planning documents; classroom observation; Teacher Work Sample</p> <p>NCTM Standard 5a InTASC Standard 1</p>	<p>The candidate's students do not demonstrate conceptual understanding and fluency in mathematical procedures; they do not use logical reasoning to solve problems or have productive dispositions toward mathematics.</p>	<p>The candidate's students have limited understanding and fluency in mathematical procedures; their use of logical reasoning to solve problems is inconsistent; they have productive dispositions toward mathematics, but do not consistently reflect on their work.</p>	<p>The candidate's students demonstrate conceptual understanding and fluency in mathematical procedures; they use logical reasoning to solve problems; they have productive dispositions toward mathematics and reflect on their work; they apply mathematics in a variety of contexts within major mathematical domains.</p>	<p>The candidate's students demonstrate a highly-developed conceptual understanding and fluency in mathematical procedures; they consistently use logical reasoning to solve problems; they have enthusiastic dispositions toward mathematics and regularly reflect on their work; they apply mathematics in a variety of contexts within major mathematical domains.</p>

Domain V: Methodology

	Needs Improvement	Progression 1	Progression 2	Progression 3
<p>Variety of instructional activities, assignments and resources</p> <p>InTASC 5.1 The candidate connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues.</p>	<p>The candidate does not help learners to see relationships across disciplines; <i>Or...</i> He or she does not engage learners in applying content knowledge or skills in authentic contexts.</p>	<p>The candidate</p> <ul style="list-style-type: none"> Helps learners see relationships across disciplines by making connections between content-area curriculum materials and related perspectives <p><i>And...</i></p> <ul style="list-style-type: none"> Engages learners in applying content knowledge and skills in authentic contexts. 	<p>Progression 1 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> Collaborates with a colleague(s) in another discipline(s) to create learning experiences that engage learners in working with interdisciplinary themes. 	<p>Progression 2 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> Engages learners in identifying real-world problems they can explore through projects, using their acquired and expanding content knowledge and skill;
		EC C O	EC C O	EC C O

	Needs Improvement	Progression 1	Progression 2	Progression 3
<p>InTASC 5.2 The candidate engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.</p>	<p>The candidate does not engage learners in learning or applying the critical thinking skills used in the content area(s); <i>Or...</i> He or she does not engage learners in developing literacy or communication skills supportive of content area(s);</p>	<p>The candidate</p> <ul style="list-style-type: none"> Engages learners in learning and applying the critical thinking skills used in the content area(s); <p><i>And...</i></p> <ul style="list-style-type: none"> Engages learners in developing literacy and communication skills that support learning in the content area(s); 	<p>Progression 1 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> Uses problems or questions to guide learner practice in applying content-area critical thinking skills; <p><i>And...</i></p> <ul style="list-style-type: none"> Guides learners in understanding and applying literacy and communication skills in the content area(s); 	<p>Progression 2 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> Fosters learners' abilities to independently identify issues or problems of interest in or across content area(s); <p><i>And...</i></p> <ul style="list-style-type: none"> Provides a variety of opportunities for learners to independently and collaboratively apply literacy and communication skills in gathering and analyzing information.
		EC C O	EC C O	EC C O

Domain V: Methodology, con't.

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
<p>Indiana Standard 3 Instructional Planning and Delivery</p> <p>Data source: planning documents; classroom observation</p> <p>InTASC Standard 5</p>	<p>The candidate deviates from the written lesson plan in illogical or inappropriate ways, for reasons not related to the modification of instruction to improve student learning.</p>	<p>The candidate gives too much or too little time to some lesson activities; omits or adds explanations or activities without sufficient cause.</p>	<p>The candidate implements the written lesson plan. He or she</p> <ul style="list-style-type: none"> • Instructs to specific objective(s) • Focuses students to task (anticipatory set) • Establishes and states purpose • Provides adequate, appropriate examples (modeling) which clarify text content • Demonstrates use of questions at varying levels; dignifies/ clarifies student responses • Uses closure; provides summary at end of lesson. 	<p>The candidate implements the written lesson plan, making appropriate modifications and adaptations in response to the changing learning climate.</p>
<p>Indiana Standard 4 Assessment</p> <p>NCTM Standard 3f InTASC Standard 6</p>	<p>The candidate does not plan, select, and implement formative and summative assessments.</p>	<p>The candidate plans formative and summative assessments, but his or her implementation does not consistently reflect essential mathematical knowledge, skills, understanding, and performances.</p>	<p>The candidate plans and implements formative and summative assessments reflecting essential mathematical knowledge, skills, understanding, and performances.</p>	<p>The candidate plans and implements formative and summative assessments reflecting essential mathematical knowledge, skills, understanding, and performances, and uses the resulting data to modify instruction to improve learning outcomes for all students.</p>
<p>Mathematical connections</p> <p>Data source: planning documents; classroom observation</p> <p>NCTM Standard 2e InTASC Standard 6</p>	<p>The candidate does not demonstrate the interconnectedness of mathematical ideas, or apply mathematical connections among mathematical ideas or across various content areas.</p>	<p>The candidate demonstrates the interconnectedness of mathematical ideas, but does not consistently apply mathematical connections among mathematical ideas or across various content areas.</p>	<p>The candidate demonstrates the interconnectedness of mathematical ideas, and applies mathematical connections among mathematical ideas and across various content areas and real-world contexts.</p>	<p>The candidate's demonstration of the interconnectedness of mathematical ideas, and application of connections among mathematical ideas and across various content areas and real-world contexts enables all students to meet expected learning outcomes.</p>
<p>Mathematical processes (problem solving, reasoning, communicating, connecting, representing)</p> <p>Data source: planning documents; classroom observation</p> <p>NCTM Standard 2f InTASC Standard 8</p>	<p>The candidate has limited knowledge of how the development of mathematical understanding intersects with mathematical processes, and so has difficulty in conveying his or her knowledge to students, and/or in modeling the relationship between knowledge and skill.</p>	<p>The candidate knows how the development of mathematical understanding intersects with mathematical processes. While aware of the need and importance for students, he or she has not yet developed sufficient skill in the modeling of the relationship between mathematical knowledge and mathematical processes.</p>	<p>The candidate models how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing.</p>	<p>The candidate not only models how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing, but skillfully adapts his or her modeling techniques to meet the learning and developmental needs of his or her students.</p>

Domain V: Methodology, con't.

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
<p>Monitoring student progress</p> <p>Data source: planning documents; classroom observation</p> <p>NCTM Standard 3g InTASC Standard 5</p>	<p>The candidate does not monitor students' progress adequately or effectively.</p>	<p>The candidate monitors student progress, but does not consistently or effectively use the results to make instructional decisions.</p>	<p>The candidate monitors students' progress, makes instructional decisions, and measures students' mathematical understanding and ability using formative and summative assessments.</p>	<p>The candidate's regular monitoring of students' progress, and use of formative and summative assessments to measure their mathematical understanding results in effective instructional decisions and improved student learning.</p>
<p>Use of instructional tools (manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies)</p> <p>Data source: planning documents; classroom observation</p> <p>NCTM Standard 4e InTASC Standard 6</p>	<p>The candidate does not make effective use of instructional tools.</p>	<p>The candidate uses appropriate instructional tools, but does not always consider their possible limitations.</p>	<p>The candidate applies mathematical content and pedagogical knowledge to select and use instructional tools, and makes sound decisions about when such tools enhance teaching and learning; he or she recognizes both the strengths and limitations of such tools.</p>	<p>The candidate regularly and consistently applies mathematical content and pedagogical knowledge to select and use instructional tools, and make sound decisions about when such tools to enable all students to achieve the expected learning outcomes.</p>

	Needs Improvement	Progression 1	Progression 2	Progression 3
<p>Indiana Standard 2 Learning Processes</p> <p>InTASC 8.1 The candidate understands and uses a variety of instructional strategies and makes learning accessible to all learners.</p> <p>NCTM Standard 3c</p>	<p>The candidate does not link students' learning experiences with learning objectives or content standards; <i>Or...</i> He or she does not make the learning objective(s) explicit or understandable; <i>Or...</i> He or she does not analyze or respond to individual learner needs.</p>	<p>The candidate</p> <ul style="list-style-type: none"> Directs students' learning experiences through instructional strategies linked to learning objectives and content standards; <p><i>And...</i></p> <ul style="list-style-type: none"> Makes the learning objective(s) explicit and understandable to learners; <p><i>And...</i></p> <ul style="list-style-type: none"> Analyzes individual learner needs (e.g., language, thinking, processing) as well as patterns across groups of learners and uses instructional strategies to respond to those needs. <p><i>And...</i></p> <ul style="list-style-type: none"> Includes mathematics-specific and instructional technologies 	<p>Progression 1 <i>And...</i></p> <p>The candidate</p> <ul style="list-style-type: none"> Varies his or her role in the instructional process, acting as instructor, facilitator, coach, and learner in response to the content and purposes of instruction; <p><i>And...</i></p> <ul style="list-style-type: none"> Engages individuals and groups of learners in identifying their strengths and specific needs for support and uses this information to adapt instruction. <p><i>And...</i></p> <ul style="list-style-type: none"> Incorporates mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency. 	<p>Progression 2 <i>And...</i></p> <p>The candidate</p> <ul style="list-style-type: none"> Serves as an advocate for learning by consciously selecting instructional roles to best meet the particular needs of learners as individuals and groups; <p><i>And...</i></p> <ul style="list-style-type: none"> Engages learners in the design and implementation of higher order learning experiences that are aligned with learning objectives, result in a variety of products and performances, and build on learner's interests. <p><i>And...</i></p> <ul style="list-style-type: none"> Incorporates differentiated instruction mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.
		EC C O	EC C O	EC C O

Domain V: Methodology, con't.

	Needs Improvement	Progression 1	Progression 2	Progression 3				
<p>InTASC 8.2 The teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.</p>	<p>The candidate does not help learners use resources to access information related to instructional objectives; <i>Or...</i> He or she does not pose questions that elicit learning thinking about content area information or concepts.</p>	<p>The candidate</p> <ul style="list-style-type: none"> Helps learners use a variety of sources and tools, including technology, to access information related to an instructional objective; <p><i>And...</i></p> <ul style="list-style-type: none"> Poses questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting. 	<p>Progression 1 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> Engages learners in using learning skills (e.g., critical and creative thinking skills, study skills, managing goals and time) and technology tools to access, interpret and apply knowledge that promotes learners' understanding of the learning objective(s). 	<p>Progression 2 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> Engages learners in collaborative work to generate, synthesize, and communicate information useful to a specific audience; <p><i>And...</i></p> <ul style="list-style-type: none"> Collaborates with learners to create learning opportunities in which learners generate questions and design approaches for addressing them. 				
		EC	C	O	EC	C	O	EC

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
<p>Integration of Technology InTASC Standard 5 Technology Thread</p>	<p>The candidate does not understand how to use technologies to achieve learning goals.</p>	<p>The candidate understands how to use digital and interactive technologies to achieve learning goals.</p>	<p>The candidate uses digital and interactive technologies for efficiently and effectively achieving specific learning goals.</p>	<p>The candidate skillfully integrates digital and interactive technologies into his or her teaching for the efficient and effectively achievement of specific learning goals.</p>

	Needs Improvement	Progression 1	Progression 2	Progression 3				
<p>Indiana Standard 7: Reading Instruction. The candidate has a broad and comprehensive understanding of content-area and disciplinary literacy skills, and demonstrates the ability to plan and deliver integrated content-area reading instruction that is based on student learning standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research.</p>	<p>The candidate does not incorporate foundations of content-area or disciplinary literacy in his or her lesson planning or instructional delivery; <i>Or...</i> He or she fails to select evidence-based reading instruction based on SBRR or RtI elements; <i>Or...</i> Does not use evidence-based instructional practices to develop students' writing skills in his or her discipline.</p>	<p>The candidate</p> <ul style="list-style-type: none"> Employs skills and practices of effective content-area reading instruction based on SBRR and RtI elements, including evidence-based instructional strategies that are aligned to learning goals and student needs; <p><i>And...</i></p> <ul style="list-style-type: none"> Uses evidence-based instructional strategies to develop students' vocabulary and language related to content-area reading and writing in his or her discipline; <p><i>And...</i></p> <ul style="list-style-type: none"> Uses evidence-based instructional practices to deepen comprehension, and to develop students' text-based reading skills and their use of comprehension strategies in his or her discipline 	<p>Progression 1 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> Uses ongoing student data to inform reading-related instruction; <p><i>And...</i></p> <ul style="list-style-type: none"> Uses evidence-based skills and strategies for facilitating students' comprehension before during, and after reading content-area texts in his or her discipline. <p><i>And...</i></p> <ul style="list-style-type: none"> Uses evidence-based instructional practices to develop students' writing skills in his or her discipline. 	<p>Progression 2 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> Uses evidence-based practices effectively to create a literacy-rich classroom environment that fosters and supports the literacy development of all students; <p><i>And...</i></p> <ul style="list-style-type: none"> Engages all students as agents in their own literacy development. 				
		EC	C	O	EC	C	O	EC

Domain VI: Classroom Management

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
<p>Management of Transitions</p> <p>Data source: classroom observation InTASC Standard 2</p>	Excessive time lost during transitions.	The candidate allows sporadically-efficient transitions, resulting in some loss of instructional time.	The candidate plans for transitions between lesson segments; little time is lost.	Skillfully planned transitions enable students to move seamlessly between lesson segments with no loss of instructional time.
<p>Expectations</p> <p>Data source: planning documents; classroom observation InTASC Standard 2</p>	The candidate has not established standards of conduct and/or lacks consistent standards.	The candidate has established standards of conduct for most situations; most students understand expectations.	The candidate has established standards of conduct; standards are clear to all students.	The candidate has established standards of conduct that are clearly understood by all students; standards are developed with student participation.
<p>Monitoring of student behavior</p> <p>Data source: classroom observation</p>	The candidate does not monitor student behavior; he or she is unaware or ignores off-task behavior.	The candidate is generally aware of behavior; does not respond to off-task behavior of some students.	The candidate monitors and is alert to student behavior; he or she facilitates productive learning by redirecting off-task behavior.	The candidate prevents off-task behavior and encourages positive behavior in subtle and overt ways; he or she encourages students to self-monitor behavior.

	Needs Improvement	Progression 1	Progression 2	Progression 3
<p>Indiana Standard 5 Learning Environment</p> <p>InTASC 3.1 The candidate collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility.</p>	<p>The candidate does not set expectations for the learning environment; <i>Or...</i> He or she does not articulate expectations for a safe, positive learning environment; <i>Or...</i> He or she is not respectful of learners; <i>Or...</i> He or she is not a responsive or supportive listener; is unaware of learners' cultural backgrounds or differing learning perspectives.</p>	<p>The candidate</p> <ul style="list-style-type: none"> Articulates explicit expectations for a safe, positive learning environment, respect for others, as well as responsibility for preparation and completion of work; <p><i>And...</i></p> <ul style="list-style-type: none"> Demonstrates respect for learners through verbal and nonverbal communication; <p><i>And...</i></p> <ul style="list-style-type: none"> Is a responsive and supportive listener. 	<p>Progression 1 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> Collaborates with learners in setting learning climate expectations, including openness, mutual respect, support and inquiry; <p><i>And...</i></p> <ul style="list-style-type: none"> Is respectful of and responsive to learners differing cultural backgrounds and perspectives. 	<p>Progression 2 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> Collaborates with learners and colleagues in building a safe, positive learning climate; <p><i>And...</i></p> <ul style="list-style-type: none"> Promotes celebration of learning by engaging learners in showcasing their learning.
		EC C O	EC C O	EC C O

	Needs Improvement	Progression 1	Progression 2	Progression 3
<p>Classroom management</p> <p>InTASC 3.2 The candidate manages the learning environment to engage learners actively.</p>	<p>The candidate does not manage the learning environment effectively; <i>Or...</i> He or she does not vary learning activities to involve whole group, small group, or individual work; <i>Or...</i> He or she does not provide opportunities for learners to use interactive technologies responsibly.</p>	<p>The candidate</p> <ul style="list-style-type: none"> Promotes learner engagement by managing the learning environment effectively. <p><i>And...</i></p> <ul style="list-style-type: none"> Varies learning activities to involve whole group, small group and individual work; <p><i>And...</i></p> <ul style="list-style-type: none"> Provides opportunities for learners to use interactive technologies responsibly. 	<p>Progression 1 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> Actively involves learners in managing the learning environment; <p><i>And...</i></p> <ul style="list-style-type: none"> Provides options and resources to engage learners with subject matter and to develop their skills in both collaborative and self-directed learning; <p><i>And...</i></p> <ul style="list-style-type: none"> Expands options for responsible use of interactive technologies. 	<p>Progression 2 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> Supports learners' independence and self-direction in identifying their learning needs, accessing resources, and using time to accelerate their learning; <p><i>And...</i></p> <ul style="list-style-type: none"> Supports learners' growing ability to participate in problem-solving, exploration, and invention; <p><i>And...</i></p> <ul style="list-style-type: none"> Collaborates with learners in identifying possibilities for learning through responsible use of interactive technologies.
		EC C O	EC C O	EC C O

Domain VII: Communication

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
<p>Gives directions and procedures</p> <p>Data source: classroom observation InTASC Standard 8</p>	Directions and procedures are unclear; confusing.	Directions and procedures are clarified after initial confusion and/or are excessively detailed.	Directions and procedures are clear to students and are appropriately detailed.	Directions and procedures are clear and understood by students; the candidate anticipates student misunderstandings.
<p>Oral and written language</p> <p>Data source: pre- post conferences; planning materials; classroom observation InTASC Standard 8</p>	The candidate uses spoken language which is inaudible; written language is illegible; spoken or written language contains many grammar and syntax errors.	The candidate uses audible language; legible written language; occasional errors occur in both.	The candidate uses clear and correct spoken and written language constructs.	The candidate uses correct and expressive language constructs, with well-chosen vocabulary that enriches the lesson.

Domain VII: Communication

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
<p>Communication methods and techniques</p> <p>Data source: classroom observation</p> <p>InTASC Standard 3</p>	The candidate's variety of communication methods and techniques is excessively limited.	The candidate employs a limited variety of communication techniques.	The candidate applies a variety of communication methods and techniques.	The candidate applies a variety of communication techniques and methods to specific situations to improve relations with students, peers, and parents to meet students' needs.
<p>Mathematical language</p> <p>Data source: classroom observation</p> <p>NCTM Standard 2d InTASC Standard 6</p>	The candidate does not organize his or her mathematical thinking or use the language of mathematics to express ideas precisely.	The candidate thinks mathematically, but does not consistently express the language of mathematics precisely.	The candidate organizes mathematical thinking and uses the language of mathematics to express ideas precisely, both orally and in writing.	The candidate's concise organization of mathematical thinking and precise use of the language of mathematics to express ideas, in oral and written forms, enables all students to understand and accomplish expected learning outcomes.
<p>Opportunities to communicate about mathematics</p> <p>NCTM Standard 3d InTASC Standard 3</p>	The candidate does not provide students with opportunities to communicate about mathematics.	The candidate provides students with limited opportunities to communicate about mathematics.	The candidate provides students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.	The candidate provides students with frequent opportunities to communicate about mathematics and make connections among mathematics, other content areas and everyday life.
<p>Student engagement and communication</p> <p>Data source: classroom observation</p> <p>NCTM Standard 3e InTASC Standard 3</p>	The candidate does not engage or communicate with students effectively.	The candidate's engagement of and communication with students is hindered by inconsistently selecting high quality tasks, being slow to identify and respond to their misconceptions, and by ineffective questioning strategies.	The candidate engages students by selecting high quality tasks, identifying and responding to their misconceptions, and by employing a range of questioning strategies.	The candidate regularly and consistently engages students in meaningful learning by selecting high quality tasks, identifying and responding to their misconceptions, and by employing a range of questioning strategies.

Domain VIII: Global and Multicultural Perspectives

	Needs Improvement	Progression 1	Progression 2	Progression 3
<p>Planning for student differences</p> <p>InTASC 1/2.2 The candidate uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.</p>	<p>The candidate lacks understanding of second language acquisition, exceptional needs, or learner's knowledge; <i>Or...</i></p> <p>He or she does not incorporate tools of language development into planning or instruction; <i>Or...</i></p> <p>Does not follow a process, designated by a school or district, for identifying and addressing learner needs (e.g. Response to Intervention).</p>	<p>The candidate:</p> <ul style="list-style-type: none"> Identifies specific needs and responds with individualized and group support; <p><i>And...</i></p> <ul style="list-style-type: none"> Incorporates multiple approaches to learning; <p><i>And...</i></p> <ul style="list-style-type: none"> Incorporates tools of language development into planning and instruction <p><i>And...</i></p> <ul style="list-style-type: none"> Follows a process, designated by a school or district, for identifying and addressing learner needs. 	<p>Progression 1 <i>And...</i></p> <p>The candidate</p> <ul style="list-style-type: none"> continuously expands and deepens his or her understanding of differences and their impact on learning; <p><i>And...</i></p> <ul style="list-style-type: none"> Responds to student learning cues by pacing and adjusting instruction; <p><i>And...</i></p> <ul style="list-style-type: none"> Adapts instruction and uses modified materials, including technology, to address exceptional learner needs. 	<p>Progression 2 <i>And...</i></p> <p>The candidate</p> <ul style="list-style-type: none"> Uses a variety of approaches to make concepts clear and provides extensions that engage learners in deepening academic content; <p><i>And...</i></p> <ul style="list-style-type: none"> Challenges each learner by adapting, scaffolding, enriching and accelerating instruction to facilitate higher-order thinking;
		EC C O	EC C O	EC C O

Domain VIII: Global and Multicultural Perspectives, con't.

Criteria	Needs Improvement	Emerging Competence	Competent	Outstanding
<p>Lesson adjustment</p> <p>Data source: planning materials; classroom observation InTASC Standard 7 Diversity Thread</p>	<p>The candidate adheres rigidly to the instructional plan even when a change will clearly improve lesson implementation.</p>	<p>The candidate attempts lesson adjustments with mixed results.</p>	<p>The candidate applies his or her knowledge of how children differ by adapting and modifying instruction to meet the needs of all learners.</p>	<p>The candidate makes lesson adjustments necessary to clarify expectations and assure student mastery of learning outcomes.</p>
<p>Knowledge of individual differences</p> <p>Data source: planning documents; classroom observation NCTM Standard 4c InTASC Standard 1 Diversity Thread</p>	<p>The candidate does not incorporate knowledge of individual differences or the cultural diversity that exists within his or her classroom or include cultural perspectives relevant to his or her students.</p>	<p>The candidate understands his or her students' individual differences and the cultural diversity that exists within his or her classroom, but does not consistently incorporate culturally relevant perspectives as a means to motivate and engage them.</p>	<p>The candidate incorporates knowledge of individual differences and the cultural diversity that exists within his or her classroom and includes culturally relevant perspectives as a means to motivate and engage students.</p>	<p>The candidate seeks to know and understand his or her students and the differences and the cultural diversity that exists within his or her classroom as a means to adapt and improve instruction; he or she includes culturally relevant perspectives as a means to motivate and engage students in meaningful ways.</p>
<p>Equitable treatment for all students</p> <p>Data source: planning documents; classroom observation NCTM Standard 4d InTASC Standard 2 Diversity Thread</p>	<p>The candidate does not demonstrate equitable and ethical treatment of and high expectations for all students.</p>	<p>The candidate treats students equitably and ethically, but does not consistently maintain high expectations for them.</p>	<p>The candidate demonstrates equitable and ethical treatment of and high expectations for all students.</p>	<p>The candidate demonstrates equitable and ethical treatment of all students; he or she maintains high expectations for all students, and supports and encourages their efforts to meet them.</p>