

# University of Delaware Teacher Candidate

## Mid-Way Formative Evaluation: Middle School Mathematics

|                    |   |
|--------------------|---|
| Teacher Candidate: | Semester:   |
| Evaluator:         | Role of Evaluator (Clinical Educator or UD Field Instructor): |
| Evaluation Date:   | Length of Placement (Weeks): 12                               |
| School/Site:       | District:   |
| Teaching Area(s):  | Grade Level(s)/Age(s):  |
| Number of classes: | Total Number of Students:                                     |

### PROFESSIONALISM

| As an effective educator, the teacher candidate:  | Rarely<br>1 | Sometimes,<br>but not<br>consistently<br>2 | Consistently<br>3 | No behaviors<br>related to this<br>indicator observed<br>NA |
|---|-------------|--|-------------------|---|
| PROFESSIONALISM1.<br>Demonstrates commitment to the belief that all learners can achieve by persisting in helping each learner reach his/her full potential   |             |  |                   |   |
| PROFESSIONALISM2.<br>Exhibits enthusiasm, initiative, and a positive attitude   |             |  |                   |   |
| PROFESSIONALISM3.<br>Respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development   |             |  |                   |   |
| PROFESSIONALISM4.<br>Respects learners as individuals with differing personal and family backgrounds, and with varying skills, abilities, perspectives, talents, and interests; he/she is committed to using this information to plan effective instruction |             |  |                   |   |
| PROFESSIONALISM5.<br>Takes responsibility for his/her learners' learning and uses ongoing analysis and reflection using current research, education, and policy to improve his/her planning and practice  |             |  |                   |   |
| PROFESSIONALISM6.<br>Reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice   |             |  |                   |   |
| PROFESSIONALISM7.<br>Demonstrates the ethical use of assessment and assessment data to identify learners' strengths and needs (e.g., shares learner data appropriately)   |             |  |                   |   |
| PROFESSIONALISM8.<br>Demonstrates professionalism by being on time; representing him/herself appropriately through dress, language and communications, including social media; and meeting deadlines.   |             |  |                   |   |
| <b>Professionalism Comments:</b>  |             |  |                   |   |

### EVALUATION RUBRIC

| As an effective educator, the teacher candidate:   | Not apparent<br>(Not ready for independent practice)<br>1  | Emerging<br>(Not yet ready for independent practice)<br>2  | Proficient<br>(Ready for independent practice)<br>3  | Exemplary<br>(Proficient Plus)<br>4   | Rating |
|--|--|--|--|---|--------|
| <b>PLANNING</b>  |  |  |  |   |        |
| PLANNING 1.<br>Selects appropriate national or state standards   | Candidate does not select national <b>or</b> state standards or those selected are inappropriate.  | Candidate selects national or state standards, but some of the selected standards are inappropriate (e.g., age inappropriate, incompatible with the lesson). | Candidate selects appropriate national or state standards <b>and</b> , when appropriate, makes cross-curricular standard connections.                                    | Candidate selects appropriate national or state standards and, when appropriate, makes cross-curricular standard connections <b>and</b> justifies why the selected standards are appropriate for the learners and the lesson. |        |
| <b>Comments:</b>   |  |  |  |   |        |
| PLANNING 2.<br>Writes objectives with measurable outcomes that indicate what learners will know and be able to do  | Candidate does not write objectives <b>or</b> writes objectives that are not measureable.  | Candidate writes objectives that are measurable, but not focused on what learners will know and be able to do.   | Candidate writes objectives that are measurable, indicating what the whole group of learners will know and be able to do.  | Candidate writes objectives that are measurable, indicating what learners will know and be able to do, <b>and</b> are developmentally appropriate.  |        |
| <b>Comments:</b>   |  |  |  |   |        |
| PLANNING 3.<br>Aligns objectives, instruction, and assessments   | Lesson objectives, instruction, or assessments are missing.  | Lesson objectives, instruction, and assessments are present, but lack alignment.   | Lesson objectives, instruction, and assessments are appropriately aligned.   |   |        |
| <b>Comments:</b>   |  |  |  |   |        |
| PLANNING 4.<br>Selects supports (strategies, learning experiences, resources, and materials) to accommodate individual learner's needs and groups of needs | Candidate does not select supports that accommodate individual's needs or groups of learners with similar needs (i.e., does not attend to instructional requirements in IEPs, IFSPs, and 504 plans). | Candidate selects supports that are tied to the learning objectives with attention to the class as a whole.  | Candidate selects supports that are tied to the learning objectives <b>and</b> addresses similar groups' needs.  | Candidate selects supports that are tied to the learning objectives <b>and</b> addresses similar groups' needs <b>and</b> specific individual's needs.  |        |
| <b>Comments:</b>   |  |  |  |   |        |
| PLANNING 5.<br>Sequences the learning experiences to build on each other to support learners' learning of the essential content, strategy or skill         | The sequence of the learning experiences reflects the candidate's lack of knowledge of learning progressions in the content area or developmental domain.  | The sequence of learning experiences reflects the candidate's partial knowledge of learning progressions in the content area or developmental domain.        | The sequence of learning experiences reflects the candidate's accurate and comprehensive knowledge of learning progressions in the content area or developmental domain. | The sequence of learning experiences reflects the candidate's accurate and comprehensive knowledge of learning progressions <b>and</b> research in the content area or developmental domain.                                  |        |
| <b>Comments:</b>   |  |  |  |   |        |

| As an effective educator, the teacher candidate:  | Not apparent<br>(Not ready for independent practice)<br>1  | Emerging<br>(Not yet ready for independent practice)<br>2  | Proficient<br>(Ready for independent practice)<br>3  | Exemplary<br>(Proficient Plus)<br>4   | Rating |
|---|--|--|--|---|--------|
| PLANNING 6.<br>Justifies the selected learning experiences with attention to learners' prior knowledge and background (e.g., cultural, high needs, family structure, English language learners) | Candidate provides no justification of the connection between the learners' prior knowledge or background.                                   | Candidate uses evidence of learners' prior knowledge <b>or</b> background (when appropriate to the lesson) to justify the choice of learning experiences.                      | Candidate uses evidence of learners' prior knowledge <b>and</b> background (when appropriate to the lesson) to justify the choice of learning experiences. | Candidate uses evidence of learners' prior knowledge and background (when appropriate to the lesson), <b>and</b> justifies the choice of learning experiences using principles from research. |        |
| <b>Comments:</b>  |  |  |  |   |        |
| PLANNING 7.<br>Accurately represents important content concepts   | Candidate's plans show a lack of understanding of content.   | Candidates' plans show accurate but insufficient details of the content.   | Candidate's plans show accurate and sufficiently comprehensive details of the content.   | Candidate's plans exhibit the candidate's breadth of knowledge of the concepts <b>and</b> understanding of how the concepts are linked.   |        |
| <b>Comments:</b>  |  |  |  |   |        |
| <b>LEARNING ENVIRONMENT</b>   |  |  |  |   |        |
| LEARNING 1.<br>Establishes rapport with and respect for all learners  | Candidate exhibits disrespectful interactions with one, some, or all learners.   | Candidate exhibits respect for most learners and makes some effort to develop rapport with the learners, but does not establish rapport with most learners.                    | Candidate exhibits respect for all learners and works to establish rapport with most learners.   | Candidate exhibits respect for all learners and uses appropriate strategies to establish rapport with all learners.   |        |
| <b>Comments:</b>  |  |  |  |   |        |
| LEARNING 2.<br>Communicates expectations of high quality work by all learners   | Candidate uses language that communicates expectations that allow for low quality work <b>or</b> sets no expectations for high-quality work. | Candidate uses language that sets expectations for high quality work for <b>some</b> learners.   | Candidate uses <b>specific</b> language that sets clear expectations for high quality work for <b>all</b> learners.  | Candidate uses specific language that sets clear expectations for high quality work for all learners, based on learners' strengths and needs.   |        |
| <b>Comments:</b>  |  |  |  |   |        |
| LEARNING 3.<br>Establishes and teaches clear guidelines for routines and appropriate expectations for learners' behavior  | Candidate does not establish and/or teach guidelines for routines and behaviors.   | Candidate establishes guidelines for routines and expectations for learner behavior, but they are not clear, developmentally appropriate, <b>or</b> with logical consequences. | Candidate establishes and teaches clear, developmentally appropriate guidelines for routines and expectations for learner behavior.                        | Candidate establishes and teaches clear, developmentally appropriate guidelines for routines and expectations for learner behavior with logical consequences.                                 |        |
| <b>Comments:</b>  |  |  |  |   |        |

| As an effective educator, the teacher candidate:  | Not apparent<br>(Not ready for independent practice)<br>1   | Emerging<br>(Not yet ready for independent practice)<br>2  | Proficient<br>(Ready for independent practice)<br>3   | Exemplary<br>(Proficient Plus)<br>4  | Rating |
|---|---|--|---|--|--------|
| LEARNING 4.<br>Implements established guidelines for learners' behavior                         | Candidate allows disruptive behavior to interfere with learning.  | Candidate inconsistently addresses disruptive behaviors.   | Candidate consistently addresses disruptive behavior appropriately with logical consequences.   | Candidate proactively addresses disruptive behavior appropriately with logical consequences.   |        |
| <b>Comments:</b>  |   |  |   |  |        |
| LEARNING 5.<br>Engages in and teaches learners' respectful discourse and turn-taking            | Candidate provides a learning environment that serves primarily to control learner behavior and does not include opportunities for turn-taking. | Candidate provides opportunities for learners to engage in discourse and turn-taking.                                      | Candidate teaches learners how to engage in respectful discourse and turn-taking <b>and</b> provides opportunities for discourse and turn-taking.   | Candidate teaches learners how to engage in respectful discourse and turn-taking, and provides opportunities for them to express their varied perspectives in respectful ways.     |        |
| <b>Comments:</b>  |   |  |   |  |        |
| <b>INSTRUCTION</b>  |   |  |   |  |        |
| INSTRUCTION 1.<br>Adjusts lessons based on learners' responses                                  | Candidate does not make adjustments <b>or</b> the adjustments made are not relevant to the learners' responses.                                 | Candidate's instructional adjustments are related to the learners' responses, but are ineffective.                         | Candidate's instructional adjustments provide some individuals <b>or</b> groups of learners with the support needed to improve their learning.  | Candidate's instructional adjustments provide individuals <b>and</b> groups of learners with the support needed to improve their learning.   |        |
| <b>Comments:</b>  |   |  |   |  |        |
| INSTRUCTION 2.<br>Uses available technology to impact learning                                  | Candidate does not use available technology.  | Candidate uses available technology for purposes other than learning (e.g., as a reward for work completed, to fill time). | Candidate and learners use available technology that aligns to the curriculum and appropriately supports learning.<br><br>OR<br><br>Technology is not available or inappropriate in this setting. | Candidate and learners use available technology that is linked to learning needs and extends learners' understanding of content, skills, or strategies.                            |        |
| <b>Comments:</b>  |   |  |   |  |        |
| INSTRUCTION 3.<br>Engages learners using a range of questions, including higher order questions | Candidate does most of the talking and the learners provide few responses.  | Candidate primarily asks low-level questions.  | Candidate asks an appropriate range of questions, including higher order questions that elicit and build on learners' responses.  | Candidate asks an appropriate range of questions, including higher order questions that elicit and build on learner responses, <b>and</b> facilitates interactions among learners. |        |

| As an effective educator, the teacher candidate:  | Not apparent<br>(Not ready for independent practice)<br>1                              | Emerging<br>(Not yet ready for independent practice)<br>2  | Proficient<br>(Ready for independent practice)<br>3  | Exemplary<br>(Proficient Plus)<br>4   | Rating |
|---|--|--|--|---|--------|
| <b>Comments:</b>  |  |  |  |   |        |
| INSTRUCTION 4.<br>Models discipline-specific strategies that support learning                         | Candidate does not model for learners how to use essential strategies.                 | Candidate models the discipline's strategies, but does not provide, or provides limited, opportunities for learners to practice or apply strategies. | Candidate models the discipline-specific strategies, explicitly teaches learners how to apply strategies, <b>and</b> provides learners with opportunities for guided practice. | Candidate models discipline-specific strategies, explicitly teaches learners how and when to apply the strategies in meaningful contexts, and provides opportunities for guided practice.   |        |
| <b>Comments:</b>  |  |  |  |   |        |
| INSTRUCTION 5.<br>Makes content explicit through explanation, modeling, representations, and examples | Candidate does not make content explicit using the strategies identified.              | Candidate uses explanation and examples to attempt to build learners' understanding.   | Candidate uses representations and examples to build learners' understanding, highlights core ideas, and uses modeling and demonstrating.                                      | Candidate uses representations and examples to build learners' understanding and remediate misconceptions, highlights core ideas while sidelining potentially distracting ones, and makes their thinking visible during modeling and demonstrating. |        |
| <b>Comments:</b>  |  |  |  |   |        |
| INSTRUCTION 6.<br>Engages learners in problem solving   | Candidate fails to provide learners with problem solving opportunities.                | Candidate provides learners with a set of activities with the expectation that learners arrive at the candidate's preconceived solution.             | Candidate provides learners with opportunities to discover multiple solutions or use multiple methods to solve a problem.  | Candidate provides learners with opportunities to identify a problem and discover solutions to a problem.   |        |
| <b>Comments:</b>  |  |  |  |   |        |
| INSTRUCTION 7.<br>Provides clear and accurate explanations and feedback                               | Candidate's explanations cause learners' confusion <b>or</b> feedback is not provided. | Candidate's explanations are somewhat confusing <b>or</b> feedback lacks specificity (e.g., "Good work").  | Candidate's explanations are accurate and feedback is specific, helping learners to clarify their understanding.   | Candidate's explanations are accurate and feedback challenges the learners to clarify and extend their thinking.  |        |
| <b>Comments:</b>  |  |  |  |   |        |

| As an effective educator, the teacher candidate:   | Not apparent<br>(Not ready for independent practice)<br>1   | Emerging<br>(Not yet ready for independent practice)<br>2  | Proficient<br>(Ready for independent practice)<br>3  | Exemplary<br>(Proficient Plus)<br>4  | Rating |
|--|---|--|--|--|--------|
| INSTRUCTION 8.<br>Provides opportunities for learners to master academic language            | Candidate identifies language demands (language function, vocabulary, syntax, and grammar) that are not consistent with the selected language function (e.g., learning outcome as in analyze, interpret). | Candidate identifies vocabulary as the major language demand associated with the language function and provides supports primarily addressing definitions of vocabulary. | Candidate identifies vocabulary and one or more additional language demands (e.g., discourse, syntax, function) and models the identified language demands and encourages learners to use the academic language. | Candidate identifies vocabulary and one or more additional language demands (e.g., discourse, syntax, function) and models the identified language demands that are designed to meet the needs of learners with different levels of language learning. |        |
| <b>Comments:</b>   |   |  |  |  |        |
| INSTRUCTION 9.<br>Allows learners to demonstrate knowledge in a variety of ways              | Candidate does not provide opportunities for learners to demonstrate their learning.  | Candidate requires learners to demonstrate their learning in one way.  | Candidate provides learners with varied choices of ways to demonstrate their learning.   | Candidate encourages learners to demonstrate their learning through a wide variety of learner-selected means.  |        |
| <b>Comments:</b>   |   |  |  |  |        |
| INSTRUCTION 10.<br>Paces the lesson effectively with time for closure and learner processing | Candidate does not pace learning experiences in ways that allow learners to have time to engage in learning and provides no time for closure or learner processing.                                       | Candidate paces learning experiences in ways that provide learners with time to engage in learning, with a teacher-led closure that is a reiteration of what was taught. | Candidate paces learning experiences in ways that provide all learners with ample time to engage in learning, time for closure, and time for learner processing.   | Candidate paces learning experiences in ways that provide all learners with ample time to engage in learning, time for closure, and time for learner processing, <b>with</b> processing differentiated by learners' needs.                             |        |
| <b>Comments:</b>   |   |  |  |  |        |
| <b>ASSESSMENT</b>  |   |  |  |  |        |
| ASSESSMENT 1.<br>Continuously monitors learners' learning                                    | Candidate does not monitor learners' learning.  | Candidate occasionally monitors some learners' learning.   | Candidate regularly monitors most learners' learning.  | Candidate regularly monitors all learners' learning.   |        |
| <b>Comments:</b>   |   |  |  |  |        |
| ASSESSMENT 2.<br>Provides accurate feedback to learners                                      | Candidate provides no feedback <b>or</b> provides feedback that is unrelated to the learning objectives, inappropriate, or contains significant inaccuracies.   | Candidate provides general feedback or provides feedback that is somewhat related to the learning objectives or contains some inaccuracies.                              | Candidate provides feedback that is specific, accurate, and addresses learners' strengths and needs related to the learning objectives.  | Candidate provides feedback that is specific, accurate, and addresses learners' strengths and needs related to the learning objectives <b>and</b> the feedback helps the learners evaluate their own strengths and needs.                              |        |

| As an effective educator, the teacher candidate:  | Not apparent<br>(Not ready for independent practice)<br>1  | Emerging<br>(Not yet ready for independent practice)<br>2   | Proficient<br>(Ready for independent practice)<br>3  | Exemplary<br>(Proficient Plus)<br>4   | Rating |
|---|--|---|--|---|--------|
| <b>Comments:</b>  |  |   |  |   |        |
| ASSESSMENT 3.<br>Uses a range of appropriate formative assessments  | Candidate uses no formative assessments.   | Candidate uses assessments that are not appropriate or are not aligned with the objectives.   | Candidate uses appropriate formative assessments that are aligned with the lesson objectives.  | Candidate uses appropriate formative assessments that are designed to allow individuals or groups of learners with specific needs to demonstrate their learning.                                  |        |
| <b>Comments:</b>  |  |   |  |   |        |
| ASSESSMENT 4.<br>Uses appropriate summative assessments   | Candidate uses no summative assessments.   | Candidate uses summative assessments that are not appropriate or are not aligned with the objectives.   | Candidate uses summative assessments that are aligned with the objectives.   | Candidate uses a variety of appropriate summative assessments, aligned with the objectives that allow individuals or groups of learners with specific needs to demonstrate their learning.        |        |
| <b>Comments:</b>  |  |   |  |   |        |
| ASSESSMENT 5.<br>Examines performance data to understand each learner's progress and revise instruction                                 | Candidate's analysis is superficial <b>or</b> not supported by learners' performance <b>or</b> does not result in changes to instruction.  | Candidate's analysis is narrowly focused on what the learner did right and wrong <b>or</b> does not result in appropriate changes to instruction. | Candidate's analysis uses specific examples from learners' performance to demonstrate patterns of learning and makes changes in instruction to support groups of learners. | Candidate's analysis uses specific evidence from learners' performance to demonstrate patterns of learning and makes changes in instruction to support individuals <b>and</b> groups of learners. |        |
| <b>Comments:</b>  |  |   |  |   |        |
| ASSESSMENT 6.<br>Communicates assessment information regarding learners' progress to others in respectful, ethical, and responsive ways | Candidate does not communicate assessment information regarding the learners' progress to others or does not communicate assessment information in respectful or ethical or responsive ways. | Candidate uses ineffective methods to communicate information regarding learners' progress to others in respectful, ethical, and responsive ways. | Candidate uses appropriate methods to communicate information regarding learners' progress to others in respectful, ethical, and responsive ways.                          | Candidate uses multiple appropriate methods to provide ongoing, systematic, respectful, ethical, and responsive communication of information regarding learners' progress to others.              |        |
| <b>Comments:</b>  |  |   |  |   |        |
| ASSESSMENT 7.<br>Works with other professionals to plan and facilitate learning   | Candidate does not work with other professionals.  | Candidate works with other professionals, but only during required times (e.g., PLC, PD, department meetings).                                    | Candidate collaborates with other professionals to plan and facilitate learning.   | Candidate collaborates with other professionals to plan and facilitate learning <b>and</b> creates opportunities to work with professionals in learning communities.                              |        |

| As an effective educator, the teacher candidate:   | Not apparent<br>(Not ready for independent practice)<br>1  | Emerging<br>(Not yet ready for independent practice)<br>2   | Proficient<br>(Ready for independent practice)<br>3   | Exemplary<br>(Proficient Plus)<br>4  | Rating |
|--|--|---|---|--|--------|
| <b>Comments:</b>   |  |   |   |  |        |
| <b>MIDDLE SCHOOL MATHEMATICS ADDENDUM</b>  |  |   |   |  |        |
| ADDENDUM1.<br>Exhibit knowledge of pre-adolescent and adolescent learning, development, and behavior. (NCTM 4a)  | Candidate does not exhibit knowledge of pre-adolescent and adolescent development and behavior when planning and/or implementing mathematics lessons.        | Candidate's mathematics lessons and actions provide some evidence of knowledge of pre-adolescent and adolescent development and behavior.   | Candidate creates mathematics lessons that are developmentally appropriate for learners.<br><br>Candidate establishes and teaches developmentally appropriate guidelines for routines and expectations for learner behavior.  | Candidate consistently creates mathematics lessons that are developmentally appropriate for the learners and explicitly connects the lessons to literature on pre/adolescent mathematics learning and development.<br><br>Candidate establishes and teaches developmentally appropriate guidelines for routines and expectations for learner behavior with logical consequences. |        |
| <b>Comments:</b>   |  |   |   |  |        |
| ADDENDUM2.<br>Demonstrate a positive disposition toward mathematical processes and learning. (NCTM 4a)   | Candidate rarely demonstrates a positive disposition towards mathematics and the learning of mathematics to the students                                     | Candidate occasionally demonstrates a positive disposition towards mathematics and the learning of mathematics to the students  | Candidate consistently communicates a positive disposition towards mathematics and the learning of mathematics to the students  | Candidate explicitly communicates a positive disposition towards mathematics to the students and works to develop students' positive dispositions toward mathematics.  |        |
| <b>Comments:</b>   |  |   |   |  |        |
| ADDENDUM3.<br>Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students. (NCTM 4c) | Candidate does not attend to individual differences.<br><br>Candidate does not attend to the diversity of backgrounds and perspectives held by the learners. | Candidate occasionally attends to individual differences of specific students.<br><br>Candidate creates lessons based on the dominant cultural background and perspective held by the learners. | Candidate plans and/or enacts specific supports for the variety of learners in the classroom.<br><br>Candidate creates lessons throughout the student teaching experience that attend to some of the different cultural backgrounds and perspectives of the learners. | Candidate consistently plans and enacts specific supports for all learners in the classroom.<br><br>Candidate creates culturally relevant mathematics lessons throughout the student teaching experience that attend to all the different different cultural backgrounds and perspectives of the learners.   |        |
| <b>Comments:</b>   |  |   |   |  |        |



| <b>As an effective educator, the teacher candidate:</b>  | <b>Not apparent</b><br>(Not ready for independent practice)<br>1   | <b>Emerging</b><br>(Not yet ready for independent practice)<br>2  | <b>Proficient</b><br>(Ready for independent practice)<br>3   | <b>Exemplary</b><br>(Proficient Plus)<br>4   | <b>Rating</b> |
|--|--|---|--|--|---------------|
| ADDENDUM4.<br>Demonstrate equitable and ethical treatment of and high expectations for all students. (NCTM 4d)   | Candidate demonstrates bias towards specific students or groups of students and/or allows for low quality work <b>or</b> sets no expectations for high-quality work during lessons.    | Candidate does not demonstrate bias towards specific students or groups of students and sets expectations for high quality work for <b>some</b> learners.   | Candidate works to include and support all students equitably in lessons and to support differing perspectives. Candidate holds high expectations for all students that are based on the learners' strengths and needs.  | Candidate consistently includes and supports all students equitably in lessons and supports differing perspectives. Candidate holds high expectations for all students that are based on the learners' strengths and needs.  |               |
| <b>Comments:</b>   |  |   |  |  |               |
| ADDENDUM5.<br>Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools and interactive geometry software); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools. (NCTM 4e) | Candidates rarely incorporates instructional tools such as manipulatives, digital environments and mathematics-specific technologies (beyond an interactive white board) into lessons. | Candidates occasionally incorporates some instructional tools such as manipulatives, digital environments and mathematics-specific technologies beyond an interactive white board into lessons.<br><br>The use of the instructional tools typically does not highlight important mathematical concepts and/or allows students to focus on the essential mathematical concepts of the lesson | Candidates consistently incorporates a variety of instructional tools such as manipulatives, digital environments and mathematics-specific technologies beyond an interactive white board into lessons.<br><br>The use of instructional tools highlights important mathematical concepts and/or allows students to focus on the essential mathematical concepts of the lesson. | Candidates consistently incorporates a variety of instructional tools such as manipulatives, digital environments and mathematics-specific technologies beyond an interactive white board, including mathematics-specific technologies, into lessons.<br><br>The use of instructional tools highlights important mathematical concepts and/or allows students to focus on the essential mathematical concepts of the lesson. |               |
| <b>Comments:</b>   |  |   |  |  |               |

## OVERALL COMMENTS