

**University of Delaware Teacher Candidate Middle School MATH Education
Capstone Clinical Experience Evaluation**

In order to pass *EDUC 400: Student Teaching*, teacher candidates must pass the DTGSS Evaluation including professional dispositions and certification addendum. Unsatisfactory performance on the FINAL evaluation is a score of 1 in any indicator (including dispositions).

Teacher Candidate:
Field Instructor:
Number of Classes:

Clinical Educator:
School and Grade Level:
Total Number of Students:

Performance Area #1: LEARNING ENVIRONMENT: To what extent does the classroom environment support all students to learn?				
	Level 1	Level 2	Level 3	Level 4
Indicator 1.1 Structures for Learning	Routines, procedures, and behavior expectations <ul style="list-style-type: none"> are not taught are not clearly communicated, causing loss of instructional time Student behavior <ul style="list-style-type: none"> detracts from others' learning is not addressed 	Routines, procedures, and behavior expectations <ul style="list-style-type: none"> are clearly communicated but are not taught to mastery do not match to students' needs require prompts that cause loss of instructional time Student behavior <ul style="list-style-type: none"> interrupts the lesson is addressed and improved 	Routines, procedures, and behavior expectations <ul style="list-style-type: none"> are clearly communicated, and taught to mastery, maximizing instructional time are matched to students' needs Student behavior <ul style="list-style-type: none"> is appropriate, or when inappropriate, is addressed effectively and does not detract from the lesson 	AND <ul style="list-style-type: none"> Students take initiative to manage classroom procedures and their own behavior. Students prompt others to follow classroom procedures, routines, and expectations.

Clinical Educator

Teacher Candidate

Field Instructor

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F
Evidence												

<p>Indicator 1.2</p> <p>Positive Classroom Climate</p>	<p>Classroom interactions:</p> <ul style="list-style-type: none"> are not respectful students do not listen attentively, and teacher does not refocus students' attention <p>When working together, students:</p> <ul style="list-style-type: none"> do not share work responsibility <p>Students:</p> <ul style="list-style-type: none"> do not persevere are not motivated to complete quality work are not prompted or encouraged 	<p>Classroom interactions:</p> <ul style="list-style-type: none"> teacher to student interactions are respectful student to student interactions are not respectful unless prompted by the teacher students listen attentively to teacher but not to peers prompting is not effective <p>When working together, students</p> <ul style="list-style-type: none"> share work responsibility do not offer support to one another <p>Students:</p> <ul style="list-style-type: none"> are prompted to persevere praised for their efforts to complete quality work 	<p>Classroom interactions:</p> <ul style="list-style-type: none"> teacher to student interactions are respectful student to student interactions are respectful students listen attentively to teacher and peers <p>When working together, students:</p> <ul style="list-style-type: none"> share work responsibility offer and receive support from one another <p>Students:</p> <ul style="list-style-type: none"> persevere complete quality work require minimal to no prompting 	<p>AND</p> <ul style="list-style-type: none"> Students independently use problem solving and conflict resolution skills during cooperative learning opportunities. Students encourage others to persevere.
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Clinical Educator

Teacher Candidate

Field Instructor

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F
Evidence												

<p>Indicator 1.3</p> <p>Equitable Access</p>	<p>High expectations for learning and achievement for all students are not communicated, demonstrated/modeled.</p> <p>Students:</p> <ul style="list-style-type: none"> do not have access to a variety of tools and/or materials to meet their needs and do not have support for learning are not provided equitable* opportunities to respond and participate and do not engage 	<p>High expectations for learning and achievement for all students are communicated, demonstrated/modeled but with limited impact on students.</p> <p>Students:</p> <ul style="list-style-type: none"> have access to a variety of tools and/or materials to meet their needs but are not encouraged to use them to support learning. 	<p>High expectations for learning and achievement for all students are communicated, demonstrated/modeled.</p> <p>Students:</p> <ul style="list-style-type: none"> are provided a variety of tools and/or materials to meet their needs and encouraged to use them to support learning are provided equitable* opportunities to respond and participate and encouraged to engage 	<p>AND</p> <ul style="list-style-type: none"> Students take initiative to share their interests and perspectives.
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	<ul style="list-style-type: none"> do not share their interests and/or perspectives and do not accept others' interests and perspectives as worthy do not share their interests and/or perspectives nor build relationships and connect to their academic work <p>Differences related to background, identity, language, strengths, and challenges are not respected and affirmed.</p>	<ul style="list-style-type: none"> are provided equitable* opportunities to respond and participate but are not encouraged to engage are not encouraged to share their interests and/or perspectives and to accept others' interests and perspectives are worthy are not encouraged to share their interests and/or perspectives to build relationships and connect to their academic work <p>Differences related to background, identity, language, strengths, and challenges are addressed inconsistently.</p>	<ul style="list-style-type: none"> are encouraged to share their interests and/or perspectives and to accept others' interests and perspectives are worthy are encouraged to share their interests and/or perspectives to build relationships and connect to their academic work <p>Differences related to background, identity, language, strengths, and challenges are respected and affirmed.</p>	
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*Equitable is defined as what one needs based on their diverse needs related to background knowledge/experiences, language, ability, etc.

Clinical Educator

Teacher Candidate

Field Instructor

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F
Evidence												

Performance Area #2: ENGAGEMENT IN LEARNING: To what extent does the instruction support and engage all students?				
	Level 1	Level 2	Level 3	Level 4
Indicator 2.1 Objectives for Learning	<p>Lesson objectives are:</p> <ul style="list-style-type: none"> not aligned to grade-level or proficiency standard(s) not written in student friendly language that state what the students should know and be able to do not clearly communicated and accessible to students 	<p>Lesson objectives are:</p> <ul style="list-style-type: none"> aligned to grade level standards or proficiency standard(s) not written in student friendly language that state what the students should know and be able to do accessible but not clearly communicated to students not revisited throughout the lesson 	<p>Lesson objectives are:</p> <ul style="list-style-type: none"> aligned to grade level or proficiency standard(s) written in student friendly language that state what the students should know and be able to do clearly communicated and accessible to students revisited throughout the lesson 	<p>AND</p> <ul style="list-style-type: none"> Students make connections between what they are currently learning to previous learning and/or to content in other disciplines.

<ul style="list-style-type: none"> not revisited throughout the lesson <p>Students do not know what they are learning or why it is important for them to know.</p> <p>Criteria for success:</p> <ul style="list-style-type: none"> is not communicated nor explained to students prior to beginning an assignment 	<p>Students are able to read or describe what they are learning but not why it is important for them to know.</p> <p>Criteria for success:</p> <ul style="list-style-type: none"> is not aligned to the objective is communicated but not explained to students prior to beginning an assignment 	<p>Students are able to articulate what they are learning and why it is important for them to know.</p> <p>Criteria for success:</p> <ul style="list-style-type: none"> is aligned to the objective is communicated and explained to students prior to beginning an assignment 	
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Clinical Educator

Teacher Candidate

Field Instructor

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F
Evidence												

<p>Indicator 2.2</p> <p>Learning Experiences</p>	<p>Learning experiences:</p> <ul style="list-style-type: none"> are activities not logically** aligned to the objective are primarily teacher led are not coherently sequenced according to major concepts required to master the objective pacing does not provide adequate processing time include content input but do not include opportunities for students to process do not include an activator or preassessment of students' prior knowledge do not include a way for students to summarize their learning <p>Explanatory Devices*:</p>	<p>Learning experiences:</p> <ul style="list-style-type: none"> are logically** aligned to the objective are primarily teacher led are coherently sequenced but pacing does not provide adequate processing time are inconsistent when balancing content input and opportunities for students to process include an activator that does not align with the objective are not based on data gathered through an activator or pre-assessment do not address prior misconceptions include a closing activity but the activity does not provide data that 	<p>Learning experiences:</p> <ul style="list-style-type: none"> are logically** aligned to the objective are both teacher and student led/directed are coherently sequenced and paced according to major concepts required to master the objective with adequate processing time include a balance of content input and opportunities for students to process are based on an activator or assessment of prior knowledge and anticipation of misconceptions include a strategy for students to summarize their learning <p>Explanatory Devices*:</p> <ul style="list-style-type: none"> are varied and well-chosen to match the needs of the learners 	<p>AND</p> <p>Learning experiences:</p> <ul style="list-style-type: none"> Students are provided opportunities to progress at different learning rates. Students who finish early are engaged in meaningful learning opportunities. Students are provided choice in the materials they can use and in grouping arrangements.
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	<ul style="list-style-type: none"> do not support achievement of the objective 	<p>assesses student mastery of the objective</p> <p>Explanatory Devices*:</p> <ul style="list-style-type: none"> are not matched to the objective or the learning 	<ul style="list-style-type: none"> support student achievement of the objective 	
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Clinical Educator

Teacher Candidate

Field Instructor

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F
Evidence												

<p>Indicator 2.3</p> <p>Checks for Understanding and Feedback</p>	<p>Checks for understanding:</p> <ul style="list-style-type: none"> do not occur during the lesson to assess students' progress towards the objective(s) <p>Opportunities for students to demonstrate their learning</p> <ul style="list-style-type: none"> students are not provided opportunities to demonstrate their learning, to relearn, redo or be reassessed. <p>Student self-assessment</p> <ul style="list-style-type: none"> students are not taught or expected to self-assess their work in relation to established criteria for success <p>Feedback to students is:</p> <ul style="list-style-type: none"> not specific or timely 	<p>Checks for understanding:</p> <ul style="list-style-type: none"> occur during the lesson but the data is not used to adjust instruction data is gathered from some but not all students <p>Opportunities for students to demonstrate their learning</p> <ul style="list-style-type: none"> students are given only a single opportunity to demonstrate their learning students are provided an opportunity to redo or be reassessed without an opportunity to relearn <p>Student self-assessment</p> <ul style="list-style-type: none"> students are not taught or expected to self-assess their work in relation to established criteria for success <p>Feedback to students is:</p> <ul style="list-style-type: none"> timely related to established criteria for success 	<p>Checks for understanding:</p> <ul style="list-style-type: none"> occur frequently and at critical moments throughout the lesson assess student progress towards the objective data is gathered from all students data is used to adjust instruction <p>Opportunities for students to demonstrate their learning</p> <ul style="list-style-type: none"> students are given multiple opportunities and options to demonstrate their learning reteaching is provided for students who need it students are given opportunities to redo and to be reassessed on assignments/tasks <p>Student self-assessment</p> <ul style="list-style-type: none"> students are taught and expected to self-assess their work in relation to established criteria for success 	<p>AND</p> <p>Student self-assessment:</p> <ul style="list-style-type: none"> Students can independently self-assess and determine the steps needed to improve. <p>Feedback</p> <ul style="list-style-type: none"> Students are taught – and receive guided practice on – how to provide academically focused feedback to each other.
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		<ul style="list-style-type: none"> not accompanied by a clear expectation that the student will use the feedback to revise or improve their performance 	Feedback to student is: <ul style="list-style-type: none"> timely frequent specifically related to established criteria for success matched to student/s accompanied by a clear expectation that the student will use the feedback to revise or improve performance 	
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*Explanatory devices are defined as analogies, metaphors, gestures, demonstrations, modeling, think-aloud, physical models, visual representations, graphic organizers, interactive whiteboards, mental imagery, presentation software, minimal and progressive cueing, simulations, educational games, and role plays.

**Logically aligned means to consider the knowledge and activities necessary to accomplish the objective, a progression in level of difficulty (Blooms Taxonomy), and the gradual release of responsibility to enable students to transfer, retain, and independently apply their learning.

Clinical Educator

Teacher Candidate

Field Instructor

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F
Evidence												

Performance Area #3: MAXIMIZING LEARNING: To what extent do all students retain and apply their learning with productive struggle?

	Level 1	Level 2	Level 3	Level 4
Indicator 3.1 Rigorous assignments	Assignments are: <ul style="list-style-type: none"> not aligned to the standards and lesson's objective, not matched to students or content, and therefore are not cognitively challenging not relevant to the learner and do not require application of knowledge for real purposes not differentiated to meet students' needs <p>Assignments do not require application of content through:</p>	Assignments are: <ul style="list-style-type: none"> aligned to the standards and lesson's objective, not matched to students or content, and therefore are not cognitively challenging relevant to the learner or require application of knowledge for real purposes differentiated to meet groups of students' needs <p>Assignments provide opportunities to apply content by:</p>	Assignments are: <ul style="list-style-type: none"> aligned to the standards and lesson's objective, matched to students and content, and therefore are cognitively challenging relevant to the learner and require application of knowledge for real purposes differentiated to meet individual students' needs <p>Assignments provide opportunities to apply content by:</p>	AND <ul style="list-style-type: none"> Assignments provide students the opportunity to self-evaluate, reflect and share their problem-solving strategies and/or new ideas. Students are able to self-select from options in assignments.

<ul style="list-style-type: none"> generating examples reviewing material leading discussions critically analyzing information solving problems 	<ul style="list-style-type: none"> generating examples reviewing material leading discussions critically analyzing information solving problems <p>...but many students do not engage in those opportunities.</p>	<ul style="list-style-type: none"> generating examples reviewing material leading discussions critically analyzing information solving problems <p>...and students engage in those opportunities.</p>	<ul style="list-style-type: none"> Students apply content by developing possible solutions, addressing local or global issues, and/or develop creative approaches.
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Clinical Educator

Teacher Candidate

Field Instructor

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F
Evidence												

<p>Indicator 3.2</p> <p>Questioning and Discussion</p>	<p>Questions</p> <ul style="list-style-type: none"> are not aligned to the objective do not follow a continuum from simple to more complex and/or concrete to abstract are not accompanied by wait time, prompts and/or scaffolds to help students answer questions <p>Students are not expected to support response with evidence and/or explanations.</p> <p>Class discussions are not evident:</p> <ul style="list-style-type: none"> primarily teacher talk students do not ask or pose their own questions no structures are in place that promote engagement in class discussions 	<p>Questions</p> <ul style="list-style-type: none"> are aligned to the objective do not follow a continuum from simple to more complex and/or concrete to abstract are accompanied by wait time but no prompts and/or scaffolds when needed to help students answer questions <p>Students are prompted to respond to questions using evidence and/or explanations when appropriate.</p> <p>Class discussions are:</p> <ul style="list-style-type: none"> primarily between teacher and students but do not include all students primarily among students, but the discussion is low level few structures are in place that promote engagement by all students 	<p>Questions</p> <ul style="list-style-type: none"> are aligned to the objective follow a continuum from simple to more complex and/or concrete to abstract are accompanied by wait time, prompts, and/or scaffolds to help students answer questions <p>Students are expected to respond to questions using evidence and/or explanations when appropriate.</p> <p>Class Discussions are robust:</p> <ul style="list-style-type: none"> primarily with student talk students asking questions of teacher and peers to expand on thinking structures in place that promote engagement by all students 	<p>AND</p> <ul style="list-style-type: none"> Students engage in accountable talk* to challenge thinking, push for evidence, and/or refine arguments. Students initiate class discussions and peer collaboration. Students engage in productive academic discussions where they challenge one another's thinking. Students encourage one another for evidence.
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Clinical Educator

Teacher Candidate

Field Instructor

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F
Evidence												

<p>Indicator 3.3</p> <p>Academic Language and Vocabulary</p>	<p>Academic Language & Vocabulary is:</p> <ul style="list-style-type: none"> not used or used incorrectly not explicitly taught or not expected to be used/known by students <p>Few to no opportunities are provided for students to use academic language and vocabulary.</p> <p>Students are not prompted to use academic language or vocabulary and/or not corrected when academic language and vocabulary is misused.</p>	<p>Academic Language & Vocabulary is:</p> <ul style="list-style-type: none"> modeled inaccurately or used appropriately but errors are self-corrected not explicitly taught but students are expected to know <p>Opportunities to use academic language and vocabulary are not authentic and rigorous.</p> <p>Students are prompted to use academic language and vocabulary and are corrected when it is misused.</p>	<p>Academic Language & Vocabulary is:</p> <ul style="list-style-type: none"> modeled accurately and appropriately explicitly taught expected to be used/known by students <p>Opportunities to use academic language and vocabulary are authentic and rigorous.</p> <p>Students use academic language and vocabulary to explain and elaborate on their thinking with no or minimal teacher prompting.</p>	<p>AND</p> <ul style="list-style-type: none"> Students take responsibility to help other understand academic language and vocabulary. Students prompt other to use academic language and vocabulary. Students correct peers when academic language and vocabulary is misused.
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*Accountable talk requires students to further develop what others have said and demands students to use accurate knowledge that is relevant to the discussion and requires students to use appropriate evidence to defend such knowledge.

Clinical Educator

Teacher Candidate

Field Instructor

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F
Evidence												

Professional Dispositions	Rarely	Sometimes, but not consistently	Consistently	No behaviors related to this indicator observed
As an effective educator, the teacher candidate:	1	2	3	NA
Professionalism 1				
Demonstrates commitment to the belief that all learners can achieve by persisting in helping each learner reach his/her full potential.				

Clinical Educator				Teacher Candidate				Field Instructor				
Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F

Professionalism 2				
Exhibits enthusiasm, initiative, and a positive attitude.				

Clinical Educator				Teacher Candidate				Field Instructor				
Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F

Professionalism 3				
Respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.				

Clinical Educator				Teacher Candidate				Field Instructor				
Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F

Professionalism 4				
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.				

Clinical Educator				Teacher Candidate				Field Instructor				
Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F

Professionalism 5

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.

Clinical Educator**Teacher Candidate****Field Instructor**

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F
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Professionalism 6

Reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice.

Clinical Educator**Teacher Candidate****Field Instructor**

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F
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Professionalism 7

Demonstrates the ethical use of assessment and assessment data to identify learners' strengths and needs (e.g., shares learner data appropriately).

Clinical Educator**Teacher Candidate****Field Instructor**

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F
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Professionalism 8

Demonstrates professionalism by being on time; representing him/herself appropriately through dress, language and communications, including social media; and meeting deadlines.

Clinical Educator**Teacher Candidate****Field Instructor**

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F
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Evidence

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Middle School Mathematics Addendum to DTGSS Evaluation

Addendum 1: To add to DTGSS Indicator 2.1 (Objectives for Learning)

Performance Area #2: Engagement in Learning: To what extent does the instruction support and engage all students?

SPA Standard	Level 1: Beginning	Level 2: Developing	Level 3: Competent	Level 4: Accomplished
<p>4a) Establish Rigorous Mathematics Learning Goals.</p> <p>Candidates establish rigorous mathematics learning goals for students based on mathematics standards and practices.</p>	<ul style="list-style-type: none"> Candidate establishes mathematics learning goals for students which lack rigor. 	<ul style="list-style-type: none"> Candidate establishes mathematics learning goals for students which demonstrate some level of rigor but are not situated within mathematics standards and practices, or the purposes for learning mathematics. 	<ul style="list-style-type: none"> Candidate establishes rigorous mathematics learning goals for students situated within mathematics standards and practices, and the purposes for learning mathematics. 	<ul style="list-style-type: none"> Candidate establishes rigorous mathematics learning goals for students situated within learning progressions, mathematics standards and practices, and the purposes for learning mathematics. Candidate recognizes and uses connections when establishing goals.

Clinical Educator

Teacher Candidate

Field Instructor

Ratings	Clinical Educator				Teacher Candidate				Field Instructor			
	PC	MW	PC	F	PC	MW	PC	F	PC	MW	PC	F
Evidence									n/a		n/a	

Addendum 2: To add to DTGSS Indicator 3.1 (Rigorous Assignments)

Performance Area #3: MAXIMIZING LEARNING: To what extent do all students retain and apply their learning with productive struggle?

SPA Standard	Level 1: Beginning	Level 2: Developing	Level 3: Competent	Level 4: Accomplished
<p>4b) Engage Students in High Cognitive Demand Learning. Candidates select or develop and implement high cognitive demand tasks to engage students in mathematical learning experiences that promote reasoning and sense making.</p>	<ul style="list-style-type: none"> Candidate selects tasks without regard to engaging students in high cognitive demand mathematical learning experiences. 	<ul style="list-style-type: none"> Candidate selects or develops tasks that could engage students in high cognitive demand mathematical learning experiences, but implementation fails to maintain a high cognitive demand with students. 	<ul style="list-style-type: none"> Candidate selects or develops and implements tasks to engage a full range of students in high cognitive demand mathematical learning experiences that promote reasoning and sense making. 	<ul style="list-style-type: none"> Candidate analyzes, modifies, sequences, and implements tasks to engage each and every student in high cognitive demand mathematical learning experiences that promote reasoning and sense making.

Clinical Educator

Teacher Candidate

Field Instructor

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F
Evidence												

Addendum 3: To add to DTGSS Indicator 3.2 (Questioning & Discussion)

Performance Area #3: MAXIMIZING LEARNING: To what extent do all students retain and apply their learning with productive struggle?

SPA Standard	Level 1: Beginning	Level 2: Developing	Level 3: Competent	Level 4: Accomplished
<p>4e) Elicit and Use Student Responses. Candidates use multiple student responses, potential challenges, and misconceptions, and they highlight students' thinking as a central aspect of mathematics teaching and learning.</p>	<ul style="list-style-type: none"> • Candidate is unable to elicit or use student responses reflecting their thinking to inform instruction. 	<ul style="list-style-type: none"> • Candidate elicits multiple student responses reflecting their thinking, including potential challenges or misconceptions. • Candidate is unable to use student responses to inform the mathematics teaching and learning process. 	<ul style="list-style-type: none"> • Candidate elicits multiple student responses, potential challenges, and misconceptions. • Candidate notices and tracks multiple student responses, as well as challenges or misconceptions as students are solving problems. • Candidate uses students' multiple methods and/or challenges and/or misconceptions to engage the full range of students in extending their mathematical learning. 	<ul style="list-style-type: none"> • Candidate considers individual and group differences when eliciting multiple student responses, potential challenges, and misconceptions. • Candidate notices and tracks multiple student responses as well as challenges or misconceptions as students are solving problems. • Candidate uses students' multiple methods and/or challenges and/or misconceptions to engage each and every student in extending their mathematical learning.

Clinical Educator

Teacher Candidate

Field Instructor

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F
Evidence												

Addendum 4: To add to DTGSS Indicator 2.2 (Learning Experiences)

Performance Area #2: Engagement in Learning: To what extent does the instruction support and engage all students?

	Level 1: Beginning	Level 2: Developing	Level 3: Competent	Level 4: Accomplished
<p>4f) Develop Conceptual Understanding and Procedural Fluency. Candidates use conceptual understanding to build procedural fluency for students through instruction that includes explicit connections between concepts and procedures.</p>	<ul style="list-style-type: none"> Candidate designs instruction that does not include both conceptual understanding and procedural fluency. 	<ul style="list-style-type: none"> Candidate designs instruction that includes both conceptual understanding and procedural fluency, but the conceptual understanding does not serve as a foundation for or is not connected to developing procedural fluency. 	<ul style="list-style-type: none"> Candidate designs and implements instruction that uses conceptual understanding to build procedural fluency, including explicit connections between concepts and procedures. 	<ul style="list-style-type: none"> Candidate designs and implements instruction that uses conceptual understanding to build procedural fluency, including explicit connections between concepts and procedures. Candidate facilitates students making connections between procedures and concepts.

Clinical Educator

Teacher Candidate

Field Instructor

Ratings	Clinical Educator		Teacher Candidate		Teacher Candidate		Field Instructor		Field Instructor		Field Instructor	
	PC	MW	PC	F	PC	MW	PC	F	PC	MW	PC	F
Evidence									n/a		n/a	

Addendum 5: To add to DTGSS Indicator 3.2 (Questioning & Discussion)

Performance Area #3: MAXIMIZING LEARNING: To what extent do all students retain and apply their learning with productive struggle?

	Level 1: Beginning	Level 2: Developing	Level 3: Competent	Level 4: Accomplished
<p>4g) Facilitate Discourse. Candidates pose purposeful questions to facilitate discourse among students that ensures that each student learns rigorous mathematics and builds a shared understanding of mathematical ideas.</p>	<ul style="list-style-type: none"> Candidate is unable to pose questions that focus on rigorous learning goals and is not able to facilitate discourse among students in support of building shared understanding of mathematical ideas. 	<ul style="list-style-type: none"> Candidate poses questions that focus students on the rigorous mathematical goals or making connections; or candidate facilitates discourse among students to build shared understanding of mathematical ideas, but discourse is limited to a subset of students. 	<ul style="list-style-type: none"> Candidate poses questions that focus students on the rigorous mathematical goals or making connections. Candidate facilitates discourse among students to build shared understanding of mathematical ideas and ensure that a full range of students engage in rigorous mathematics. 	<ul style="list-style-type: none"> Candidate poses questions that focus students on the rigorous mathematical goals and making connections. Candidate facilitates discourse among students to build shared understanding of mathematical ideas and ensures that each and every student engages in rigorous mathematics.

Clinical Educator

Teacher Candidate

Field Instructor

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC	MW	PC	F
Evidence									n/a		n/a	

