CEHS Vision: To Develop Competent, Socially Conscious, Reflective Professionals

Mathematics Field Evaluation Form (NCTM Standards)
Seton Hall University
College of Education and Human Services

Please use the following criteria when scoring each item below. Place a check in the box that best corresponds with the candidate’s performance. (Note: NA=not applicable to the setting) The items reflect the language and standards of the National Council of Teachers of Mathematics (NCTM).

Sample Item: Motivates students to engage in the learning process…………………………………………………

UA 0: Unacceptable.
Candidate has significant weaknesses in teaching and unproductive, ineffective use of the element(s) to further student learning.

AA 1: Approaching Acceptable.
Candidate teaching skill is inconsistent with moments of strength as well as serious need. Occasional use of the element(s) occurs, but a true understanding about its value and purpose to support student learning is limited.

A 2: Acceptable.
Candidate teaching skill is appropriate for this level the program and shows a positive and generally effective approach to supporting student learning. Improvement in consistency and depth of understanding of the element(s) is needed.

HA 3: Highly Acceptable.
Candidate teaching skill is often beyond that expected of this level. Consistent and effective use of the element(s) contributes to student learning.

EE 4: Exceeds Expectations
Candidate confidently and continuously exceeds expectations for someone at this level. Elements are thoroughly and consistently used at a level showing deep understanding by the candidate and effective results for candidates.

NA : Not Applicable.
Not applicable to the setting.

**PLEASE COMPLETE THIS EVALUATION FORM
AT THE END OF THE STUDENT TEACHING PERIOD AND RETURN TO:
Deborah Strazza
Seton Hall University
400 South Orange Avenue
Jubilee Hall Room 427
South Orange, NJ 07079
1. Candidates display a solid understanding of the ways in which students learn math and the pedagogical knowledge necessary for mathematics instruction by using a variety of strategies to plan units and lessons that address national and state standards.

2. Candidates incorporate technology and/or other manipulative materials as an indispensable tool for teaching and learning math.

3. Candidates demonstrate a positive disposition toward mathematical processes and mathematical learning.

4. Candidates know, understand, and apply the process of mathematical problem-solving and provide opportunities for their students to engage in mathematical problem-solving to further understanding.

5. Candidates reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry and are committed to engaging their students in reasoning and proof.

6. Candidates communicate their mathematical thinking orally and in writing to peers, faculty and students and provide opportunities for students to communicate mathematically in pairs, small groups, whole-class and in writing.

7. Candidates recognize, use, and make connections between and among mathematical ideas and contexts outside mathematics to build mathematical understanding.

8. Candidates use varied representations of mathematical ideas to support and deepen students' mathematical understanding and encourage their students to use a variety of representations.

9. Candidates know and understand the mathematics content and vocabulary that they teach. Candidates display an understanding of specific concepts and procedures as well as the process of doing mathematics and knowledge of the historical development of the specific content including contributions from diverse cultures.

Narrative comments (please site evidence to support the candidate’s incorporation and effective use of the theme in the lesson observed):

Name (Please print): _____________________________
Role: _______________________
*SIGNATURE: _____________________________
Date: _______________________

Item Score
UA AA A HA EA NA
0 1 2 3 4 N
0 1 2 3 4 N
0 1 2 3 4 N
0 1 2 3 4 N
0 1 2 3 4 N
0 1 2 3 4 N
0 1 2 3 4 N
0 1 2 3 4 N
0 1 2 3 4 N