Ohio Wesleyan University Addendum to the Student Teaching Evaluation Form that supports the National Council of Teachers of Mathematics (NCTM) Standards

Student Teacher	udent feacherCooperating feacher								
Name of School and District	Subject/Grade Level								
Semester Mid-Point: Se	elf-Evalua	tion Se	mester Final:		Self-Evaluation				
Un	iversity S	upervisor			University Superviso				
Signature University Supervisor:			Date						
Please evaluate the student teacher accordin Excellent – Consistently exceeds ex Proficient – Consistently meets exp Adequate – Partially meets expecta Unsatisfactory – Needs focused att	xpectation ectations ations		a:						
(Those who complete this form can choose to ar evaluate by general category.)	nalytically	evaluate point by	point and then so	core the general o	category, or holistically				
Standard 7: Dispositions		Excellent	Proficient	Adequate	Unsatisfactory				
The secondary preservice mathematics teacher demonstrates: Indicators 7.1 Attention to equity 7.2 Use of Stimulating curricula 7.3 Effective Teaching 7.4 Commitment to learning with understanding 7.5 Use of various assessments 7.6 Use of various teaching tool including technology Comments on candidate's strengths/areas to improve related to positive dispositions toward mathematics processes and mathematical learning:									

Standard 8: Knowledge of Mathematics Pedagogy	Excellent	Proficient	Adequate	Unsatisfactory		
The secondary preservice mathematics teacher:						
Indicators						
8.1 Selects, uses and determines suitability of the wide variety of available mathematics curricula						
and teaching materials for all students including those with special needs such as the gifted,						
challenged and speaker of other languages.						
8.2 Selects and uses appropriate concrete materials for learning mathematics.						
8.3 Uses multiple strategies, including listening to and understanding the ways students think about						
mathematics, to assess students' mathematical knowledge.						
8.4 Plans lessons, units and courses that address appropriate learning goals, including those that						
address local, state, and national mathematical standards and legislative mandates.						

- 8.7 Uses knowledge of different types of instructional strategies in planning mathematics lessons.
- 8.8 Demonstrates the ability to lead classes in mathematical problem solving and in developing indepth conceptual understanding, to help students develop and test generalizations.
- 8.9 Develop lessons that use technology's potential for building understanding of mathematical concepts and developing important mathematical ideas.

Comments on candidate's strengths/areas to improve related to pedagogical knowledge:

Standard 16: Field-Base Experiences	Excellent	Proficient	Adequate	Unsatisfactory

The secondary preservice mathematics teacher experiences full-time student teaching in secondary mathematics that is supervised by a highly qualified teacher and a university supervisor with secondary mathematics teaching experience (16.2); and

16.3 Demonstrates the ability to increase students' knowledge of mathematics