

Standard 8: Knowledge of Mathematics Pedagogy	Excellent	Proficient	Adequate	Unsatisfactory
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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 in-depth 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
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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