

**STUDENT TEACHING/ PRACTICUM OBSERVATION RUBRIC FOR ADOLESCENT MATHEMATICS EDUCATION**  
**SEDC 453/ SEDC 753/ SEDC 773/ SEDC 773.10/ SEDC 773.20**

Teacher Candidate's Name: Malamo Koutsogiannis		School Site: Academy of Finance and Enterprise		
Supervisor's Name: Paula Fleshman		Grade Level Juniors, Seniors		
Instructor/Course Number: SEDC 753	Observation #: 1	Semester #: 2	Date: 3/29/2016	

**Instructions:** Performance expectations specific to subject and grade levels are established in the student teaching/practicum seminar. Use the rubric as a guide for evaluating teacher candidates during their observed lesson. The rubric provides general descriptions of the performance levels for each category. There are eight categories to evaluate. The ratings are based on a scale of 1 to 4. Fill in the bubbles ● that best reflect candidate performance for each area (mark No Opportunity to Evaluate if the category is not applicable for the particular lesson). See the Rubric Rating Guide addendum for more details on each rubric category. Category scores should be given holistically, assessing the category as a whole, and should be awarded according to the following scale: 1.0-1.9= Not acceptable, 2.0-2.9=Developing, 3.0-3.9=Proficient, 4.0= Exemplary). Scores should be rounded to one decimal place (e.g., 3.0, 3.1, 3.2, 3.3, etc.). Calculate the overall score by adding the scores from the first seven categories and dividing by 7. In addition, attach a narrative with a brief description of the lesson, summary of candidate's strengths, & suggestions for improvements (in particular for areas that were underdeveloped or developing).

Performance Indicators  ↓	Rating Key➔		Not Acceptable (1)	Developing (2)	Proficient (3)	Exemplary (4)	No Opportunity to Evaluate
	(1) Not acceptable: Performance is less than adequate; considerable improvement needs to be made in this area.						
	(2) Developing: Performance is not consistent; periodic checks will be needed during student teaching.						
	(3) Proficient: Skill performed at appropriate level; meets expectations at this point.						
	(4) Exemplary: Performance is superior; exceeds expectations at this point.						
		Standard					
1. Knowledge of Learners							
1a. Used language appropriate to developmental and skill level			○	○	○	●	○
1b. Presented content appropriate to developmental and skill level			○	○	●	○	○
1c. Challenged students to think and/or develop skills at a more advanced level			○	○	●	○	○
1d. Used differentiated instruction to provide for individual student differences		7.1	○	○	○	●	○
Overall Performance for Dimension 1			○	○	●	○	○
2. Knowledge and Use of Subject Matter							
2a. Provided accurate information about subject matter, including background or contextual information		7.3	○	○	●	○	○
2b. Delivered lessons that included key concepts, themes, and skills related to subject area		7.2	○	○	○	●	○
2c. Presented subject matter in a way that appeared to be meaningful to students		7.2	○	○	●	○	○
2d. Used appropriate subject-specific pedagogy		7.3	○	○	●	○	○
Overall Performance for Dimension 2			○	○	●	○	○

<div>Performance Indicators</div> <div>↓</div>	Rating Key➔		Not Acceptable (1)	Developing (2)	Proficient (3)	Exemplary (4)	No Opportunity to Evaluate
	(1) <b>Not acceptable:</b> Performance is less than adequate; considerable improvement needs to be made in this area.						
	(2) <b>Developing:</b> Performance is not consistent; periodic checks will be needed during student teaching.						
	(3) <b>Proficient:</b> Skill performed at appropriate level; meets expectations at this point.						
	(4) <b>Exemplary:</b> Performance is superior; exceeds expectations at this point.						
		Standard					

3. Skill in Planning						
3a. It was evident that a lesson plan was created, and the required elements of designated lesson plan format were delivered in the classroom in an organized way	7.3	○	○	●	○	○
3b. Objectives were clearly stated in behavioral terms and made connections to prior activity or lesson	8.4	○	○	○	●	○
3c. Established instructional routine	7.3	○	○	○	●	○
3d. Sequenced activities in a logical, developmental manner	7.3	○	○	○	●	○
3e. Selected appropriate instructional resources, materials, and technologies	8.2	○	○	○	●	○
<b>Overall Performance for Dimension 3</b>		○	○	○	●	○
4. Skill in Teaching						
4a. Used motivational techniques that created a classroom where most learners were motivated	7.3	○	○	○	●	○
4b. Used a variety of ways to engage most learners	7.3	○	○	○	●	○
4c. Distributed and managed instructional materials effectively to maximize instructional time		○	○	○	●	○
4d. Paced lesson effectively to accomplish objectives, including a conclusion at end of lesson	7.3	○	●	○	○	○
4e. Used more than one instructional approach, as appropriate	7.3	○	○	○	●	○
4f. Communicated clearly using verbal and nonverbal messages	7.3	○	○	●	○	○
4g. Used questioning strategies to elicit student responses at literal, analytical, & critical thinking	7.4	○	○	●	○	○
4h. Adjusted to unplanned circumstances	7.3	○	○	●	○	○
<b>Overall Performance for Dimension 4</b>		○	○	●	○	○

Performance Indicators ↓	Rating Key➔		Not Acceptable (1)	Developing (2)	Proficient (3)	Exemplary (4)	No Opportunity to Evaluate
	(1) Not acceptable: Performance is less than adequate; considerable improvement needs to be made in this area.						
	(2) Developing: Performance is not consistent; periodic checks will be needed during student teaching.						
	(3) Proficient: Skill performed at appropriate level; meets expectations at this point.						
	(4) Exemplary: Performance is superior; exceeds expectations at this point.						
		Standard					
5. Skill in Developing Caring Learning Environments and Showing Respect for Students							
5a. Showed rapport with students			○	○	○	●	○
5b. Established and maintained consistent standards for student behavior using a variety of classroom management techniques			○	○	○	●	○
5c. Built class community with opportunity for student participation		7.4	○	○	○	●	○
5d. Used nonverbal cues and other "light touch" techniques to address distracting behavior and promote good behavior			○	○	○	●	○
5e. Handled disruptive attention-getting behavior in a timely and appropriate way			○	○	○	○	●
5f. Showed patience with students			○	●	○	○	○
5g. Thoughtfully responded to student work			○	○	●	○	○
5h. Used positive reinforcement and corrected mistakes in a sensitive way			○	○	○	●	○
5i. Promotes sensitivity to diversity issues (ethnicity, language, gender, socioeconomic status)		7.1	○	○	○	○	●
Overall Performance for Dimension 5			○	○	○	●	○
6. Skill in Assessment and Impact on Student Learning							
6a. Used strategies to check if students understood information		7.4	○	○	●	○	○
6b. Provided helpful feedback to students		7.5	○	○	○	●	○
6c. Used assessment information to guide instruction		7.5	○	○	●	○	○
6d. Matched assessment to instructional objectives		7.5	○	○	○	●	○
6e. By end of lesson, students demonstrated achievement of objectives or made progress		7.5	○	●	○	○	○
Overall Performance for Dimension 6			○	○	●	○	○

Performance Indicators ↓	Rating Key➡		Not Acceptable (1)	Developing (2)	Proficient (3)	Exemplary (4)	No Opportunity to Evaluate
	(1) Not acceptable: Performance is less than adequate; considerable improvement needs to be made in this area.						
	(2) Developing: Performance is not consistent; periodic checks will be needed during student teaching.						
	(3) Proficient: Skill performed at appropriate level; meets expectations at this point.						
	(4) Exemplary: Performance is superior; exceeds expectations at this point.						
		Standard					
7. Teaching Math							
7a. Clear and coherent communication about mathematical thinking to students		3.1	○	○	●	○	○
7b. Uses language of mathematics to express appropriate ideas		3.2	○	○	○	●	○
7c. Organizes mathematical thinking through communication		3.3	○	○	○	●	○
7d. Engages learners in effective analyses of different media and communications technologies		3.4	○	○	●	○	○
7e. Selects appropriate math-specific technology tools (e.g. spreadsheets, graphic calculators)		6.1	○	○	○	●	○
7f. Uses multiple strategies to assess students' mathematical knowledge		8.3	○	○	○	●	○
Overall Performance for Dimension 7			○	○	○	●	○
8. Commitment to Teaching and Professionalism							
8a. Demonstrated a positive attitude throughout the lesson			○	○	○	●	○
8b. In post-conference, reflected on lesson and offered suggestions about how to enhance teaching			○	○	○	●	○
8c. Accepted suggestions for growth and, in subsequent observations, assimilated the suggestions			○	○	○	●	○
Overall Performance for Dimension 8			○	○	○	●	○

<b>9. Narrative: Attach additional pages to describe the lesson briefly, highlight the teacher candidate's strengths, and offer suggestions for improvements.</b>			
<b>To Score this Observation Evaluation:</b> <b>Step 1. Add up the scores from categories 1-7: <u>24</u></b> <b>Step 2. Calculate average</b> (Divide sum of scores by 7 & round score to nearest tenth): <u>3.4</u> <b>Step 3. Match score to the grade equivalent by looking below.</b> <b>Step 4. Write in the grade in the box to the right-----→</b>			<b>Final Grade: B+</b>
<i>If average is below 2.0 (F)= Not Acceptable</i>	<i>If average is 2.0-2.9 (C, C+, and B-) = Developing</i>	<i>If average is 3.0 to 3.9 (B, B+, and A-) = Proficient</i>	<i>If average is 4.0 (A and A+)= Exemplary</i>
Performance is less than adequate; considerable improvement needs to be made in this area. (below 70.0%)	Performance is not consistent; periodic checks will be needed during student teaching. (70.0-82.4%)	Performance at appropriate level; meets expectations at this point. (82.5-92.4%)	Performance is superior; exceeds expectations at this point. (92.5% and above)

## ADDENDUM: RUBRIC RATING GUIDE

The rubric rating guide describes the performance expectations and shows the ratings associated with each performance level on the student teaching/practicum observation rubric.

Category	NCTM Std	Underdeveloped (Below 3.0) (Below B)	Developing (3.0 to 3.4 points) (B, B+)	Proficient (3.5 to 3.9 points) (A-, A)	Exemplary (4.0 points) (A+)
<b>1. Knowledge of Learners</b>		<input type="checkbox"/> 1a.1) Minimal/ no use of language appropriate to developmental & skill level	<input type="checkbox"/> 1a.2) Uses language somewhat appropriate to developmental & skill level	<input type="checkbox"/> 1a.3) Uses language appropriate to developmental & skill level	<input type="checkbox"/> 1a.4) Uses language appropriate to developmental and skill level and introduces more advanced language
		<input type="checkbox"/> 1b.1) Presents minimal/ no content appropriate to developmental & skill level	<input type="checkbox"/> 1b.2) Presents content somewhat appropriate to developmental & skill level	<input type="checkbox"/> 1b.3) Presents content appropriate to developmental & skill level	<input type="checkbox"/> 1b.4) Presents content appropriate to developmental and skill level and references more advanced content
		<input type="checkbox"/> 1c.1) Minimally challenges/ does not challenge students to think and/or develop skills at a more advanced level	<input type="checkbox"/> 1c.2) Somewhat challenges students to think and/or develop skills at a more advanced level	<input type="checkbox"/> 1c.3) Effectively challenges students to think and/or develop skills at a more advanced level	<input type="checkbox"/> 1c.4) Uses highly effective methods to challenge students to think and/or develop skills at a more advanced level
	7.1	<input type="checkbox"/> 1d.1) Makes little or no adjustments for individual student differences	<input type="checkbox"/> 1d.2) Makes some adjustments for individual student differences	<input type="checkbox"/> 1d.3) Uses differentiated instruction to provide for individual student differences (e.g., different developmental levels, ELL, & students with disabilities)	<input type="checkbox"/> 1d.4) Uses highly effective differentiated instruction to provide for individual student differences (e.g., different developmental levels, ELL, & students with disabilities)
<b>2. Knowledge and Use of Subject Matter</b>	7.3	<input type="checkbox"/> 2a.1) Information about subject matter/activity is not accurate and does not include related background or contextual information	<input type="checkbox"/> 2a.2) Information about subject matter/activity is mostly accurate and includes some related background or contextual information	<input type="checkbox"/> 2a.3) Provides accurate information about subject matter/activity, including relevant background or contextual information that exhibits candidate's familiarity with content	<input type="checkbox"/> 2a.4) Provides accurate information about subject matter/activity, including relevant and distinctive background or contextual information that exhibits candidate's strong mastery of content
	7.2	<input type="checkbox"/> 2b.1) Delivers lesson/ introduces activity that does not include key concepts, themes, and skills related to subject area and that does not build on students' prior knowledge	<input type="checkbox"/> 2b.2) Delivers lesson/ introduces activity that includes some key concepts, themes, & skills related to subject area, somewhat builds on students' prior knowledge	<input type="checkbox"/> 2b.3) Delivers lesson/ introduces activity that includes key concepts, themes & skills that are related to subject area, worth teaching & effectively build on students' prior knowledge	<input type="checkbox"/> 2b.4) Delivers lesson/ introduces activity that includes key concepts, themes, and skills that are related to subject area, worth teaching, and substantially build on students' prior knowledge
	7.2	<input type="checkbox"/> 2c.1) Does not make subject matter/activity meaningful to students	<input type="checkbox"/> 2c.2) Subject matter/ activity appears to be somewhat meaningful to students	<input type="checkbox"/> 2c.3) Subject matter/ activity appears to be meaningful to students	<input type="checkbox"/> 2c.4) Subject matter/activity appears to be exceptionally meaningful to students
	7.3	<input type="checkbox"/> 2d.1) Does not use appropriate subject-specific pedagogy	<input type="checkbox"/> 2d.2) Uses somewhat appropriate subject-specific pedagogy	<input type="checkbox"/> 2d.3) Uses appropriate subject-specific pedagogy that facilitates student learning	<input type="checkbox"/> 2d.4) Uses a range of highly effective subject-specific pedagogical tools that make a strong impact on student learning
	8.2	<input type="checkbox"/> 3e.1) Little or no use of supplemental instructional resources for learning mathematics	<input type="checkbox"/> 3e.2) Fair selection of instructional resources, materials, and technologies for learning mathematics	<input type="checkbox"/> 3e.3) Selects appropriate instructional resources, materials, and technologies for learning mathematics	<input type="checkbox"/> 3e.4) Selects instructional resources, materials, and technologies for learning mathematics that show exceptional creativity

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Category	NCTM Std	Underdeveloped (Below 3.0) (Below B)	Developing (3.0 to 3.4 points) (B, B+)	Proficient (3.5 to 3.9 points) (A-, A)	Exemplary (4.0 points) (A+)
<b>3. Skill in Planning</b>	7.3	<input type="checkbox"/> 3a.1) It is not evident that a lesson plan was created	<input type="checkbox"/> 3a.2) It is evident that a lesson plan was created, but some required elements of designated lesson plan format are not delivered in the classroom or are poorly organized	<input type="checkbox"/> 3a.3) It is evident that a lesson plan was created & the required elements of designated lesson plan format are delivered in the classroom in an organized way	<input type="checkbox"/> 3a.4) It is evident that a lesson plan was created and the required elements of designated lesson plan format are delivered in the classroom in a highly effective way
	8.4	<input type="checkbox"/> 3b.1) Lesson objectives are unclear and/or do not align with local, state, or national math standards	<input type="checkbox"/> 3b.2) Lesson objectives are somewhat clear and partially connected to the lesson and local, state, or national math standards	<input type="checkbox"/> 3b.3) Lesson objectives are realistic, measurable, clearly stated, and aligned with the lesson and with local, state, or national math standards	<input type="checkbox"/> 3b.4) Lesson objectives are realistic, measurable, clearly stated and well connected to the lesson and closely align with local, state, or national math standards
	7.3	<input type="checkbox"/> 3c.1) Elements of instructional routine are missing	<input type="checkbox"/> 3c.2) Elements of instructional routine are included, but not fully realized in the delivery	<input type="checkbox"/> 3c.3) Establishes a well-organized instructional routine that promotes student learning	<input type="checkbox"/> 3c.4) Establishes an highly organized and thorough instructional routine that promotes high productivity and learning among students
	7.3	<input type="checkbox"/> 3d.1) Poor organization of activities	<input type="checkbox"/> 3d.2) Activities are moderately well sequenced.	<input type="checkbox"/> 3d.3) Sequences activities in a logical, developmental manner	<input type="checkbox"/> 3d.4) Sequences activities in a logical, developmental manner, explicitly making connections to prior knowledge and previewing upcoming content
<b>4. Skill in Teaching</b>	7.3	<input type="checkbox"/> 4a.1) Does not use motivational techniques or uses techniques with limited success	<input type="checkbox"/> 4a.2) Uses motivational techniques that create a classroom where learners are motivated, to some extent	<input type="checkbox"/> 4a.3) Effectively uses motivational techniques that create a classroom where most learners are motivated	<input type="checkbox"/> 4a.4) Shows a high level of expertise by using a range of motivational techniques that create a classroom of motivated learners
	7.3	<input type="checkbox"/> 4b.1) Minimal/no engagement of learners	<input type="checkbox"/> 4b.2) Engages learners to some extent	<input type="checkbox"/> 4b.3) Effectively uses a variety of ways to engage most learners	<input type="checkbox"/> 4b.4) Highly effective use of multiple strategies to fully engage a classroom of learners
	7.3	<input type="checkbox"/> 4c.1) Poor use of lesson time	<input type="checkbox"/> 4c.2) Lesson pacing is effective, to some extent, in accomplishing objectives	<input type="checkbox"/> 4c.3) Effectively paces lesson to accomplish objectives, introduce activities, and appropriately end the lesson	<input type="checkbox"/> 4c.4) Highly effective use of pacing and lesson time to accomplish objectives, seamlessly transition between activities, and end lesson smoothly-including a summary or assessment
	7.3	<input type="checkbox"/> 4d.1) Does not vary instructional approaches, when appropriate	<input type="checkbox"/> 4d.2) Successful, to some extent, at varying instructional approaches, when appropriate	<input type="checkbox"/> 4d.3) Effectively uses more than one instructional approach, as appropriate	<input type="checkbox"/> 4d.4) Highly effective at using varied instructional approaches, as appropriate
	7.3	<input type="checkbox"/> 4e.1) Does not communicate clearly	<input type="checkbox"/> 4e.2) Communicates clearly some of the time	<input type="checkbox"/> 4e.3) Communicates clearly using verbal and nonverbal messages	<input type="checkbox"/> 4e.4) Communicates clearly and dynamically using verbal and nonverbal messages
	7.3	<input type="checkbox"/> 4f.1) Little or no use of questioning strategies to promote critical thinking	<input type="checkbox"/> 4f.2) Successful, to some extent, at using questioning strategies to elicit student responses at the literal, analytical, and critical thinking levels	<input type="checkbox"/> 4f.3) Effectively uses questioning strategies to elicit student responses at the literal, analytical, and critical thinking levels	<input type="checkbox"/> 4f.4) Uses highly effective questioning strategies to elicit student responses at the literal, analytical, and critical thinking levels and encourage students to express different points of view
	7.3	<input type="checkbox"/> 4g.1) Little or no adjustment to unplanned circumstances	<input type="checkbox"/> 4g.2) Adjusts, to some extent, to unplanned circumstances	<input type="checkbox"/> 4g.3) Effectively adjusts to unplanned circumstances with little interruption to lesson	<input type="checkbox"/> 4g.4) Seamlessly adjusts to unplanned circumstances, with virtually no disruption to the lesson

### ADDENDUM: RUBRIC RATING GUIDE

Category	NCTM Std	Underdeveloped (Below 3.0) (Below B)	Developing (3.0 to 3.4 points) (B, B+)	Proficient (3.5 to 3.9 points) (A-, A)	Exemplary (4.0 points) (A+)
<b>5. Skill in Developing Caring Learning Environments and Showing Respect for Students</b>		<input type="checkbox"/> 5a.1) Shows little to no rapport with students	<input type="checkbox"/> 5a.2) Shows some rapport with students	<input type="checkbox"/> 5a.3) Shows adequate level of rapport and comfort with students	<input type="checkbox"/> 5a.4) Shows exceptional rapport, which is relaxed, focused on learning rather than discipline, and reciprocated by students
		<input type="checkbox"/> 5b.1) Does not use/uses limited range of classroom management techniques	<input type="checkbox"/> 5b.2) Uses some variety in classroom management techniques to manage behavior to some extent	<input type="checkbox"/> 5b.3) Effectively uses a variety of classroom management techniques to keep the lesson focused on learning	<input type="checkbox"/> 5b.4) Highly effective use of a variety of classroom management techniques that contribute to an orderly classroom focused on learning
	7.4	<input type="checkbox"/> 5c.1) Does not build/builds limited class community	<input type="checkbox"/> 5c.2) Some attempts to build class community with some opportunities for students to participate	<input type="checkbox"/> 5c.3) Builds class community with adequate opportunity for participation and student involvement	<input type="checkbox"/> 5c.4) Builds class community with significant opportunity for participation and student involvement
		<input type="checkbox"/> 5d.1) Is not able to handle attention-getting behavior	<input type="checkbox"/> 5d.2) Has some difficulty handling attention-getting behavior	<input type="checkbox"/> 5d.4) Handles attention-getting behavior in a timely and appropriate way	<input type="checkbox"/> 5d.4) Handles attention-getting behavior in a way that is timely and shows exceptional sensitivity
		<input type="checkbox"/> 5e.1) Does not show patience/shows limited patience with students	<input type="checkbox"/> 5e.2) Shows some degree of patience with students	<input type="checkbox"/> 5e.3) Shows adequate level of patience with students	<input type="checkbox"/> 5e.4) Shows a high level of patience with students
		<input type="checkbox"/> 5f.1) Does not respond thoughtfully to student work and ideas	<input type="checkbox"/> 5f.2) Responses to student work & ideas are sometimes thoughtful	<input type="checkbox"/> 5f.3) Thoughtfully responds to student work	<input type="checkbox"/> 5f.4) Shows signs of critically listening before thoughtfully responding to student work & ideas
		<input type="checkbox"/> 5g.1) Does not use positive reinforcement and does not correct mistakes in a sensitive way	<input type="checkbox"/> 5g.2) Uses some positive reinforcement and corrects mistakes in a somewhat sensitive way	<input type="checkbox"/> 5g.3) Effectively uses positive reinforcement and corrects mistakes in sensitive ways	<input type="checkbox"/> 5g.4) Highly effective use of positive reinforcement and high level of sensitivity in correcting mistakes
	7.1	<input type="checkbox"/> 5h.1) Does not address diversity issues in ways that are sensitive to differences in ethnicity, language, gender, socioeconomic status, and developmental levels	<input type="checkbox"/> 5h.1) Addresses diversity issues in ways that are sensitive - to some extent - to differences in ethnicity, language, gender, socioeconomic status, and developmental levels	<input type="checkbox"/> 5h.1) Effectively and sensitively addresses diversity issues, including differences in ethnicity, language, gender, socioeconomic status, and developmental levels	<input type="checkbox"/> 5h.1) Uses highly effective strategies and shows high level of sensitivity in promoting a classroom that respects diversity among students, including differences in ethnicity, language, gender, socioeconomic status, and developmental levels
<b>6. Skill in Assessment and Impact on Student Learning</b>	7.4	<input type="checkbox"/> 6a.1) No signs/minimal signs of using assessment strategies	<input type="checkbox"/> 6a.2) Successful, to some extent, at using a strategy to check if students understand information	<input type="checkbox"/> 6a.3) Effectively uses a strategy to check if students understand information	<input type="checkbox"/> 6a.4) Highly effective at using a variety of strategies to check if students understand information
	7.5	<input type="checkbox"/> 6b.1) Does not provide/ minimally provides helpful feedback to student	<input type="checkbox"/> 6b.2) Provides somewhat helpful feedback to students	<input type="checkbox"/> 6b.3) Provides helpful feedback to students that is appropriately related to content and student thoughts	<input type="checkbox"/> 6b.4) Provides exceptionally helpful feedback to students, giving attention both to content and the individual student's thoughts about the subject
	7.5	<input type="checkbox"/> 6c.1) Does not use/minimal use of assessment information to guide instruction	<input type="checkbox"/> 6c.2) Uses assessment to guide instruction, to some extent	<input type="checkbox"/> 6c.3) Effectively uses assessment information to guide instruction, as appropriate	<input type="checkbox"/> 6c.4) Highly effective use of assessment information to guide instruction, as appropriate
	7.5	<input type="checkbox"/> 6d.1) Does not match/ limited matching of assessments to instructional objectives	<input type="checkbox"/> 6d.2) Matches assessments to instructional objectives, to some extent	<input type="checkbox"/> 6d.3) Appropriately matches assessments to instructional objectives	<input type="checkbox"/> 6d.4) Appropriately matches assessments to instructional objectives and adapts them according to individual student need
	7.5	<input type="checkbox"/> 6e.1) By end of lesson, few students demonstrate satisfactory achievement of objectives	<input type="checkbox"/> 6e.2) By end of lesson, students can demonstrate, to some extent, achievement of objectives	<input type="checkbox"/> 6e.3) By end of lesson, most students demonstrate satisfactory achievement of objectives or have made satisfactory progress	<input type="checkbox"/> 6e.4) By end of lesson, most students demonstrate significant achievement of objectives or have made significant progress

### ADDENDUM: RUBRIC RATING GUIDE

Category	NCTM Std	Underdeveloped (Below 3.0) (Below B)	Developing (3.0 to 3.4 points) (B, B+)	Proficient (3.5 to 3.9 points) (A-, A)	Exemplary (4.0 points) (A+)
<b>7. Teaching Math</b>	3.1	<input type="checkbox"/> 7a.1) Minimal/no communication to students about mathematical thinking	<input type="checkbox"/> 7a.2) Somewhat clear and coherent communication about mathematical thinking to students	<input type="checkbox"/> 7a.3) Adequately clear and coherent communication about mathematical thinking to students	<input type="checkbox"/> 7a.4) Very effectively communicates mathematical thinking coherently and clearly to students
	3.2	<input type="checkbox"/> 7b.1) Minimal/no use of language of mathematics to express ideas	<input type="checkbox"/> 7b.2) Uses the language of mathematics to express ideas that are partially clear	<input type="checkbox"/> 7b.3) Adequately uses the language of mathematics to express appropriate ideas	<input type="checkbox"/> 7b.4) Very effectively uses the language of mathematics to express ideas precisely.
	3.3	<input type="checkbox"/> 7c.1) Minimal/no organization of mathematical thinking through communication	<input type="checkbox"/> 7c.2) Partial organization of mathematical thinking through communication	<input type="checkbox"/> 7c.3) Adequately organizes mathematical thinking through communication	<input type="checkbox"/> 7c.4) Very effectively organizes mathematical thinking through communication
	3.4	<input type="checkbox"/> 7d.1) Minimal/no analysis of the mathematical thinking and strategies of others	<input type="checkbox"/> 7d.2) Analyzes and evaluates the mathematical thinking and strategies of others, to some extent	<input type="checkbox"/> 7d.3) Adequately analyzes and evaluates the mathematical thinking and strategies of others	<input type="checkbox"/> 7d.4) Very effectively analyzes and evaluates the mathematical thinking and strategies of others
	6.1	<input type="checkbox"/> 7e.1) Minimal/no/ or inappropriate use of math-specific technological tools	<input type="checkbox"/> 7e.2) Uses math-specific technological tools, to some extent	<input type="checkbox"/> 7e.3) Adequately uses math-specific technological tools aligned to lesson objectives.	<input type="checkbox"/> 7e.4) Very effectively uses math-specific technological tools closely aligned to and in support of lesson objectives to enhance learning.
	8.3	<input type="checkbox"/> 7f.1) Uses inappropriate or inaccurate strategies to assess students' mathematical knowledge.	<input type="checkbox"/> 7f.2) Uses appropriate but limited strategies to assess students' mathematical knowledge	<input type="checkbox"/> 7f.3) Uses multiple strategies, including listening to and understanding the ways students think about mathematics, to assess' students' mathematical know- ledge.	<input type="checkbox"/> 7f.4) Very effectively and systematically uses multiple strategies, including listening to and understanding the ways students think about mathematics, to assess' students' mathematical knowledge.
<b>8. Commitment to Teaching &amp; Professionalism</b>		<input type="checkbox"/> 8a.1) Appears uninterested and unmotivated	<input type="checkbox"/> 8a.2) Demonstrates a somewhat positive attitude	<input type="checkbox"/> 8a.3) Demonstrates a positive attitude throughout the lesson	<input type="checkbox"/> 8a.4) Demonstrates a strong positive attitude and maintains high energy and enthusiasm throughout the entire lesson
		<input type="checkbox"/> 8b.1) During post-conference, does not show signs of self-reflection about how to improve teaching	<input type="checkbox"/> 8b.2) During post-conference, shows some signs of self-reflection and offers some thoughts about how to enhance teaching	<input type="checkbox"/> 8b.3) During post-conference, adequately reflects on the lesson's strengths and needs and offers suggestions about how to enhance teaching	<input type="checkbox"/> 8b.4) During post-conference, purposefully analyzes lesson's strengths and identifies specific strategies about how to enhance teaching
		<input type="checkbox"/> 8c.1) Is resistant to suggestions, and in subsequent observations, does not assimilate suggestions	<input type="checkbox"/> 8c.2) Shows some reservations about suggestions and, in subsequent observations, assimilates some suggestions	<input type="checkbox"/> 8c.3) Adequately accepts suggestions for growth and, in subsequent observations, assimilates the suggestions	<input type="checkbox"/> 8c.4) Extremely open to suggestions and, in subsequent observations, shows considerable progress in areas suggested