***Mathematics Competency Assessment***

Teacher Candidate:                          University Supervisor/CT:                                            Date:      

Clinical Practice Phase I              Clinical Practice Phase II

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| *Elements* | *Candidate Proficiency* | *I* | *II* | *III* | *IV* | *Not Yet Observed/Comments* |
| *1. Effective Teaching Strategies* | Uses specific teaching strategies that are effective in supporting students to teach the  California Common Core State Standards in math, including mathematical literacy and the standards for mathematical practice. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:      Date: |
| *2. Computation, Concepts and Symbols* | Enables students to understand basic mathematical computations, concepts, and symbols, use them to solve common problems,  and apply them to novel problems. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:      Date: |
| *3. Connections* | Helps students understand different mathematical topics and make connections among them. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *4. Problem Solving* | Helps students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:      Date: |
| *5. Arguments and Claims* | Requires student collaboration that demonstrates students’ ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *6. Media and Technology* | Provides opportunities for students to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:      Date: |
| *7. Environment* | Provides a secure environment for taking intellectual risks and approaching problems in multiple ways. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *8. Multiple Approaches* | Models and encourages students to use multiple ways of approaching mathematical problems, and encourages discussion of different solution strategies. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:      Date: |
| *9. Attitude* | Fosters positive attitudes toward mathematics and encourages student curiosity, flexibility, and  persistence in solving mathematical problems. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *10. Logical system* | Helps students to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *11. Assessment* | Assigns and assesses work through progress monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |

**This Teacher Candidate has completed all competencies for Mathematics.**

**University Supervisor or Mentor teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**