

***Mathematics***  
***7-12***

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**STANDARD ONE**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.

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**KNOWLEDGE**

The teacher knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.

The teacher has a multicultural perspective of his/her discipline(s).

The teacher knows how to relate higher disciplinary knowledge to other subject areas.

The teacher understands how students' conceptual frameworks and their misconceptions of an area of knowledge can influence their learning.

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**Evidences**

The teacher knows aspects of problem solving, including formulating and posing problems, solving problems using different strategies, verifying and interpreting results, and generalizing solutions.

The teacher knows how to incorporate the processes of mathematical inquiry such as collecting, displaying and analyzing data in student learning activities.

The teacher knows how to apply the major concepts of:

- number sense,
- properties and operations,
- geometry,
- measurement (English and metric (International System)units),
- data analysis,
- statistics and probability,
- algebra and functions, and
- scientific notation and significant digits.
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The teacher knows about current district, state and national curriculum standards.

The teacher has a knowledge of mathematical contributions from various cultures and diverse groups.

The teacher knows how to diagnose errors and misconceptions in student work.

The teacher knows that mathematics is the language that science uses to prove or disprove scientific theories.

The teacher has knowledge of the historical, philosophical, and legal basis of services for children both with and without special needs.

The teacher has knowledge of current trends and issues in general education and special education.

## **DISPOSITIONS**

The teacher has enthusiasm for the discipline(s) he/she teaches and helps connect it to everyday life.

The teacher realizes that subject matter knowledge is not a fixed body of facts, but is a complex and ever-evolving construct of ideas.

The teacher accepts multiple perspectives.

The teacher values interdisciplinary teaching and learning.

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## **Evidences**

The teacher is enthusiastic about teaching mathematics.

The teacher values connecting mathematics with other subject areas.

The teacher appreciates mathematics as a powerful tool in problem solving.

The teacher recognizes that some problems have more than one solution, some problems can be solved in more than one way, and some problems have no known solution.

The teacher appreciates opportunities to integrate mathematics with other subject areas and connect it to everyday life.

The teacher values opportunities which link topics within mathematics (i.e. number systems to algebra and geometry, etc.).

The teacher appreciates opportunities to integrate new ideas into the classroom.

The teacher realizes that the discipline of science uses more mathematics concepts and processes than any other discipline.

The teacher values the process of problem solving without regard to the subject matter.

The teacher appreciates the importance of real world connections to mathematics.

## **PERFORMANCE**

The teacher keeps abreast of new ideas and understandings in his/her discipline.

The teacher approaches the discipline critically and evaluates new claims and interpretations in the field.

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings.

The teacher represents and uses a variety of viewpoints, theories, "ways of knowing," methods of inquiry, and standards of evidence characteristic of the discipline.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence characteristic of the discipline.

The teacher includes multicultural perspectives in his/her lessons and conveys to learners how knowledge is developed from the vantage point of the culture.

The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

The teacher ensures that what is taught and what is learned is accurate.

The teacher communicates effectively through reading, writing, speaking, and listening, and assists students in doing the same.

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## **Evidences**

The teacher uses questioning and monitoring to ensure participation of all students.

The teacher demonstrates the connections between mathematical concepts.

The teacher asks students to clarify and justify their mathematical ideas orally and in written form.

The teacher continues professional development such as workshops, conferences, reading professional journals, in-service and college courses.

The teacher diagnoses errors in student work and provides suggestions for corrections.

The teacher uses multiple representations of problem situations such as geometric, algebraic, tabular and graphic.

The teacher models a variety of problem solving strategies including, but not limited to: making a diagram, looking for a pattern, guessing and checking, and making a list.

The teacher engages students in the problem-solving process.

The teacher helps to link the teaching of science and mathematics wherever possible.

The teacher shows the importance of historical contributions toward the development of mathematics.

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## **STANDARD TWO**

The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.

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### **KNOWLEDGE**

The teacher understands principles of curriculum design and knows how to plan lessons, units, and courses of study.

The teacher knows how to apply interdisciplinary approaches to curriculum design.

The teacher recognizes the continuum of learning within the K-12 curriculum of the discipline(s) he/she teaches.

The teacher knows how to teach students to communicate effectively through reading, writing, listening, and speaking.

The teacher knows how to ask questions to stimulate discussion as well as creative and critical thinking.

The teacher knows how to use various instructional technologies to address individual and group needs.

The teacher knows how to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.

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### **Evidences**

The teacher knows about the National Council of Teachers of Mathematics (NCTM) Curriculum and Evaluation Standards for School Mathematics and knows how to use this to plan curriculum appropriate for all students.

The teacher knows how to prepare written lesson plans consistent with curriculum frameworks and local curriculum guides.

The teacher's teaching behaviors demonstrate that he/she has knowledge of the curriculum frameworks P-12, and understands scope and sequence and the sequential development of mathematics topics.

The teacher knows how to use alternative assessment techniques such as portfolios and journals to help measure student growth and development.

The teacher knows how to use technologies such as calculators and computers in the mathematics classroom.

The teacher knows how to integrate mathematics with other curriculum areas.

The teacher knows how to use critical questioning techniques to stimulate student discussion.

The teacher has knowledge of interdisciplinary approaches to curriculum design such as thematic teaching units.

The teacher knows how to use effective strategies for collaboration with other professionals and how to participate with families, students, and others in the development of individualized education plans/family service plans/transition plans for students.

## **DISPOSITIONS**

The teacher is willing to respond with different approaches until students succeed.

The teacher is disposed to be a learner about organization, presentation, and assessment of content.

The teacher is inclined to use a variety of resources.

The teacher is open to and appreciates multiple perspectives of the disciplines and of the students.

The teacher is willing to explore and use technology as an instructional tool in the classroom.

The teacher is committed to improving practice based on a variety of assessments, both formal and informal.

The teacher is committed to lifelong learning.

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## **Evidences**

The teacher values the use of a variety of resources such as textbooks, manipulatives, models, videos, resource persons and technology.

The teacher appreciates manipulatives and models their use to provide engaging and meaningful learning activities.

The teacher values asking probing questions to stimulate thinking, communication and creativity.

The teacher appreciates the use of a variety of strategies to teach the different learning styles of students.

The teacher is willing to approach new ideas by communicating and cooperating with colleagues as well as with students.

The teacher values encouraging students to explore and learn independently.

## **PERFORMANCE**

The teacher plans lessons, units, and courses of study that are appropriate to the students, to the content, and to single discipline or interdisciplinary course objectives.

The teacher adapts the curricula to accommodate individual student abilities and needs.

The teacher evaluates and utilizes teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher effectively integrates the communication skills of reading, writing, listening, and speaking into all curricula.

The teacher asks questions to stimulate discussion as well as creative and critical thinking.

The teacher creates learning experiences which encourage critical and creative thinking, problem-solving, and other higher order thinking skills.

The teacher uses technology, as appropriate, to improve learning and instruction.

The teacher uses feedback and assessment to improve practice.

The teacher provides opportunities for students to acquire the skills necessary to become lifelong learners.

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## **Evidences**

The teacher develops lesson plans that employ a variety of instructional strategies to reflect mathematics objectives and that meet individual student needs.

The teacher demonstrates and uses technology and math manipulatives.

The teacher uses questioning techniques which require critical and creative thinking, problem solving, and higher order thinking skills.

The teacher uses a variety of assessment techniques such as portfolios, projects, oral and written exams and performance tasks.

The teacher uses assessment results to adjust lesson plans to meet the needs of all students.

The teacher uses common examples and problems from science and other disciplines to illustrate mathematic concepts.

The teacher uses assessment information to establish goals and objectives that are appropriate for an individual student which requires the ability to communicate assessment results and integrate assessment data from others when preparing individualized plans for students with disabilities.

The teacher plans and implements developmentally and individually appropriate curriculum and instructional practices based on knowledge of individual students, the family, the community, and curriculum goals and content.

The teacher identifies educational, developmental, functional, vocational, and social outcomes for students with diverse cognitive, motor, and/or social/behavioral needs at various ages.

The teacher has the ability to cooperatively develop and evaluate an individualized education program/individualized family service plan/individualized transition plan.

The teacher develops lesson plans and adapts curricula, materials, and methods of average and diverse students (e.g., gender, gifted to low functioning, various disabilities, high to low SES, varying learning styles, culturally and linguistically diverse, and social problems specific to the community [e.g., drugs, poverty, guns]).

The teacher infuses speech skills into the academic areas as consistent with mode or philosophy espoused and ability of the student who is deaf/hard of hearing.

The teacher selects media and technology appropriate to instructional goals and objectives and uses assistive technology needed by students with vision, hearing, motor, or other disabilities.

The teacher involves students in self-evaluation of products by providing students with information about performance results for the purpose of developing self-evaluation skills and supporting progress and by other means.

The teacher modifies tests for students with disabilities.

The teacher modifies the physical environment to ensure maximum performance on tests for students with disabilities.

The teacher collects, documents, and analyzes performance information through systematic observations and recordings of student learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The teacher selects and administers assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.

The teacher involves families as active participants in the assessment process.

The teacher participates and collaborates with other professionals as a team member in conducting family-centered assessments.

The teacher collaborates with other professionals in evaluating the student.

The teacher modifies a student's program as indicated by results of various types of evaluations, e.g., task analysis, error pattern analysis, curriculum-based assessments, and similar tools that allow for comparison of current performance with criterion outcomes.

The teacher develops and uses formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

The teacher teaches for generalization of skills and transfer of knowledge by students and assisting them to develop learning strategies and independent study behaviors.

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### **STANDARD THREE**

The teacher's planning and instruction is based upon human growth and development, learning theory, and the needs of students.

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#### **KNOWLEDGE**

The teacher knows concepts of human growth and development.

The teacher can evaluate and knows how to apply appropriate techniques and strategies based on different learning theories.

The teacher knows how to evaluate and use a variety of materials to support different instructional strategies.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain.

The teacher understands the importance of peers to intellectual development.

The teacher knows how to find information and services to support students.

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#### **Evidences**

The teacher understands how students acquire mathematical concepts by teaching appropriate skills at the appropriate time using both concrete and abstract methods.

The teacher knows how to use a variety of assessment and instructional methods to meet the individual needs of students.

The teacher knows how to apply a knowledge of expected progressions in mathematics to differentiate readiness, methods of assessment, and diagnosis of errors.

The teacher knows how to match materials and strategies to course objectives.

The teacher knows how to use age appropriate technology to enhance mathematical instruction and to address student learning styles.

The teacher knows how to develop concepts pertaining to individuals with exceptionalities; pre-, peri-, and post-natal development and the developmental consequences of stress and trauma; the development of mental health; and the importance of supportive relationships.

The teacher knows techniques for crisis preventions.

The teacher knows how to provide students with frequent response opportunities, appropriate practice, and corrective feedback during all phases of instruction.

The teacher knows how to use resources, aids, and materials for teaching students with special needs.

The teacher knows and understands how exceptionalities and medications may affect behaviors and educational, vocational, social, and psychological status at various age levels.

The teacher has an understanding of peer coaching skills.

The teacher knows and understands indicators of exceptionalities, curricular approaches, learning styles, and special counseling needs of students with exceptionalities.

The teacher knows how to use community resources and allied health professionals which may be used by students and families and how to make referrals and collaborate with community program personnel.

The teacher knows how to use questioning techniques that allow for individual differences.

The teacher knows how to use a variety of materials to support different instructional strategies.

The teacher knows how to identify the developmental stages of his or her students and modifies learning experiences accordingly.

The teacher has knowledge of and access to support services available for student support; these may include local school personnel and area health and human service agencies.

The teacher knows how to identify the developmental stages of his or her students and modifies lessons accordingly.

The teacher knows how to use multiple evaluation methods such as portfolio, pen and paper tests, projects, and oral presentations.

The teacher knows how to evaluate the influence of mental, social, and emotional development on the learning process.

The teacher knows how to develop concepts pertaining to individuals with exceptionalities; pre-, peri-, and post-natal development and the developmental consequences of stress and trauma; the development of mental health; and the importance of supportive relationships.

The teacher knows of ethical consideration inherent in classroom behavior management.

The teacher knows the techniques for crisis prevention, students with various cultural backgrounds, and students with exceptional learning needs.

The teacher knows how to provide students with frequent response opportunities, appropriate practice, and corrective feedback during all phases of instruction.

The teacher knows how to use resources, aids, and materials for teaching students with special needs.

The teacher knows and understands how exceptionalities and medications may affect behaviors and educational, vocational, social, and psychological status.

The teacher knows and understands how exceptionalities and medications may affect behaviors and educational outcomes at various age levels.

The teacher has an understanding of peer coaching skills.

The teacher understands and knows indicators of exceptionalities, curricular approaches, learning styles, and special counseling needs of students with exceptionalities.

The teacher knows how to use community resources and allied health professionals which may be used by students and families and how to make referrals and collaborate with community program personnel.

## **DISPOSITIONS**

The teacher is willing to provide and maintain a positive classroom environment.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.

The teacher appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self-confidence and competence.

The teacher is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.

The teacher recognizes that all students are capable of sharing knowledge.

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## **Evidences**

The teacher values professional development activities relevant to learning theory, human growth and development, and the needs of students.

The teacher is proud of student work and displays accomplishments in mathematics.

The teacher is willing to use a variety of mathematics activities and technologies to allow for individual differences.

The teacher values activities which allow for success for all students.

The teacher encourages students to share their ideas and knowledge about mathematics and its applications.

The teacher is willing to be an active participant in an educational community that encourages student responsibility, nurtures collaboration, invites dialogue, and models attitudes and values of inquiry learning.

The teacher is willing to identify personal attitudes and behaviors that may affect student behavior and the classroom environment.

The teacher believes that all students can learn at high levels and persists in helping all students achieve success including students with exceptionalities.

The teacher is committed to allowing students with exceptionalities to participate in ALL classroom activities where safety is not a factor.

The teacher is willing to use assistive technology.

The teacher is willing to identify personal attitudes and behaviors that may affect student behavior and the classroom environment.

The teacher believes that all students can learn at high levels and persists in helping all students achieve success, including students with exceptionalities.

The teacher is committed to allowing students with exceptionalities to participate in ALL classroom activities.

The teacher is willing to use assistive technology.

## **PERFORMANCE**

The teacher applies concepts of human growth and development to classroom instruction.

The teacher varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.

The teacher selects, procures, and maintains appropriate materials to support different instructional strategies.

The teacher stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connection to students' experiences.

The teacher provides students with opportunities for active engagement, for testing of ideas and materials, and for assuming responsibility for shaping their learning tasks.

The teacher provides opportunities for both individual and group learning.

The teacher finds and uses information and services to support students.

The teacher flexibly applies appropriate learning theories for individual students.

The teacher creates an environment which motivates students to learn by building on their strengths and interests.

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## **Evidences**

The teacher moves around the classroom in proximity to all students making eye contact when appropriate.

The teacher provides quality positive feedback to students, such as written comments and verbal praise.

The teacher identifies and uses students' talents and diverse backgrounds in designing mathematical activities.

The teacher develops and maintains positive classroom rules and procedures.

The teacher uses appropriate humor.

The teacher uses information from workshops and other professional development activities in the classroom.

The teacher selects a variety of instructional materials to meet the diverse needs and interests of students.

The teacher uses multiple assessment tools such as portfolios, projects, and performance tasks to determine prior knowledge and learning styles of students.

The teacher designs a variety of instructional and assessment tasks at different levels of complexity (from concrete to abstract) to meet the diverse needs and interests of students.

The teacher integrates the skills and concepts of mathematics with other disciplines.

The teacher provides opportunities for students to explain mathematical processes orally and in written form.

The teacher uses a variety of questioning techniques to stimulate thinking and creative problem solving by students.

The teacher uses multiple technologies such as calculators, videos, manipulatives, VCRs, overhead projectors, computers, or laser discs for classroom instruction to motivate students and accommodate different learning styles.

The teacher provides opportunities for students to create and solve their own problems.

The teacher uses the resources of the community, such as shadowing, guest speakers, field trips and equipment to link mathematics with the real world.

The teacher uses real world problems to motivate, link to prior knowledge and experience, and connect mathematics to other disciplines.

The teacher uses ongoing multiple assessment techniques including, but not limited to: portfolios, projects, tests, reports, activities, and performance tasks.

The teacher varies instructional strategies to include cooperative learning, peer group tutoring, whole group and individualized instruction to promote student motivation and learning.

The teacher manages the classroom with organization, structure and flexibility.

The teacher applies concepts of human growth and development to classroom instruction, including application of typical and atypical child development theories in learning situations in the context of the family and the community.

The teacher uses or adapts learning techniques/strategies as needed for students with exceptionalities, providing opportunities for high success rates in each stage of learning, grouping students appropriately for learning, and facilitating family/child interactions as appropriate for optimum learning.

The teacher selects, procures, and maintains appropriate materials, devices, and aids for students with exceptionalities.

The teacher assists students in developing independent study behaviors.

The teacher makes appropriate referrals to community health and social services.

The teacher plans appropriate physical laboratory arrangements and activities in the classroom observing safe laboratory procedures.

The teacher implements basic health, nutrition, and safety management practices, including specific procedures for students of various ages and with various exceptionalities regarding illness and communicable diseases.

The teacher models acceptance of all students through proximity.

The teacher enforces a positive set of rules.

The teacher demonstrates high expectations for all students by using encouraging statements, setting challenging and achievable tasks, and guiding students to their successful achievement.

The teacher demonstrates a positive attitude toward diverse cultures by using examples/references from those cultures.

The teacher elicits and acknowledges responses from all students.

The teacher applies concepts of human growth and development to classroom instruction, including application of typical and atypical child development theories in learning situations in the context of the family and the community.

The teacher uses and adapts learning techniques/strategies as needed for students with exceptionalities, providing opportunities for high success rates in each stage of learning, grouping students appropriately for learning, and facilitating family/child interactions as appropriate for optimum learning.

The teacher uses materials, devices, and aids for students with exceptionalities.

The teacher assists students in developing independent study behaviors.

The teacher helps students work and cooperatively interact with their peers and to use play, environmental routines, and parent-mediated activities for learning.

The teacher makes appropriate referrals to community health and social services.

The teacher plans appropriate physical arrangements and activities.

The teacher implements basic health, nutrition, and safety management practices, including specific procedures for students of various ages and with various exceptionalities regarding illness and communicable diseases.

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## **STANDARD FOUR**

The teacher exhibits human relations skills which support the development of human potential.

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### **KNOWLEDGE**

The teacher is familiar with students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling.

The teacher understands how students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values.

The teacher understands the importance of treating others with respect and dignity.

The teacher knows how to communicate effectively with multiple audiences.

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### **Evidences**

The teacher knows how to prepare lesson plans using various teaching strategies to meet the needs of all students.

The teacher knows how to select appropriate communication techniques, such as e-mail, telephone, or modem.

The teacher knows how to be a good listener and a good speaker.

The teacher knows how to use demographic information about their students to enhance learning in mathematics.

The teacher knows about careers which use mathematics.

The teacher knows how to facilitate the integration of students with exceptionalities into the mathematics classroom.

## **DISPOSITIONS**

The teacher respects, accepts, and supports ALL students.

The teacher appreciates the importance of effective communication.

The teacher is committed to the expression of democratic values in the classroom and in school.

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### **Evidences**

The teacher values providing opportunities for students to share their experiences, talents, and prior learning without limitations.

The teacher is willing to attend some school sponsored activities such as ball games, concerts, art shows and plays.

The teacher values tasks which engage all students in mathematics to the fullest extent.

The teacher values giving a positive acknowledgment of student responses even when the response is incorrect.

The teacher demonstrates conflict resolution skills.

The teacher creates an appropriate environment to increase student self-awareness, self-control, self-reliance, and self-esteem.

The teacher interprets educational programs of all students to school personnel, school patrons, and community members.

The teacher models effective communication skills, including speaking, writing, listening, and nonverbal skills.

The teacher teaches students to be their own advocates.

## **PERFORMANCE**

The teacher promotes positive interpersonal relationships among students/parents/guardians, and the community.

The teacher expresses empathy and warmth in interpersonal relationships.

The teacher treats all others with the same respect and dignity with which he/she expects to be treated.

The teacher communicates effectively with diverse populations among students, parents/guardians, peers, and community.

The teacher creates an environment which nurtures self-confidence, self-respect, and competence.

The teacher considers the development of character, aspiration, and civic virtues in making instructional decisions.

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## **Evidences**

The teacher strives to find mathematical language meaningful to everyone.

The teacher promotes a positive attitude about mathematics and is sensitive to gender or cultural attitudes toward achievement in mathematics.

The teacher communicates with each student periodically during the school year.

The teacher enforces school policies and procedures.

The teacher helps develop procedures to work with state and local organizations and boards.

The teacher is willing to sponsor mathematics clubs, contests, or fairs that promote extended learning in mathematics.

The teacher models multiple methods of communicating mathematics.

The teacher exhibits respect for all students by soliciting participation in classroom activities.

The teacher sponsors mathematics clubs, fairs, or contests to extend mathematical learning.

The teacher designs activities and assignments which promote student engagement, success, and perseverance in mathematics.

The teacher creates a risk-free mathematics environment.

The teacher provides positive and meaningful feedback both to students and parents, such as progress reports, parent phone calls, conferences, and notes.

The teacher conferences with students to better understand them.

The teacher plans activities that are mathematically interesting.

The teacher creates tasks that help students build valid conceptions of mathematics in an environment of support and acceptance.

The teacher displays body language, tone, and attitude, which convey respect and dignity toward students, parents, and colleagues.

The teacher structures the physical space, materials, and classroom context to enhance the mathematical development of students.

The teacher provides opportunity for students to explore career options in mathematics.

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## **STANDARD FIVE**

The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students/learning and well being.

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### **KNOWLEDGE**

The teacher understands the importance of reflecting on practice to improve instruction.

The teacher knows how to translate, evaluate, and apply current education research.

The teacher understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.<sup>Page 2</sup>

The teacher understands the process of change.

The teacher understands schools as organizations within the larger community context.

The teacher understands the importance of family/guardian involvement.

The teacher understands how student groups function and influence people and how people influence students.

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### **Evidences**

The teacher knows of current cultural trends and their influence on students.

The teacher knows the value of research-based documents.

The teacher is knowledgeable of current trends in mathematical content and instruction.

The teacher knows what community resources are available to be used to enhance the study of mathematics.

The teacher knows how to communicate about mathematics curriculum and issues with a wide range of stakeholders.

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The teacher knows the school procedures for mathematics field trips.  
The teacher knows how to network with other mathematics professionals and the community.

The teacher knows how to collaborate with K-16 colleagues to maintain a coherent mathematics curriculum.

The teacher knows how to develop a plan for acquiring needed mathematics manipulatives and calculators.

The teacher knows assurances and due process rights related to assessment, eligibility, and placement of students who are culturally and/or linguistically diverse.

The teacher knows how to use stress management skills in the mathematics classroom.

The teacher knows how to use interagency collaboration in planning behavior interventions and of the roles of the variety of community services, agencies, and professionals who support students with diverse cognitive, motor, and/or social/behavioral needs and their families.

The teacher knows how to plan for involving parents in the mathematics instructional process.

The teacher knows how to involve parents and students in the establishment of behavioral programs, self-recording, and self-management.

The teacher knows how to encourage and assist families to become active participants in the educational team.

The teacher knows how to respect parents' choices and goals for students and communicate effectively with parents about curriculum and student progress.

The teacher knows how to reflect learning outcomes, modify teaching strategies, and practice to improve instruction, and actively seeks opportunities to grow professionally.

The teacher knows how to act in accordance with public law and school regulations.

The teacher understands the due process rights related to assessment, eligibility, and placement of students who are culturally and/or linguistically diverse.

The teacher has a knowledge of stress management skills.

The teacher has knowledge of interagency collaboration in planning behavior interventions and of the roles of the variety of community services, agencies, and

professionals who support students with diverse cognitive, motor, and/or social/behavioral needs and their families.

The teacher knows how to plan for involving parents in the instructional process.

The teacher has knowledge of how to involve parents and students in the establishment of behavioral programs, self-recording, and self-management.

The teacher knows how to respect parents' choices and goals for students and communicates effectively with parents about curriculum and student's progress.

## **DISPOSITIONS**

The teacher is committed to research, reflection, assessment, and learning as an ongoing process.

The teacher appreciates the need for change in a dynamic organization.

The teacher believes that he/she can make an important contribution to enhancing the education of students and to school improvement.

The teacher is willing to collaborate in school-improvement activities.

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## **Evidences**

The teacher is willing to collaborate with colleagues to improve mathematics instruction.

The teacher is willing to participate in departmental meetings, inservices, conferences and continuing education to improve mathematical content and teaching strategies.

The teacher is willing to use changing innovations in mathematics.

The teacher is willing to share mathematics expertise with colleagues.

The teacher realizes the importance of interacting with the community in the promotion of mathematics education.

The teacher is willing to be actively involved with extracurricular mathematics activities.

The teacher appreciates that mathematics learning is a continuous process that affects the entire community.

The teacher believes that what he/she is doing in mathematics education is important to the community.

The teacher has a positive attitude toward the dynamics of change by modifying classroom activities and presentation.

The teacher values incorporating school activities into community projects when feasible.

The teacher values a positive school image in the community.

The teacher values working cooperatively with colleagues and other school officials.

## **PERFORMANCE**

The teacher reflects on his/her teaching to improve instruction.

The teacher utilizes research to improve instruction.

The teacher assumes responsibility for his/her own professional development.

The teacher fulfills his/her legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher works collaboratively for students and school improvement.

The teacher seeks and uses human, material, community, and financial resources to improve student learning and to improve the school.

The teacher is an advocate for student learning and school improvement.

The teacher develops and maintains a professional presence and maintains a professional growth plan.

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## **Evidences**

The teacher uses community resources to enhance mathematics studies.

The teacher involves stakeholders in the development of the mathematics program.

The teacher actively seeks funding to support a hands-on mathematics program.

The teacher follows state and district policies and mathematics professional standards regarding field trips and classroom safety.

The teacher attends mathematics workshops and conferences.

The teacher collaborates with K-16 mathematics colleagues to maintain a coherent mathematics curriculum.

The teacher supports extracurricular mathematics activities for students.

The teacher participates in planning for acquiring needed math manipulatives and calculators for the classroom.

The teacher reads and critically applies research and recommended practices for effective management of teaching and learning.

The teacher participates in professional organizations.

The teacher encourages parents and members of the community to participate in activities designed to enhance the understanding of the mathematics curriculum.

The teacher seeks opportunities to advertise the positive aspects of the school mathematics program.

The teacher encourages students to participate in mathematical organizations and competitions.

The teacher recruits other teacher for mathematics reform projects.

The teacher assumes responsibility for their own professional development including seeking advise and counsel from colleagues.

The teacher prepares a written professional growth plan, which might include membership in state and national organizations and attendance at workshops and/or other professional development activities.

The teacher reflects and participates in self-evaluation, which may include observations of other teachers, video tapes of self, inviting observers, etc.

The teacher adheres to the profession's code of ethical conduct and the ability to identify ethical and policy issues related to educational, social and medical services for children and their families.

The teacher demonstrates communication, consultation, collaboration, and problem-solving skills that can be used to develop instructional and management procedures for students.

The teacher participates appropriately as a member of a transdisciplinary team in activities related to individualized instructional and related programs for a student.

The teacher communicates options for programs and services at the next level and assist the family in planning for transition.

The teacher assists families in identifying their resources, priorities and concerns in relation to their student's development.

The teacher involves families in assessing planning for individual students, including students with special needs.

The teacher implements a range of family-oriented services based on the family's identified resources, priorities, and concerns.

The teacher uses state, local, regional, and national resources to aid in the delivery of services for students.

The teacher matches home, school, and community resources with students' needs.

The teacher demonstrates knowledge of the roles of paraprofessionals and volunteers in an instructional program.

The teacher demonstrates the ability to work with and supervise paraprofessionals and volunteers in an instructional program.

The teacher employs adult learning principles in supervising and training other adults.

The teacher facilitates the identification of staff development needs and strategies for professional growth.

The teacher communicates program needs, processes, and outcomes to administrators, other teachers, parents, and the community.

The teacher reads and critically applies research and recommended practices for effective management of teaching and learning.

The teacher responds positively to opportunities such as parent/teacher conferences, volunteer service, sponsorship of activities, and other school events to involve parents/guardians in student's education.

The teacher communicates with parents to exchange information, establish rapport, and foster inclusion of the community.

The teacher keeps abreast of change needed for the school community, researches alternatives, and involves parents, students, and school community in implementing change.

The teacher actively participates in professional organizations.

The teacher adheres to the profession's code of ethical conduct and the ability to identify ethical and policy issues related to educational, social, and medical services for students and their families.

The teacher demonstrates communication, consultation, collaboration, and problem-solving skills that can be used to develop instructional and management procedures for students.

The teacher develops a plan to collaborate in developing methods for implementing a school-center or home-based teaching and management plan for children.

The teacher participates appropriately as a member of a transdisciplinary team in activities related to individualized instruction and related programs for a student.

The teacher communicates options for programs and services at the next level and assists the family in planning for transition.

The teacher assists families in identifying their resources, priorities, and concerns in relation to their child's development.

The teacher involves families in assessing planning for individual children, including children with special needs.

The teacher implements a range of family-oriented services based on the family's identified resources, priorities, and concerns.

The teacher uses state, local, regional, and national resources to aid in the delivery of services for students.

The teacher matches home, school, and community resources with student needs.

The teacher demonstrates knowledge of the roles and utilization of paraprofessionals in an instructional program.

The teacher employs adult learning principles in supervising and training other adults.

The teacher facilitates the identification of staff development needs and strategies for professional growth.

The teacher communicates program needs, processes, and outcomes.

The teacher advocates on behalf of children and their families.