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| Item | NCTM SPA alignment | Unacceptable | Emerging | Proficient (Target) | Exemplary |
| AA | 2b | Does not reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others. | In some lessons, reasons abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others. | Reasons abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others. | Reasons abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others. |
| BB | 2b | Does not represent and model generalizations using mathematics. | Occasionally represents and models generalizations using mathematics. | Represents and models generalizations using mathematics. | Represents and models generalizations using mathematics in their lesson planning and teaching. |
| CC | 2b | Does not recognize structure and express regularity in patterns of mathematical reasoning. | Occasionally recognizes structure and expresses regularity in patterns of mathematical reasoning. | Recognizes structure and expresses regularity in patterns of mathematical reasoning. | Recognizes structure and expresses regularity in patterns of mathematical reasoning; and plans for these instances to occur in their teaching. |
| DD | 2b | Does not use multiple representations to model and describe mathematics. | Uses some representations to model and describe mathematics. | Uses multiple representations to model and describe mathematics. | Use multiple representations to model and describe mathematics; and plans for them in most of their teaching. |
| EE | 2b | Does not utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others. | Occasionally utilizes appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others. | Utilizes appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others. | Utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others; and plans for these experiences to happen in their teaching. |
| FF | 2f | Does not model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing. | Does not model all the processes of how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing. | Models how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing. | Models how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing.  - Reflect on how the mathematical practices of problem solving, reasoning, communicating, connecting, and representing impact mathematical understanding |
| GG | 3d | Does not provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace | Provide students with limited opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace. | Provide students with some opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace. | Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.  -Design and implement activities and investigations that require communication about mathematics.  - Design and implement activities and investigations that foster students making mathematical connections with other content areas, everyday life events, and the workplace.  - Encourage students to employ a variety of forms of communication that target varied audiences and purposes across content areas. |
| HH | 3e | Does not implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies. | Implements limited techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies. | Implements techniques related to student engagement and communication that includes only one of the following techniques: selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies. | Implements techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.  -Implement techniques for actively engaging students in learning and doing mathematics.  - Provide instruction that incorporates high quality tasks and a range of questioning strategies.  - Guide productive mathematical discussions in classrooms centered on key mathematical ideas.  - Select and apply instructional techniques that assist in identifying and addressing student misconceptions. |
| II | 4a | Does not exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning. | Exhibits some knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning. | Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning. | Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.  - Exhibit knowledge of adolescent  learning, development, and behavior.  - Demonstrate a positive disposition  toward mathematical processes and  learning.  - Know how students construct  learning. knowledge, acquire skills, and develop  disciplined thinking processes. |
| JJ | 4a | Does not apply and select appropriate tools that demonstrate a positive disposition toward mathematical processes and learning | Rarely applies and selects appropriate tools that demonstrate a positive disposition toward mathematical processes and learning | Apply and select appropriate tools that demonstrate a positive disposition toward mathematical processes and learning. | Seeks out new tools to apply to their teaching that demonstrates a positive disposition toward mathematical processes and learning |
| KK | 4e | Does not use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies. | Applies little mathematical content and pedagogical knowledge when selecting and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages). | Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages). | Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools |