THE LEARNER AND THE LEARNING

STANDARD #1: LEARNER DEVELOPMENT: The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.

- Provides students with opportunities to learn mathematics with understanding by actively building new knowledge through engagement in mathematical activities, leading to increasing levels of sophistication and depth.
- Knows and uses students' prior mathematical knowledge in order to link new ideas to previous learning.
- Selects tasks with an appropriate level of cognitive demand to challenge, motivate and scaffold intellectual engagement in sound and significant mathematics.
- Collaborates with students, parents, colleagues and other professionals to get to know students individually in order to promote student growth and development.

STANDARD #2: LEARNING DIFFERENCES: The teacher understands individual learner differences and cultural and linguistic diversity.

- Demonstrates high expectations and provides strong support for all students in learning mathematics with understanding.
- Displays sensitivity to, and draws upon students' diverse backgrounds, experiences and dispositions in instruction.
- Acknowledges each student's diverse learning strengths, interests, challenges and exceptionalities, recognizing the effects of these characteristics on learning.

STANDARD #3: LEARNING ENVIRONMENTS: The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

- Provides and structures the time, physical space and materials necessary to explore sound and significant mathematics.
- Creates an atmosphere of respect and value for student ideas, ways of thinking and mathematical dispositions.
- Expects and encourages students to work independently and collaboratively to make sense of mathematics, take intellectual risks by raising questions and formulating conjectures, and support ideas with mathematical arguments.
- Manages the learning environment by using appropriate strategies to prevent discipline problems and provides timely interventions when needed.
INSTRUCTIONAL PRACTICE

STANDARD #4: CONTENT KNOWLEDGE: The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

- Understands mathematics as needed to teach it, including central concepts, tools of inquiry, and structures of mathematics.
- Understands mathematics as needed to teach it, including core representations, examples, and alternative algorithms.
- Uses a trajectory of learning to make mathematical connections among prior, current, and future content.
- Supports students in learning and using mathematical language accurately and meaningfully.
- Monitors and assesses his/her own understanding of mathematics and uses a variety of resources for support and to continue to learn mathematics.

STANDARD #5: ASSESSMENT: The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

- Examines the effectiveness of the task, discourse, and learning environment on students' mathematical knowledge, skills, and dispositions.
- Analyzes individual students' understanding of and disposition to do mathematics by continually using a variety of appropriate assessments (formal, informal, formative, summative, student self-assessment).
- Bases instructional decisions on information obtained from assessing students' understanding of, and disposition to do, mathematics.
- Aligns a variety of assessments, including student self-assessment, with instructional goals and objectives and provides descriptive feedback to students.

STANDARD #6: INSTRUCTIONAL PLANNING: The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Core Curriculum standards, instructional best practices, and the community context.

- Identifies central mathematics concepts and skills critical for student understanding and sets instructional goals aligned with national learning standards, and students' backgrounds, learning needs, and interests.
- Plans learning experiences to promote conceptual understanding, procedural fluency, and authentic mathematical practices.
- Constructs units and lessons that develop mathematical knowledge, anticipate student misconceptions and errors, promote student engagement and elicit student mathematical thinking.
• Designs and adapts instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.

STANDARD #7: INSTRUCTIONAL STRATEGIES: The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

• Orchestrates lessons (launch, explore, discuss, unpack) that develop mathematical knowledge, promote student engagement and elicit student mathematical thinking and reasoning.
• Listens to, values, respects and uses students’ thinking to promote conceptual understanding, procedural fluency, and authentic mathematical practices individually and between and among students.
• Analyzes and uses student errors and misconceptions to focus and deepen learning.
• Supports mathematical content and skill development by using appropriate media and technology resources.

PROFESSIONAL RESPONSIBILITY

STANDARD #8: REFLECTION AND CONTINUOUS GROWTH: The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

• Refines tasks, planned discourse and other instructional activities based upon students’ responses and the effectiveness of the instruction.
• Seeks to improve teaching and practice by actively soliciting and utilizing feedback from colleagues, mentor teacher and university supervisor.
• Gains and uses new insights and instructional ideas through observing the work of other effective teachers.
• Analyzes and uses assessment data to make reasoned decisions regarding instructional effectiveness.

STANDARD #9: LEADERSHIP AND COLLABORATION: The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

• Actively discusses mathematical ideas with colleagues, mentor teacher and university supervisor.
• Effectively collaborates with colleagues, mentor teacher and university supervisor in planning, preparing and assessing the effectiveness of lessons and resolving disciplinary issues.
• Becomes an instructional leader promoting an effective learning atmosphere in the classroom.
• Communicates with parents/guardians, counselors or other appropriate individuals as needed in order to motivate and facilitate student learning.

STANDARD #10: PROFESSIONAL AND ETHICAL BEHAVIOR: The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

• Exhibits professionalism including positive attitude, commitment to the profession, professional appearance, punctuality, attendance, flexibility, integrity and respect.
• Complies with state and federal law as well as school and district policies and procedures.
• Participates appropriately in the activities of the school as outlined by the mentor teacher and the school administration.
• Completes, in a timely manner, all assignments given in accordance with the student teaching course syllabus as well those directed by the mentor teacher.