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Missouri State University

**Math Specialty Addendum**

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**Student Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block: 1 2 Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Cooperating Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School/District\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade/Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- | --- |
| **Trait Name** | **Trait Description** | **Ratings** | | | | |
| **High Level** | **Satisfactory** | **Needs Improvement** | **Not Observed** | **Not Applicable** |
| MTH 1.0.0 | The student teacher has developed knowledge and understanding of mathematics that is both diverse and in greater depth than the understanding required for the school mathematics they teach. | 3 | 2 | 1 | (NO) | (NA) |
| MTH 2.0.0 | The student teacher understands interrelationships between various areas of mathematics and the application of mathematical concepts and operations to fields outside mathematics. | 3 | 2 | 1 | (NO) | (NA) |
| MTH 3.0.0 | The student teacher possesses knowledge of appropriate levels of mathematics. | 3 | 2 | 1 | (NO) | (NA) |
| MTH 4.0.0 | The student teacher is able to clearly communicate mathematical ideas, both verbally and in writing. | 3 | 2 | 1 | (NO) | (NA) |
| MTH 5.0.0 | The student teacher has the ability to use current technology, naturally and routinely, in the teaching, learning, and doing of mathematics. | 3 | 2 | 1 | (NO) | (NA) |
| MTH 6.0.0 | The student teacher enjoys doing mathematics while appreciating the power and beauty of mathematics in the organization of experiences. | 3 | 2 | 1 | (NO) | (NA) |
| MTH 7.0.0 | The student teacher has developed a questioning and conjecturing approach to the teaching of mathematics. | 3 | 2 | 1 | (NO) | (NA) |
| MTH 8.0.0 | The student teacher has developed problem solving techniques, has an ability to organize and analyze information, and is able to present logical arguments. | 3 | 2 | 1 | (NO) | (NA) |
| MTH 9.0.0 | The student teacher is aware of historical developments in mathematics and the evolving nature of mathematics, and possesses a sufficient knowledge base to understand new developments. | 3 | 2 | 1 | (NO) | (NA) |
| MTH 10.0.0 | The student teacher has a knowledge of sources (such as professional mathematics organizations and publications) for keeping abreast of new developments in mathematics education. | 3 | 2 | 1 | (NO) | (NA) |
| MTH 11.0.0 | The student teacher is aware of and is willing to use alternative assessment techniques. | 3 | 2 | 1 | (NO) | (NA) |
| MTH Influence on Student Learning | The student teacher influences student learning to ensure high levels of achievement among all students. **Comment required** | 3 | 2 | 1 | (NO) | (NA) |

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| --- | --- | --- | --- | --- | --- | --- |
| Influence on Student Learning (**Comment Required**):  General Comments (optional): |  | 3 | 2 | 1 | (NO) | (NA) |
|  | 3 | 2 | 1 | (NO) | (NA) |

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