Liberty University
Middle Grades Math (grades 6-8)
Teacher Competency Assessment

☐ **Preliminary Evaluation**   ☐ **Final Evaluation**

LU Student Teacher:	LU ID#	Endorsement(s) Seeking:
Host School:	Host School Address:	Host School Phone Number:
Cooperating Teacher:	Cooperating Teacher Email:	Grade/Subject:

There are six ratings for each Criterion.

Ratings	**Definitions of Ratings**

0 (Grade: F)   **NOT MET** Performance in this area is **ineffective** and requires extensive improvement to attain minimum level of competency.

1 (Grade: D)   **NOT MET** Performance in this area **requires improvement** to attain a minimum level of competency.

2 (Grade: C)   **MET** Performance in this area is **satisfactory** ; the candidate meets a minimum level of competency. *(This rating should be used to indicate performance of a candidate who meets the minimum level of competency for this area. However, concerns are evident and there has likely been additional support and intervention to meet the satisfactory rating.)*

3 (Grade: B)   **MET** Performance in this area is **effective** and practices are demonstrated at an acceptable level. *(This rating should be used to indicate performance of a candidate who is working above satisfactory level for a novice teacher in this area.)*

4 (Grade: A)   **MET** Performance within this area is **high**. Practices are demonstrated at a consistent high level of performance. *(This rating should be used to indicate performance of a candidate who is performing well above satisfactory level for a novice teacher in this area.)*

5 (Grade: A)   **MET**: Performance in this area is **consistently outstanding**. Practices are demonstrated at the highest level of performance. (*This rating should be reserved for a candidate who is performing this skill at the level of an effective <u>master</u> teacher. Most student teachers would <u>not</u> be working at this level; this rating should be used <u>sparingly</u> and given only to a candidate who is deemed extraordinary in this area*!)

NE/OB   Performance in this area is **not evaluated/observed** at this time.

PART 1: General Competencies

STANDARD 1: PROFESSIONAL KNOWLEDGE			Rating Scale				
CRITERIA	0	1	2	3	4	5	NE/OB
A. Effectively addresses appropriate curriculum standards. **(INT-B5) (InTASC 5)**	☐	☐	☐	☐	☐	☐	☐
B. Integrates key content elements and facilitates students' use of higher level thinking skills and instruction. **(INT-B5) (InTASC 5)**	☐	☐	☐	☐	☐	☐	☐
C. Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications. **(INT-A1) (InTASC 4)**	☐	☐	☐	☐	☐	☐	☐
D. Demonstrates an accurate knowledge of the subject matter. **(INT-A2) (InTASC 4)**	☐	☐	☐	☐	☐	☐	☐
E. Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group. **(INT-B4) (InTASC 1,7)**	☐	☐	☐	☐	☐	☐	☐

STANDARD 2: INSTRUCTIONAL PLANNING			Rating Scale				
CRITERIA	0	1	2	3	4	5	NE/OB
A. Uses student learning data to guide planning. **(INT-B5) (InTASC 5)**	☐	☐	☐	☐	☐	☐	☐
B. Plans time realistically for pacing, content mastery, and transitions. **(INT-B4) (InTASC 1,7)**	☐	☐	☐	☐	☐	☐	☐
C. Plans and gathers materials and appropriate resources for differentiated instruction. **(INT-B6) (InTASC 2)**	☐	☐	☐	☐	☐	☐	☐
D. Aligns lesson objectives to the school's curriculum and student learning needs. **(INT-A1) (InTASC 4)**	☐	☐	☐	☐	☐	☐	☐
E. Develops appropriate long- and short-range plans, and adapts plans when needed. **(INT-B4) (InTASC 1,7)**	☐	☐	☐	☐	☐	☐	☐

STANDARD 3: INSTRUCTIONAL DELIVERY			Rating Scale				
CRITERIA	0	1	2	3	4	5	NE/OB
A. Engages and maintains students in active learning. **(INT-B7) (InTASC 3)**	☐	☐	☐	☐	☐	☐	☐
B. Differentiates instruction to meet the students' needs. **(INT-B6) (InTASC 2)**	☐	☐	☐	☐	☐	☐	☐
C. Uses a variety of effective instructional strategies and resources. **(INT-B4) (InTASC 1,7)**	☐	☐	☐	☐	☐	☐	☐
D. Uses instructional technology to enhance student learning. **(INT-B9) (InTASC 8)**	☐	☐	☐	☐	☐	☐	☐
E. Communicates clearly and checks for understanding. **(INT-B3) (InTASC 3)**	☐	☐	☐	☐	☐	☐	☐

STANDARD 4: ASSESSMENT OF AND FOR STUDENT LEARNING	Rating Scale						
CRITERIA	**0**	**1**	**2**	**3**	**4**	**5**	**NE/OB**
A. Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning. **(INT-B8) (InTASC 6)**	☐	☐	☐	☐	☐	☐	☐
B. Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population. **(INT-B8) (InTASC 6)**	☐	☐	☐	☐	☐	☐	☐
C. Aligns student assessment with established curriculum standards and benchmarks. **(INT-B8) (InTASC 6)**	☐	☐	☐	☐	☐	☐	☐
D. Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning. **(INT-B8) (InTASC 6)**	☐	☐	☐	☐	☐	☐	☐
E. Gives constructive and frequent feedback to students on their learning. **(INT-B3) (InTASC 3)**	☐	☐	☐	☐	☐	☐	☐

STANDARD 5: LEARNING ENVIRONMENT	Rating Scale						
CRITERIA	**0**	**1**	**2**	**3**	**4**	**5**	**NE/OB**
A. Arranges the classroom to maximize learning while providing a safe environment. **(INT-B7) (InTASC 3)**	☐	☐	☐	☐	☐	☐	☐
B. Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly. **(INT-B7) (InTASC 3)**	☐	☐	☐	☐	☐	☐	☐
C. Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic. **(INT-B7) (InTASC 3)**	☐	☐	☐	☐	☐	☐	☐
D. Promotes cultural sensitivity and respects students' diversity including language, culture, race, gender, and special needs and actively listens and pays attention to students' needs and responses. **(INT-B6) (InTASC 2)**	☐	☐	☐	☐	☐	☐	☐
E. Maximizes instructional learning time and minimizes disruptions by working with students individually as well as in small groups or whole groups. **(INT-B7) (InTASC 3)**	☐	☐	☐	☐	☐	☐	☐

STANDARD 6: PROFESSIONALISM	Rating Scale						
CRITERIA	**0**	**1**	**2**	**3**	**4**	**5**	**NE/OB**
A. Adheres to federal and state laws, school policies, and ethical guidelines. **(INT-C11) (InTASC 9)**	☐	☐	☐	☐	☐	☐	☐
B. Engages in professional growth opportunities and/or activities outside the classroom intended for school and student enhancement. **(INT-C12) (InTASC 10)**	☐	☐	☐	☐	☐	☐	☐
C. Works in a collegial and collaborative manner with Administrators/leaders, teachers, other school personnel and the community. **(INT-C12) (InTASC 10)**	☐	☐	☐	☐	☐	☐	☐

	0	1	2	3	4	5	NE/OB
D. Demonstrates consistent mastery of standard oral and written English in all communication. **(INT-A1) (InTASC 4)**	☐	☐	☐	☐	☐	☐	☐

STANDARD 7: STUDENT ACADEMIC PROGRESS	Rating Scale						
CRITERIA	0	1	2	3	4	5	NE/OB
A. Sets acceptable, measurable and appropriate achievement goals for student academic progress based on data available. **(INT-B5) (InTASC 5)**	☐	☐	☐	☐	☐	☐	☐
B. Documents the progress of each student throughout the placement. **(INT-B10) (InTASC 6)**	☐	☐	☐	☐	☐	☐	☐
C. Provides evidence that achievement goals have been met. **(INT-B10) (InTASC 6)**	☐	☐	☐	☐	☐	☐	☐
D. Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets. **(INT-B8) (InTASC 6)**	☐	☐	☐	☐	☐	☐	☐

S-C-R-I-P (Dispositions)	Rating Scale						
CRITERIA	0	1	2	3	4	5	NE/OB
A. Displays a sense of social responsibility and the belief that all students can learn. **(INT-C11) (InTASC 9)**	☐	☐	☐	☐	☐	☐	☐
B. Displays a sense of commitment/work ethic. **(INT-C11) (InTASC 9)**	☐	☐	☐	☐	☐	☐	☐
C. Displays a sense of reflective practice. **(INT-C12) (InTASC 10)**	☐	☐	☐	☐	☐	☐	☐
D. Displays integrity. **(INT-C11) (InTASC 9)**	☐	☐	☐	☐	☐	☐	☐
E. Dispays a sense of professionalism in behavior and actions. **(INT-C12) (InTASC 10)**	☐	☐	☐	☐	☐	☐	☐

PART 2: Mathematics Content Competencies

STANDARD 1: CONTENT KNOWLEDGE	Rating Scale						
CRITERIA	**0**	**1**	**2**	**3**	**4**	**5**	**NE/OB**
A.Knowledge of Number and Operation	☐	☐	☐	☐	☐	☐	☐
B.Knowledge of Different Perspectives on Algebra	☐	☐	☐	☐	☐	☐	☐
C.Knowledge of Geometries	☐	☐	☐	☐	☐	☐	☐
D.Knowledge of Calculus	☐	☐	☐	☐	☐	☐	☐
E.Knowledge of Discrete Mathematics	☐	☐	☐	☐	☐	☐	☐
F.Knowledge of Data Analysis, Statistics and Probability	☐	☐	☐	☐	☐	☐	☐
G.Knowledge of Measurement	☐	☐	☐	☐	☐	☐	☐

STANDARD 2: CONTENT PEDAGOGY	Rating Scale						
CRITERIA	**0**	**1**	**2**	**3**	**4**	**5**	**NE/OB**
A.Knowledge of instructional technology specifically for the mathematics classroom	☐	☐	☐	☐	☐	☐	☐
B.Demonstration of selection and use of appropriate instructional strategies and materials specifically for the mathematics classroom	☐	☐	☐	☐	☐	☐	☐
C.Demonstration of the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding as well as procedural fluency	☐	☐	☐	☐	☐	☐	☐
D.Knowledge of mathematical reasoning, communications, connections and representations and demonstration of such knowledge in the mathematics classroom and instructional planning	☐	☐	☐	☐	☐	☐	☐
E.Demonstration of attention to equity through the use of multiple instructional strategies including listening to and understanding the ways students think about mathematics	☐	☐	☐	☐	☐	☐	☐
F.Demonstration of attention to research results in the teaching and learning of mathematics	☐	☐	☐	☐	☐	☐	☐

	Final Grade
Final grade recommended for student teaching: A = *Strongly recommended for a teaching position (mostly 5's or 4's given)* B = *Recommended for a teaching position (mostly 4s or 3's given)* C = *Conditional recommendation for teaching (mostly 3's or 2's given)* D = *Not recommended for licensure or teaching (mostly 2's or 1's given)* F = *Not recommended for licensure or teaching (mostly 1's or 0's given)*	
Comments for any rating(s) at the *Developing* level or below and any other comments:	

Other comments:	6
Cooperating Teacher Signature:	**Date:**