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Professional Statement of Mathematics

You may wish to change your printer settings to “landscape” mode if you have a rubric with many performance columns.

	THE ACCOMPLISHED CANDIDATE	THE COMPETENT CANDIDATE	THE DEVELOPING CANDIDATE	THE BEGINNING CANDIDATE
6A) PROMOTE EQUITABLE LEARNING ENVIRONMENTS. CANDIDATES SEEK TO CREATE MORE EQUITABLE LEARNING ENVIRONMENTS BY IDENTIFYING BELIEFS ABOUT TEACHING AND LEARNING MATHEMATICS, AND ASSOCIATED CLASSROOM PRACTICES THAT PRODUCE EQUITABLE OR INEQUITABLE MATHEMATICAL LEARNING FOR STUDENTS.	Candidate identifies personal beliefs, classroom practices, and systemic structures that produce equitable and inequitable mathematical learning experiences and outcomes for students. Candidate seeks out information to increase equitable practices and/or eliminate inequitable practices to further mathematical learning for individual students.	Candidate identifies beliefs and classroom practices that produce equitable and inequitable mathematical learning experiences and outcomes for students. Candidate seeks out information to increase equitable practices and/or eliminate inequitable practices to further mathematical learning.	Candidate identifies beliefs and classroom practices that produce inequitable mathematical learning experiences and outcomes for students. Candidate identifies beliefs that produce equitable mathematical learning experiences and outcomes for students.	Candidate is unable to identify beliefs and practices that produce inequitable mathematical learning experiences and outcomes for students.
6B) PROMOTE POSITIVE	Candidate reflects on their impact on	Candidate reflects on their impact on	Candidate reflects on their impact on	Candidate reflects on their

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MATHEMATICAL IDENTITIES. CANDIDATES REFLECT ON THEIR IMPACT ON STUDENTS' MATHEMATICAL IDENTITIES AND DEVELOP PROFESSIONAL LEARNING GOALS THAT PROMOTE STUDENTS' POSITIVE MATHEMATICAL IDENTITIES.	individual student's mathematical identities and develops professional learning goals that promote students' positive mathematical identities, including specific strategies and professional resources for meeting these goals.	students' mathematical identities and develops professional learning goals that promote students' positive mathematical identities, including specific strategies for meeting these goals.	students' mathematical identities and develops professional learning goals that promote students' positive mathematical identities but without identifying specific strategies or resources.	impact on students' mathematical identities but does not develop professional learning goals to better promote students' positive mathematical identities.
6C) ENGAGE FAMILIES AND COMMUNITY. CANDIDATES COMMUNICATE WITH FAMILIES TO SHARE AND DISCUSS STRATEGIES FOR ENSURING THE MATHEMATICAL SUCCESS OF THEIR CHILDREN.	Candidate communicates with families about the mathematical ideas and processes that students are exploring, suggests good mathematics resources, and provides opportunities for the candidate and families to discuss strategies for ensuring	Candidate communicates with families about the mathematical ideas and processes that students are exploring, suggests good mathematics resources, and provides opportunities for	Candidate communicates information to families about mathematical ideas and processes and suggests good mathematics resources for families to contribute to the mathematical	Candidate communicates information to families about mathematical ideas and processes.

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	the mathematical success of their children. Candidate seeks out opportunities in the community to understand and interact with families.	the candidate and families to discuss strategies for ensuring the mathematical success of their children.	success of their children.	
6D) COLLABORATE WITH COLLEAGUES. CANDIDATES COLLABORATE WITH COLLEAGUES TO GROW PROFESSIONALLY AND SUPPORT STUDENT LEARNING OF MATHEMATICS.	Candidate collaborates with colleagues to support student learning of mathematics. Candidate participates in professional development and/or learning communities that focus on learning and teaching in mathematics education. Candidate participates in professional development opportunities based on	Candidate collaborates with colleagues to support student learning of mathematics. Candidate participates in professional development and/or learning communities that focus on learning and teaching in mathematics education.	Candidate collaborates with colleagues or participates in professional development and/or learning communities that focus on learning and teaching in mathematics education.	Candidate identifies potential collaboration or professional learning opportunities that focus on learning and teaching in mathematics education.

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	targeted professional learning needs.			