

Applicant's Name: _____
 Name of Person Providing Reference: _____ Position: _____
 How long have you known this person? _____ In what capacity? _____

Professional Knowledge and Practice:

Please indicate the applicant's capacity across the following research-based teaching principles¹:
 (N = Not Observed/Not Enough Information to Evaluate; 1 = Area for Growth; 2 = Meets Expectations; 3 = Area of Strength)

	N	1	2	3
Establish mathematics goals to focus learning. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.				
Implement tasks that promote reasoning and problem solving. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.				
Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.				
Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.				
Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.				
Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.				
Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.				
Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.				

UMF Teacher Education Conceptual Framework (C3TEP)

¹ National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematics success for all*. Reston, VA: NCTM.

Please indicate the applicant's capacity across the following:

(N = Not Observed/Not Enough Information to Evaluate; 1 = Area for Growth; 2 = Meets Expectations; 3 = Area of Strength)

	N	1	2	3
Caring Teachers				
Examine educational cultures from multiple perspectives.				
Create shared visions for teaching and learning; build mutually beneficial partnerships, and engage with colleagues, families, and communities to address educational needs.				
Use knowledge of child and adult development to create respectful, inclusive, supportive, and challenging learning environments.				
Competent Educators				
Translate knowledge of learning theory into practices that demonstrate cultural competence and values of inclusive education Design and differentiate curriculum, instruction, and assessment for all learners.				
Leverage digital tools to support teaching and learning.				
Investigate practices through engagement with educational research.				
Challenge themselves and colleagues to expand and enrich their professional development.				
Collaborative Professional Leaders				
Communicate effectively with diverse audiences.				
Demonstrate leadership skills of strategic thinking, collaboration, consensus building, and the ability to create change while sustaining effective practices.				
Understand politics and organizations and advocate for students, colleagues, and the profession.				
Create positive outcomes for children, families, and the profession while sustaining evidenced-based practices.				
Incorporate ethical practices into a reflective and responsible leadership style.				

Capacity for graduate level course work:

Please indicate the applicant's capacity across the following areas:

(N = Not Observed; 1 = Needs Improvement; 2 = Area of Strength; 3 = Area of exceptional Strength)

	N	1	2	3
Written Communication				
Oral Communication				
Receptivity to Feedback				
Ability to Meet Deadlines				
Commitment to Lifelong Learning in the Profession				

Comments: Please provide additional information about the applicant which may be helpful for the graduate admissions committee to consider when making an admissions decision.

Signature

Date

Please send completed forms by email, fax, or mail to:

Email: gradstudies@maine.edu

Fax: 207-778-8134

Mail: Office of Graduate Studies

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