

## Mentoring Teachers

**Overview:** As teachers return to the classroom with newly acquired skills and strategies from the *Geometry Module*, the mentoring process will allow teachers to improve classroom practice. The substance of observations and mentoring should reflect the theoretical framework of the *Geometry Module* that includes active, student-centered mathematical investigations, group cooperation, and alternative assessments as means to reach diverse student populations. The observations and mentoring should also allow for reflection upon the tools for learning geometry outlined in the *Geometry Module*: construction tools, manipulatives, and technology. These tools are used to address various learning styles, to model or represent mathematical concepts, to abstract from the manipulative representations, to construct and explore mathematical properties of geometric objects, to generate authentic data, and to progress students through the van Hiele levels.

**Objective:** **TEXES Mathematics Competencies**

VI.020.A. The beginning teacher applies research-based theories of learning mathematics to plan appropriate instructional strategies for all students.

VI.020.B. The beginning teacher understands how students differ in their approaches to learning mathematics.

VI.020.C. The beginning teacher uses students' prior mathematical knowledge to build conceptual links to new knowledge and plans instruction that builds on students' strengths and addresses students' needs.

VI.020.D. The beginning teacher understands how learning may be enhanced through the use of manipulatives, technology, and other tools.

VI.020.E. The beginning teacher understands how to provide instruction along a continuum from concrete to abstract.

VI.020.F. The beginning teacher understands a variety of instructional strategies and tasks that promote students' abilities to do the mathematics described in the TEKS.

VI.020.G. The beginning teacher understands how to create a learning environment that provides all students, including English Language Learners, with opportunities to develop and improve mathematical skills and procedures.

VI.020.H. The beginning teacher understands a variety of questioning strategies to encourage mathematical discourse and to help students analyze and evaluate their mathematical thinking.

VI.020.I. The beginning teacher understands how to relate mathematics to students' lives and a variety of careers and professions.

VI.021.A. The beginning teacher understands the purpose, characteristics, and uses of various assessments in mathematics, including formative and summative assessments.

VI.021.B. The beginning teacher understands how to select and develop assessments that are consistent with what is taught and how it is taught.

VI.021.C. The beginning teacher understands how to develop a variety of assessments and scoring procedures consisting of worthwhile tasks that assess mathematical understanding, common misconceptions, and error patterns.

VI.021.D. The beginning teacher understands the relationship between assessment and instruction and knows how to evaluate assessment results to design, monitor, and modify instruction to improve mathematical learning for all students, including English Language Learners.

**Background:** Teachers and mentors should be well-versed in the content and pedagogy presented during the *Geometry Module*.

**Materials:** Mentoring Timeline, Classroom Observation Protocol, Observation Record: Investigations and Tools, Observation Checklist: van Hiele Levels, Observation Checklist: Cooperative Learning, Observation Checklist: Alternative Assessments, Self Report: Geometry Competencies, Self-Report: TExES Competencies

### Procedures:

Identify mentors for participants. Mentors should understand that their role is not to replicate themselves but to facilitate the professional growth of the teachers in their care. The emphasis of the process is on substance, not style. Mentoring involves more than observing and providing feedback; it requires a response to needs and situations as they happen; it includes meeting the teacher's needs with professional advice based on research rather than preference.

Mentors and participants will complete Pre-Observation Interview, Observation, and Post-Observation Interview documentation for each scheduled classroom visit/observation. The mentor and participant will meet to conduct a post-observation conference after each student classroom visit/observation.

During the pre-observation interview, the participant and mentor should review the instructional plan for TEKS appropriateness and use of pedagogical skills acquired in the Geometry Module. The teacher and mentor decide what specifically is to be observed and how this data will be collected. The teacher and mentor will select an appropriate checklist, record, or protocol form to record data during the lesson under observation.

During the observation, the mentor should make only those observations that were discussed during the pre-observation conference. This action serves to distinguish an observation for the purpose of mentoring from an observation for the purpose of evaluation. The mentor should record what is seen or heard rather than the mentor's perceptions of, inferences about, or judgments upon what the mentor saw or heard. This

objectivity provides data that accurately mirrors what took place during instructional time.

During the post-observation interview, quickly record the teacher's initial responses to the questions. The responses serve as another data source for the post-observation conference.

For the post-observation conference, prepare questions such as:

- What is another way you might have...?
- What might you see happening in your classroom if...?
- What criteria do you use to...?

These questions will help the teacher hypothesize about the results of a change in practice, analyze the effectiveness of the activity, imagine possibilities for improvement, look for patterns in teacher and student behavior, and evaluate the impact of a well-planned activity on student achievement.

During the post-observation conference, the teacher should be allowed to speak first, sharing his or her understanding of what took place, what was successful, and what might be improved. The mentor then presents the data collected during the observation. The teacher should be allowed a few moments for quiet reflection on the data. Discussion should then take place about any discrepancies that exist between the teacher's expectations for and thoughts about the lesson and the data recorded by the mentor. When these discrepancies are identified, a professional need presents itself. They allow the teacher to determine new instructional and professional development goals to address his or her needs. They also provide opportunities for meaningful mentoring.

At the end of the year, the mentor and participant will meet to reflect again regarding the teacher's Self-Report: Geometry Competencies and the Self-Report: TExES Competencies. The teacher will establish achievable instructional and professional development goals for the following school year.

## Mentoring Timeline

Month	Focus	Activity	Tools
August	Investigations and Tools Geometry TEKS	<ul style="list-style-type: none"> <li>• Pre-Observation Interview</li> <li>• Observation</li> <li>• Post-Observation Interview</li> <li>• Post-Observation Conference: Establish instructional goals based on discussions between participant and mentor</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observation Protocol</li> <li>• Investigations and Tools</li> <li>• van Hiele Levels</li> </ul>
September	Cooperative Learning Geometry TEKS	<ul style="list-style-type: none"> <li>• Pre-Observation Interview</li> <li>• Observation</li> <li>• Post-Observation Interview</li> <li>• Post-Observation Conference: Establish instructional goals based on discussions between participant and mentor</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observation Protocol</li> <li>• Cooperative Learning</li> <li>• van Hiele Levels</li> </ul>
October	Alternative Assessments Geometry TEKS	<ul style="list-style-type: none"> <li>• Pre-Observation Interview</li> <li>• Observation</li> <li>• Post-Observation Interview</li> <li>• Post-Observation Conference: Establish instructional goals based on discussions between participant and mentor</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative Assessments</li> <li>• Cooperative Learning</li> <li>• van Hiele Levels</li> </ul>
November	Investigations and Tools Geometry TEKS	<ul style="list-style-type: none"> <li>• Pre-Observation Interview</li> <li>• Observation</li> <li>• Post-Observation Interview</li> <li>• Post-Observation Conference: Establish instructional goals based on discussions between participant and mentor</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observation Protocol</li> <li>• Investigations and Tools</li> <li>• van Hiele Levels</li> </ul>

<p>January</p>	<p>Cooperative Learning Geometry TEKS</p>	<ul style="list-style-type: none"> <li>• Pre-Observation Interview</li> <li>• Observation</li> <li>• Post-Observation Interview</li> <li>• Post-Observation Conference: Establish instructional goals based on discussions between participant and mentor</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observation Protocol</li> <li>• Cooperative Learning</li> <li>• van Hiele Levels</li> </ul>
<p>February</p>	<p>Alternative Assessments Geometry TEKS</p>	<ul style="list-style-type: none"> <li>• Pre-Observation Interview</li> <li>• Observation</li> <li>• Post-Observation Interview</li> <li>• Post-Observation Conference: Establish instructional goals based on discussions between participant and mentor</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative Assessments</li> <li>• Cooperative Learning</li> <li>• van Hiele Levels</li> </ul>
<p>March</p>	<p>Participant and Mentor will decide which of these to use as a focus: Investigations and Tools Cooperative Learning Alternative Assessment Geometry TEKS</p>	<p>Pre-Observation Interview</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Post-Observation Interview</li> <li>• Post-Observation Conference: Establish instructional goals based on discussions between participant and mentor</li> </ul>	<p><i>Participant and mentor will select which records to use.</i></p>
<p>April</p>	<p>Final debriefing</p>	<p>Generate professional development goals Identify areas for life-long learning</p>	<ul style="list-style-type: none"> <li>• Self-Report: Geometry Competencies</li> <li>• Self-Report: TExES Competencies</li> </ul>

## Classroom Observation Protocol

Observation #: \_\_\_\_\_

Date: \_\_\_\_\_

Start time: \_\_\_\_\_

End time: \_\_\_\_\_

Observer: \_\_\_\_\_

### I. Pre-Observation Interview

*Discuss the lesson with the teacher, ask the following questions, and record the responses. You may need to do this interview over the phone with the teacher the night before. You may also plan ahead and send the questions to the teacher via e-mail.*

A. What are the instructional goals of the activity you have planned?

B. How will the students be engaged during the lesson?

C. What student success do you expect to see take place during this activity?

D. Do you have any concerns about the activity you have planned? If so, what are they? If not, why not?

E. What should I focus on during the observation?

## II. Observation

*During the observation, make a written record of teacher and student comments and actions about the topics identified for observation during the pre-observation interview. Focus on the teacher's words and actions. Whenever possible record the teacher's exact words. Abbreviate your notes as necessary (T for teacher, G1, B1 etc. for the students). Note the time every few minutes, or when a shift or transition in the activity takes place.*

*As soon after the observation as possible, use your notes to write a more polished narrative. The narrative should include an accurate description of the classroom, seating arrangements, displays, etc. Draw a map of the classroom and complete the following checklist in order to provide more detailed information about its layout. The narrative should also include a list of materials used during the observed lesson. Before leaving the classroom, request copies of any worksheets that were used during your observation.*

### A. Physical Environment: Seating arrangement

	YES	NO
Students have assigned seats.		
Desks are arranged in rows and columns.		
Desks are arranged in semi-circles.		
Desks are arranged in clusters.		
Tables are used rather than desks.		

### B. Physical Environment: Walls

	YES	NO
Rules of behavior are posted.		
Rules of math are posted (formulas, process skills, problem solving styles).		
Illustrations of math concepts are posted.		
Number line is displayed.		
Pictures are displayed.		
Graphs or charts are displayed.		
Motivational posters are displayed.		
Student work is displayed.		
Student math assignments are posted.		

**C. Students**

Total number of students in the classroom \_\_\_\_\_

<b>Ethnicity</b>	<b>Number of Male Students</b>	<b>Number of Female Students</b>
White		
African-American		
Hispanic		
Asian		
Other		

**D. Materials used during lesson**

Textbooks	Yes	No
Worksheets	Yes	No
Manipulatives [List which kind(s).]	Yes	No
Calculators	Yes	No
Computers	Yes	No
Other	Yes	No

**E. Teacher’s actions during lesson**

Teacher uses an exploratory activity to introduce the concept.	Yes	No
Teacher demonstrates without having students participate.	Yes	No
Teacher has student volunteers demonstrate.	Yes	No
Teacher leads whole class as they work with demonstration materials.	Yes	No

	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>
Teacher raises questions that extend students’ thinking.			
Teacher responds to students’ questions in a positive and encouraging manner.			
Teacher incorporates manipulatives and technology appropriately.			
Teacher maintains an appropriate pace during the lesson.			
Teacher uses hands-on, interactive activities to develop the concept (not just problems from the textbook).			
Teacher moves around the room to keep everyone engaged and on track.			

F. Students' actions during lesson

	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>
Students are interacting with each other.			
Students are working independently.			
Students use a variety of materials (aside from worksheets or textbook).			
Students are encouraged to explain the process used to reach a solution.			
The majority of students are engaged in the lesson.			
Students are encouraged to explore several solutions.			
Students ask each other questions.			
The majority of students are engaged in the mathematics activity.			

	<b>Yes</b>	<b>No</b>
Students develop their own products to demonstrate mastery of the concept.		
Students are encouraged to raise original questions about math and discuss these questions.		

G. General Comments

What concept was the teacher discussing? \_\_\_\_\_

1. How long was the teacher-led portion of the lesson?  
Approximate number of minutes \_\_\_\_\_

2. Describe the lesson taught.

3. How comfortable did the students appear to be with the teacher?

<b>Not at all comfortable</b>	<b>Sort of comfortable</b>	<b>Very comfortable</b>

4. Comments about teacher (her personality, teaching skills, rapport with students):

- 5. How much time was spent on student group work?  
Approximate number of minutes \_\_\_\_\_
- 6. Describe student group work.
  
- 7. How much time was spent on individual student work?  
Approximate number of minutes \_\_\_\_\_
- 8. Describe briefly.
  
- 9. Comments about students (their behavior, whether they were on task, understanding the lesson):
  
  
- 10. Please rate the quality of the teacher's classroom management.

<b>Poor</b>	<b>Adequate</b>	<b>Excellent</b>

- 11. Additional comments:

**III. Post-observation interview**

*The post-interview should be done as soon after the observation as possible in order to capture data about the teacher's immediate perceptions.*

A. What went particularly well during the lesson?

B. Did it differ from what you expected? If so, how?

C. If you were to teach this lesson again, what would you change?

### Observation Record: Investigations and Tools

Criteria	Yes	No
Students identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.		
Student use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
Students select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.		
Students select tools to solve problems.		
Students communicate mathematical ideas using multiple representations.		
Students evaluate the effectiveness of different representations to communicate ideas.		
Students make conjectures from patterns or sets of examples and non-examples.		
Students validate their conclusions using mathematical properties and relationships.		
Students are encouraged to solve problems.		
Students pose problems.		
Students pose alternate solution strategies.		
Students pose constructive questions.		
Students apply algebraic concepts and processes.		
Students use graphing calculators.		
Students use interactive geometry software (e.g. <i>The Geometer's Sketchpad</i> , NonEuclid).		

**Observation Checklist: van Hiele Levels**

Visual Level (0)	Descriptive Level (1)	Relational Level (2)	Deductive Level (3)	Rigor (4)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies a shape.</li> <li><input type="checkbox"/> Constructs, draws, or copies a shape.</li> <li><input type="checkbox"/> Names or labels shapes and other geometric configurations appropriately.</li> <li><input type="checkbox"/> Compares and sorts shapes.</li> <li><input type="checkbox"/> Verbally describes shapes.</li> <li><input type="checkbox"/> Solves routine problems by operating on shapes.</li> <li><input type="checkbox"/> Identifies parts of a figure.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies and tests relationships.</li> <li><input type="checkbox"/> Recalls and uses appropriate vocabulary.</li> <li><input type="checkbox"/> Compares two shapes.</li> <li><input type="checkbox"/> Interprets and uses verbal description of a figure in order to draw/construct figure.</li> <li><input type="checkbox"/> Interprets verbal or symbolic statements of rules and applies them.</li> <li><input type="checkbox"/> Discovers properties of specific figures and generalizes properties.</li> <li><input type="checkbox"/> Describes a class of figures in terms of its properties.</li> <li><input type="checkbox"/> Given certain properties, identifies a shape.</li> <li><input type="checkbox"/> Connect properties between classes of figures to compare.</li> <li><input type="checkbox"/> Discovers properties of an unfamiliar class of figures.</li> <li><input type="checkbox"/> Solves geometric problems.</li> <li><input type="checkbox"/> Formulates and uses generalizations about properties of figures.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies different sets of properties that characterize a class of figures and tests that these are sufficient.</li> <li><input type="checkbox"/> Identifies minimum sets of properties that can characterize a figure.</li> <li><input type="checkbox"/> Formulates and uses a definition for a class of figures.</li> <li><input type="checkbox"/> Gives informal arguments.</li> <li><input type="checkbox"/> Gives informal deductive arguments.</li> <li><input type="checkbox"/> Gives more than one explanation to prove something and justifies these explanations.</li> <li><input type="checkbox"/> Informally recognizes difference between a statement and its converse.</li> <li><input type="checkbox"/> Identifies and uses strategies or insightful reasoning to solve problems.</li> <li><input type="checkbox"/> Recognizes the role of deductive argument and approaches problems in a deductive manner.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes the need for undefined terms, definitions, and basic assumptions (postulates).</li> <li><input type="checkbox"/> Recognizes characteristics of a formal definition and equivalence of definitions.</li> <li><input type="checkbox"/> Proves relationships in axiomatic settings.</li> <li><input type="checkbox"/> Proves relationships between a theorem and related statements.</li> <li><input type="checkbox"/> Establishes interrelationships among networks of theorems.</li> <li><input type="checkbox"/> Compares and contrasts different proofs of theorems.</li> <li><input type="checkbox"/> Examines effects of changing an initial definition or postulate in a logical sequence.</li> <li><input type="checkbox"/> Establishes a general principle that unifies several different theorems.</li> <li><input type="checkbox"/> Creates proofs from simple sets of axioms frequently using a model to support arguments.</li> <li><input type="checkbox"/> Gives formal deductive arguments.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Rigorously establishes theorems in different axiomatic systems.</li> <li><input type="checkbox"/> Compares axiomatic systems (e.g., Euclidean and non-Euclidean geometries); spontaneously explores how changes in axioms affect the resulting geometry.</li> <li><input type="checkbox"/> Establishes consistency of a set of axioms, independence of an axiom, and equivalency of different sets of axioms; creates an axiomatic system.</li> <li><input type="checkbox"/> Invents generalized methods for solving classes of problems.</li> <li><input type="checkbox"/> Searches for the broadest context in which a mathematical theorem/principle will apply.</li> <li><input type="checkbox"/> Does in-depth study of the subject logic to develop new insights and approaches to logical inference.</li> </ul>

### Observation Checklist: Cooperative Learning

<p><b>Group Size</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2 students</li> <li><input type="checkbox"/> 3 students</li> <li><input type="checkbox"/> 4 students</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Purpose of Cooperative Grouping</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review homework</li> <li><input type="checkbox"/> Reteach concept or procedure</li> <li><input type="checkbox"/> Developmental lesson</li> <li><input type="checkbox"/> Review lesson</li> <li><input type="checkbox"/> Test review</li> <li><input type="checkbox"/> Alternative assessment</li> <li><input type="checkbox"/> Enrichment</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Collaborative Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pair check</li> <li><input type="checkbox"/> Think-Pair-Share</li> <li><input type="checkbox"/> Group Problem Solving</li> <li><input type="checkbox"/> Jigsaw</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Assigned Roles</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All students</li> <li><input type="checkbox"/> Some students</li> <li><input type="checkbox"/> None</li> </ul>
<p><b>Evidence of Group Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Positive interdependence</li> <li><input type="checkbox"/> Face-to-face promotive interaction</li> <li><input type="checkbox"/> Individual accountability</li> <li><input type="checkbox"/> Social skills</li> <li><input type="checkbox"/> Group processing</li> </ul>	<p><b>Group Success</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mutual dependence</li> <li><input type="checkbox"/> Verbal interaction</li> <li><input type="checkbox"/> Interpersonal and group skills</li> <li><input type="checkbox"/> Individual accountability</li> <li><input type="checkbox"/> Incentives</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain assignment</li> <li><input type="checkbox"/> Establish academic expectations for group</li> <li><input type="checkbox"/> Describe expected collaborative behaviors</li> <li><input type="checkbox"/> Describe group procedures</li> <li><input type="checkbox"/> Provides description of group success</li> <li><input type="checkbox"/> Monitor groups</li> <li><input type="checkbox"/> Asks for the group's answer to a student's question</li> <li><input type="checkbox"/> Affirms productive group behaviors</li> </ul>	<p><b>Closure</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher prompts students to summarize learning</li> <li><input type="checkbox"/> Teacher ask students to address concepts/procedures not addressed in a student summary</li> <li><input type="checkbox"/> Teacher ties students' ideas together to draw closure to the learning experience</li> </ul>

### Observation Checklist: Alternative Assessments

<b>Type</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tasks</li> <li><input type="checkbox"/> Project</li> <li><input type="checkbox"/> Journal Entry</li> <li><input type="checkbox"/> Portfolio</li> </ul>	<b>Tasks</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Closed</li> <li><input type="checkbox"/> Open-ended</li> </ul>	<b>Tools used during instruction available during assessment</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No</li> </ul>	<b>Equity</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Wording</li> <li><input type="checkbox"/> Contexts</li> <li><input type="checkbox"/> “sense”-able</li> <li><input type="checkbox"/> relevant</li> <li><input type="checkbox"/> accessible</li> </ul>	<b>Opportunity for multiple sources of evidence</b> Yes No
<b>Student participation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actively engaged throughout the class period</li> <li><input type="checkbox"/> Actively engaged for the majority of the class period</li> <li><input type="checkbox"/> Actively engaged for about half of the class period</li> <li><input type="checkbox"/> Actively engaged for less than half of the class period</li> <li><input type="checkbox"/> Actively engaged in something other than the alternative assessment</li> </ul>	<b>Teacher actions</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anecdotal Record</li> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Posing questions</li> <li><input type="checkbox"/> Posing problems</li> <li><input type="checkbox"/> Answering questions with a question</li> <li><input type="checkbox"/> Answering questions with an answer</li> <li><input type="checkbox"/> Redirecting student questions to other students</li> <li><input type="checkbox"/> Addressing behavioral concerns</li> </ul>	<b>Communication</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Group</li> <li><input type="checkbox"/> Individual</li> <li><input type="checkbox"/> Model</li> <li><input type="checkbox"/> Picture</li> <li><input type="checkbox"/> Verbal</li> <li><input type="checkbox"/> Table</li> <li><input type="checkbox"/> Graph</li> <li><input type="checkbox"/> Equation</li> </ul>	<b>Use of Rubric</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Published Holistic</li> <li><input type="checkbox"/> Teacher-Made Holistic</li> <li><input type="checkbox"/> Published Analytical</li> <li><input type="checkbox"/> Teacher-Made Analytical</li> </ul>	<b>Student Self-Assessment</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Holistic Rubric</li> <li><input type="checkbox"/> Analytical Rubric</li> <li><input type="checkbox"/> Journal prompt</li> <li><input type="checkbox"/> Checklist</li> </ul>
<b>Peer assessment</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No</li> </ul>	<b>Provides data to inform instruction</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No</li> </ul>	<b>Content</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concepts</li> <li><input type="checkbox"/> Procedures</li> <li><input type="checkbox"/> Generalizations</li> </ul>	<b>TEXTTEAMS Geometry Assessments</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No</li> </ul>	

### Self-Report: Geometry Competencies

Please rate your geometry competencies in the following areas:

Competencies	Poor	Fair	Good	Very Good	Excellent
Knowledge of measurement as a process	0	1	2	3	4
Knowledge of the results of Euclidean geometry	0	1	2	3	4
Knowledge of the uses of Euclidean geometry	0	1	2	3	4
Knowledge of the applications of Euclidean geometry	0	1	2	3	4
Knowledge of mathematical reasoning	0	1	2	3	4
Knowledge of mathematical problem solving	0	1	2	3	4
Knowledge of mathematical connections	0	1	2	3	4
Knowledge of how children learn mathematics	0	1	2	3	4
Knowledge of how to plan geometry instruction	0	1	2	3	4
Knowledge of how to organize geometry instruction	0	1	2	3	4
Knowledge of how to implement effective geometry instruction	0	1	2	3	4

## Self-Report: TExES Competencies

TExES Competencies	Strongly Agree	Agree	Disagree	Strongly Disagree
VI.020.A. The beginning teacher applies research-based theories of learning mathematics to plan appropriate instructional strategies for all students.	4	3	2	1
VI.020.B. The beginning teacher understands how students differ in their approaches to learning mathematics.	4	3	2	1
VI.020.C. The beginning teacher uses students' prior mathematical knowledge to build conceptual links to new knowledge and plans instruction that builds on students' strengths and addresses students' needs.	4	3	2	1
VI.020.D. The beginning teacher understands how learning may be enhanced through the use of manipulatives, technology, and other tools.	4	3	2	1
VI.020.E. The beginning teacher understands how to provide instruction along a continuum from concrete to abstract.	4	3	2	1
VI.020.F. The beginning teacher understands a variety of instructional strategies and tasks that promote students' abilities to do the mathematics described in the TEKS.	4	3	2	1
VI.020.G. The beginning teacher understands how to create a learning environment that provides all students, including English Language Learners, with opportunities to develop and improve mathematical skills and procedures.	4	3	2	1
VI.020.H. The beginning teacher understands a variety of questioning strategies to encourage mathematical discourse and to help students analyze and evaluate their mathematical thinking.	4	3	2	1
VI.020.I. The beginning teacher understands how to relate mathematics to students' lives and a variety of careers and professions.	4	3	2	1
VI.021.A. The beginning teacher understands the purpose, characteristics, and uses of various assessments in mathematics, including formative and summative assessments.	4	3	2	1
VI.021.B. The beginning teacher understands how to select and develop assessments that are consistent with what is taught and how it is taught.	4	3	2	1
VI.021.C. The beginning teacher understands how to develop a variety of assessments and scoring procedures consisting of worthwhile tasks that assess mathematical understanding, common misconceptions, and error patterns.	4	3	2	1
VI.021.D. The beginning teacher understands the relationship between assessment and instruction and knows how to evaluate assessment results to design, monitor, and modify instruction to improve mathematical learning for all students, including English Language Learners.	4	3	2	1

**References and Additional Resources**

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