

Student Learning Outcomes Library

Office of Assessment & Accreditation

Indiana State University

BA/BS Mathematics Teaching

Spring 2020

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Outcome	Related Foundational Studies or Graduate Goal
Content Knowledge—Effective teachers of secondary mathematics demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.	
Mathematical Practices—Effective teachers of secondary mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.	
Content Pedagogy—Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research--based mathematical experiences and include multiple instructional strategies and mathematics--specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting	

<p>it to both theoretical and real--world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.</p>	
<p>Mathematical Learning Environment—Effective teachers of secondary mathematics exhibit knowledge of adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.</p>	
<p>Impact on Student Learning—Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students’ conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.</p>	
<p>Professional Knowledge and Skills—Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.</p>	
<p>Secondary Mathematics Field Experiences and Clinical Practice—Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics directed by university or</p>	

college faculty with secondary mathematics teaching experience or equivalent knowledge base.	
Number and Quantity—To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the topics related to number and quantity with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models.	
Algebra—To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the topics related to algebra with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models.	
Geometry and Trigonometry—To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the topics related to geometry and trigonometry with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models.	
Statistics and Probability—To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the topics related to statistics and probability with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models.	
Calculus—To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the topics related to calculus with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models.	
Discrete Mathematics—To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the topics related to discrete mathematics with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models.	