



Teacher Preparation Programs: Competency Appraisal for Practicum and Student Teaching

Key Assessment: Overview

Context and Overview for Assessment

This Competency Appraisal is a tool used to assess the active involvement of the National Louis teacher candidate during field experiences. The Competency Appraisals help determine the course grade for the coursework and teaching done and become a part of the candidate's permanent record at the university. The Cooperating Teacher, Teacher Candidate, and University Supervisor each completes a Competency Appraisal. The Competency Appraisal is administered in LiveText.

Standards Addressed

Competency Appraisals are tools used to assess the progress of the teacher candidate [the National Louis student] during field experiences. The cooperating teacher, the teacher candidate, and the university supervisor [*if assigned*] each complete a Competency Appraisal related to the teacher candidate's performance in the classroom. These Competency Appraisals offer formative data for mid-course corrections and advise seminar instructors as they determine the final and official course grade for student teaching. National College of Education is committed to assessing student performance for all Teacher Preparation programs on the basis of competence aligned to the InTASC standards, as well as proficiencies related to NCE values of Diversity and Technology.

Assessing Levels of Proficiency

The Competency Appraisal assessment instrument is an adaptation of Charlotte Danielson's *Framework for Professional Practice*. In this framework, Danielson explains that typical early-career teachers are likely to have a mix of 'basic' and 'proficient' components to their practice and teachers with any 'unsatisfactory' components to their practice are in immediate need of targeted professional development to improve.

As such, we expect teacher candidates from the NLU teacher preparation programs to perform at a level generally expected by a novice teacher. As a beginning teacher, we expect at least 'basic' in all components of practice; ideally, student teachers are also 'proficient' in several components and clearly trend towards proficiency in all components. 'Not observed' has been included for those areas when something is not observable or cannot be evaluated. The 'N/A' column of the rubric should be selected when a criterion is 'Not Observed.'

Glossary of Terms	
Proficient:	Candidate demonstrates mastery at a consistently professional level.
Basic:	Candidate demonstrates the necessary knowledge and skills but their applications are inconsistent.
Unsatisfactory:	Candidate performance is consistently below standards.
Not Observed:	Not applicable and/or lack of basis for judgment at this time.
Mastery:	Comprehensive knowledge or skill
Consistent:	Acting or performing in the same way over time
Inconsistent:	Not performing on a regular basis over time

ADDENDUMS: Assessing Content-Specific Standards

In addition to the InTASC standards, the Teacher Preparation programs need to assess competencies that meet standards for their Specialized Professional Associations ('SPAs'). These content-specific components are assessed in an Addendum to the Teacher Preparation Competency Appraisal Rubric.

Elementary Education (ELE)

The Competency Appraisal assessment for Elementary Education is used four times:

- Practicum I – ELE 500
- Practicum II
 - Traditional – ELE 510
 - Residency (AUSL) – ELE 587
- Student Teaching
 - Traditional – ELE 590
 - Residency (AUSL) – ELE 597

The Association for Childhood Education International (ACEI) standards are used to assess the candidate for the Elementary Education program.

References to Standards in LiveText Rubric Criteria

The standards and abbreviations as they appear in the rubric criterion are detailed below.

InTASC Standards	Abbreviation in Rubric
InTASC Standard 1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	InTASC 1: LEARNER DEVELOPMENT
InTASC Standard 2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	InTASC 2: LEARNING DIFFERENCES
InTASC Standard 3: Learning Environment The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self-motivation.	InTASC 3: LEARNING ENVIRONMENT
InTASC Standard 4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	InTASC 4: CONTENT KNOWLEDGE
InTASC Standard 5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.	InTASC 5: APPLICATION OF CONTENT

InTASC Standards	Abbreviation in Rubric
InTASC Standard 6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.	InTASC 6: ASSESSMENT
InTASC Standard 7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	InTASC 7: PLANNING FOR INSTRUCTION
InTASC Standard 8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	InTASC 8: INSTRUCTIONAL STRATEGIES
InTASC Standard 9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	InTASC 9: PROFESSIONAL LEARNING / ETHICAL PRACTICE
InTASC Standard 10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	InTASC 10: LEADERSHIP / COLLABORATION
NCE Values	Abbreviation in Rubric
Diversity	NCE: DIVERSITY
Technology	NCE: TECHNOLOGY

ADDENDUM: Elementary Education Categories	Abbreviation in Rubric
Teaching and Students	TEACHING AND STUDENTS
Teaching and the Environment	TEACHING AND THE ENVIRONMENT
Teaching and Instruction	TEACHING AND INSTRUCTION
Teaching and the Curriculum	TEACHING AND THE CURRICULUM
Teaching and the Profession	TEACHING AND THE PROFESSION

Directions for Completing the Competency Appraisal in LiveText

- Carefully review the Overview of the Key Assessment above.
- There is a place for summary **Comments and Feedback** at the top of the LiveText document, in which you may “Provide any final comments and feedback on the Internship experience.”
- Complete the Teacher Preparation Competency Appraisal rubric and the Addendum rubric, by clicking in the appropriate cell for each row.
Each row is a “required” component. In the LiveText rubric, an ‘N/A’ column will be available to use for ratings of ‘Not Observed.’

4. There is a 'Comments' row after each element in the LiveText rubric. Please use this row to provide additional information regarding the following:
 - a. Strengths and/or recommendations for improvement
 - b. Ratings of 'Not Observed' ('N/A' in the LiveText rubric)
 - c. Ratings of 'Unsatisfactory'
 - d. If applicable, rationale for selecting one rating over another.
5. The Competency Appraisal assessment does ***not*** have to be completed in one sitting. If you wish to pause in your assessment and return to it later, select the **Save** button (in the lower right corner of the screen).
6. When you have completed the assessment, select the (blue) **Submit Assessment** button (in the lower right corner of the screen).
Please note that once you have submitted your assessment, the assessment will be viewable by the others in the Placement: Student Teacher, Cooperating Teacher, University Supervisor, Seminar Leader.
7. You may save the completed assessment as a PDF.
If you are on the main **Field Experience** page, click on the link: **View Completed**.
If you are on the **Placement Details** page, click on the link: **Assessment Completed**.
8. To view the assessments of the others in the Placement, see the **Placement Details** page.

The Teacher Preparation Competency Appraisal Rubric and the Addendum Rubric appear below (except for the "Comments" rows).

Teacher Preparation Competency Appraisal Rubric

Criteria	Standards	Unsatisfactory	Basic	Proficient	Not Observed
SCORING GUIDE		Candidate performance is consistently below standards.	Candidate demonstrates the necessary knowledge and skills but their applications are inconsistent.	Candidate demonstrates mastery at a consistently professional level.	Not applicable and/or lack of basis for judgment at this time.
InTASC 1: LEARNER DEVELOPMENT. Child Development	InTASC 1	Candidate does not create or implement developmentally appropriate and challenging learning experiences based on learner needs.	Candidate implements developmentally appropriate and challenging learning experiences based on learner needs.	Candidate modifies and implements developmentally appropriate and challenging learning experiences based on identified individual learner needs.	Not applicable and/or lack of basis for judgment at this time.
InTASC 2: LEARNING DIFFERENCES. Differentiation Strategies	InTASC 2	Candidate does not implement differentiation strategies, or the strategies employed are limited.	Differentiation strategies are present and actively address at least one of the dimensions of diversity: cultural and ethnic diversity, English language learners, academically disadvantaged, and gifted students.	Candidate consistently implements differentiation strategies to promote the learning of diverse students, and actively addresses multiple dimensions including cultural and ethnic diversity, English language learners, academically disadvantaged and gifted students.	Not applicable and/or lack of basis for judgment at this time.
InTASC 3: LEARNING ENVIRONMENT. Creating Classroom Community	InTASC 3	There is minimal evidence of positive classroom community; few students are comfortable participating.	Candidate attempts to build relationships with students and create a respectful learning community; most students are comfortable expressing their ideas.	Candidate builds strong relationships with students and creates a respectful learning environment in which all students are comfortable in expressing their ideas.	Not applicable and/or lack of basis for judgment at this time.
InTASC 3: LEARNING ENVIRONMENT. Classroom Procedures	InTASC 3	Candidate's communication of procedures is inconsistent; students often do not know what they are supposed to do and the candidate does not recognize confusion.	Candidate creates and communicates classroom procedures; procedures are sometimes not clearly expressed or understood by all students.	Candidate creates and communicates classroom procedures; frequently procedures are expressed with clarity and understood by all students.	Not applicable and/or lack of basis for judgment at this time.
InTASC 4: CONTENT KNOWLEDGE. Subject Matter Content Knowledge	InTASC 4	Candidate demonstrates limited content knowledge in the subjects he/she teaches and do not pursue the acquisition of additional knowledge.	Candidate demonstrates depth and breadth of subject matter content knowledge in the subjects he/she teaches.	Candidate demonstrates depth and breadth of subject matter content knowledge in the subjects he/she teaches, and seeks the knowledge needed to improve the effectiveness of their teaching.	Not applicable and/or lack of basis for judgment at this time.
InTASC 5: APPLICATION OF CONTENT. Application of Content Knowledge	InTASC 5	Candidate does not attempt to connect content areas in a meaningful way.	Candidate recognizes and models content principles and connections to real-world problems.	Candidate provides curricular experiences in which each student is able to apply content principles to solve unfamiliar and real-world problems.	Not applicable and/or lack of basis for judgment at this time.

Teacher Preparation Competency Appraisal Rubric

Criteria	Standards	Unsatisfactory	Basic	Proficient	Not Observed
InTASC 6: ASSESSMENT. Assessing Student Learning	InTASC 6	Assessments used by candidate are not aligned with learning outcomes.	Candidate uses assessments aligned to learning outcomes to inform instruction.	Candidate uses formative and/or summative assessments that align with learning outcomes to inform instruction.	Not applicable and/or lack of basis for judgment at this time.
InTASC 6: ASSESSMENT. Providing Feedback to Learners	InTASC 6	Candidate does not provide meaningful feedback.	Candidate provides learners with meaningful feedback but not always with consistency.	Candidate provides learners with ongoing, meaningful feedback and encourages students to self-evaluate.	Not applicable and/or lack of basis for judgment at this time.
InTASC 7: PLANNING FOR INSTRUCTION. Designing Instruction/ Lesson Planning	InTASC 7	Candidate does not use knowledge of students to design lessons that engage students and meet the needs of all learners.	Candidate attempts to use knowledge of students to design learning experiences; however, lessons only sometimes engage students and/or meet the needs of all learners.	Candidate uses knowledge of students to effectively design learning experiences that engage, challenge, and meet the needs of all learners.	Not applicable and/or lack of basis for judgment at this time.
InTASC 7: PLANNING FOR INSTRUCTION. Learning goals and curriculum standards applied	InTASC 7	Learning objectives and/or standards are poorly defined or missing, and/or the listed curriculum standards do not match the learning objectives.	Learning objectives and curriculum standards are stated but the alignment between them is unclear.	Learning objectives of the lesson are clearly defined, curriculum standards are listed, and connections between the two are well articulated.	Not applicable and/or lack of basis for judgment at this time.
InTASC 8: INSTRUCTIONAL STRATEGIES. Instructional Tools	InTASC 8	Instructional tools are not present in the candidate's teaching and/or their use is perfunctory and do not support student learning.	Candidate selects and uses instructional tools to demonstrate concepts and procedures.	Candidate's selection and use of instructional tools is creative and engaging, and well suited to build students' conceptual understanding.	Not applicable and/or lack of basis for judgment at this time.
InTASC 8: INSTRUCTIONAL STRATEGIES. Integration of Technology	InTASC 8	Instructional technology used is unrelated to instructional outcomes and rarely used to augment learning in the classroom.	Candidate uses instructional technology that is mostly appropriate to the instructional outcomes, engaging students most of the time.	Candidate uses instructional technology that is appropriate to the instructional outcomes, complements content-specific material, and actively engages students.	Not applicable and/or lack of basis for judgment at this time.
InTASC 9: PROFESSIONAL LEARNING / ETHICAL PRACTICE. Reflective Classroom Practice	InTASC 9	Reflections from candidate reveal a lack of self-awareness of classroom practice; candidate does not accept constructive feedback.	Reflections from candidate show some self-awareness of classroom practice; however, candidate is unsure of what steps to take toward improvement. Candidate does accept feedback, but may not act upon it.	Candidate actively seeks feedback from university supervisor and cooperating teacher. Reflections demonstrate self-awareness of effective classroom practice and include dynamic steps toward improvement.	Not applicable and/or lack of basis for judgment at this time.

Teacher Preparation Competency Appraisal Rubric

Criteria	Standards	Unsatisfactory	Basic	Proficient	Not Observed
InTASC 10: LEADERSHIP / COLLABORATION. Roles and Responsibilities of Being a Teacher	InTASC 10	Candidate does not understand the roles and responsibilities of a teacher both inside and outside of the classroom.	Candidate understands classroom responsibilities but does not exhibit a clear understanding of all teacher roles inside and outside the classroom.	Candidate clearly understands the roles and responsibilities of being a teacher, including those responsibilities outside of the classroom (e.g. timeliness, preparedness, collegiality, communication with parents and other staff members).	Not applicable and/or lack of basis for judgment at this time.
NCE: DIVERSITY. Demonstrates respect for and affirms culturally and linguistically diverse children and their families	CAEP-Diversity	Candidate rarely demonstrates respect for and affirms culturally and linguistically diverse children and their families.	Candidate demonstrates respect for and affirms culturally and linguistically diverse children and their families but the application is inconsistent.	Candidate consistently demonstrates respect for and affirms culturally and linguistically diverse children and their families.	Not applicable and/or lack of basis for judgment at this time.
NCE: DIVERSITY. Creates learning environments and experiences that are free of bias and are culturally responsive	CAEP-Diversity	Candidate rarely creates learning environments and experiences that are free of bias and are culturally responsive.	Candidate creates learning environments and experiences that are free of bias and are culturally responsive but the application is inconsistent.	Candidate consistently creates learning environments and experiences that are free of bias and are culturally responsive.	Not applicable and/or lack of basis for judgment at this time.
NCE: DIVERSITY. Adapts curriculum and strategies for the diverse or exceptional learners	CAEP-Diversity	Candidate rarely adapts curriculum and strategies for the diverse or exceptional learners.	Candidate adapts curriculum and strategies for the diverse or exceptional learners but the application is inconsistent.	Candidate consistently adapts curriculum and strategies for the diverse or exceptional learners.	Not applicable and/or lack of basis for judgment at this time.
NCE: TECHNOLOGY. Designs appropriate learning environments and activities using various technologies	CAEP-Technology	Candidate rarely designs appropriate learning environments and activities using various technologies.	Candidate designs appropriate learning environments and activities using various technologies but the application is inconsistent.	Candidate consistently designs appropriate learning environments and activities using various technologies.	Not applicable and/or lack of basis for judgment at this time.
NCE: TECHNOLOGY. Adapts curriculum using technology to address the diverse needs of children	CAEP-Technology	Candidate rarely adapts curriculum using technology to address the diverse needs of children.	Candidate adapts curriculum using technology to address the diverse needs of children but the application is inconsistent.	Candidate consistently adapts curriculum using technology to address the diverse needs of children.	Not applicable and/or lack of basis for judgment at this time.
NCE: TECHNOLOGY. Uses technology to create and implement assessments	CAEP-Technology	Candidate rarely uses technology to create and implement assessments.	Candidate uses technology to create and implement assessments but the application is inconsistent.	Candidate consistently uses technology to create and implement assessments.	Not applicable and/or lack of basis for judgment at this time.

ADDENDUM: Elementary Education Competency Appraisal Rubric

Criteria	Standards	Unsatisfactory	Basic	Proficient	Not Observed
TEACHING AND STUDENTS. Candidate identifies the learning needs of the students in the classroom.	ACEI 1.0 InTASC 1	Candidate rarely identifies the learning needs of the students in the classroom.	Candidate identifies the learning needs of the students in the classroom, but the application is inconsistent.	Candidate consistently identifies the learning needs of the students in the classroom.	Not applicable and/or lack of basis for judgment at this time.
TEACHING AND STUDENTS. Candidate uses information about students' individual experiences, families, cultures, and/or communities to create meaningful learning opportunities	ACEI 3.1 InTASC 1	Candidate rarely uses information about students' individual experiences, families, cultures, and/or communities to create meaningful learning opportunities.	Candidate uses information about students' individual experiences, families, cultures, and/or communities to create meaningful learning opportunities, but the application is inconsistent.	Candidate consistently uses information about students' individual experiences, families, cultures, and/or communities to create meaningful learning opportunities.	Not applicable and/or lack of basis for judgment at this time.
TEACHING AND STUDENTS. Candidate is sensitive to community and cultural norms and facilitates a learning community in which individual differences and cultural diversity are respected	ACEI 3.2 InTASC 9	Candidate is rarely sensitive to community and cultural norms and rarely facilitates a learning community in which individual differences and cultural diversity are respected.	Candidate is sensitive to community and cultural norms and facilitates a learning community in which individual differences and cultural diversity are respected, but the application is inconsistent.	Candidate is sensitive to community and cultural norms and consistently facilitates a learning community in which individual differences and cultural diversity are respected.	Not applicable and/or lack of basis for judgment at this time.
TEACHING AND THE ENVIRONMENT. Candidate organizes and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks	ACEI 3.4 InTASC 3	Candidate rarely organizes and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.	Candidate organizes and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks, but the application is inconsistent.	Candidate consistently organizes and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.	Not applicable and/or lack of basis for judgment at this time.
TEACHING AND THE ENVIRONMENT. Candidate uses a variety of positive behavior strategies to maintain a safe and healthy environment that maximizes student learning	ACEI 3.4 InTASC 3	Candidate rarely uses a variety of positive behavior strategies to maintain a safe and healthy environment that maximizes student learning.	Candidate uses a variety of positive behavior strategies to maintain a safe and healthy environment that maximizes student learning, but the application is inconsistent.	Candidate consistently uses a variety of positive behavior strategies to maintain a safe and healthy environment that maximizes student learning.	Not applicable and/or lack of basis for judgment at this time.

ADDENDUM: Elementary Education Competency Appraisal Rubric

Criteria	Standards	Unsatisfactory	Basic	Proficient	Not Observed
TEACHING AND THE ENVIRONMENT. Candidate engages students in activities that help them develop the motivation to learn	ACEI 1.0 InTASC 3	Candidate rarely engages students in activities that help them develop the motivation to learn.	Candidate engages students in activities that help them develop the motivation to learn, but the application is inconsistent.	Candidate consistently engages students in activities that help them develop the motivation to learn.	Not applicable and/or lack of basis for judgment at this time.
TEACHING AND INSTRUCTION. Candidate understands and uses a variety of teaching strategies that encourage students' development of critical and creative thinking skills	ACEI 3.3 InTASC 2	Candidate rarely understands and uses a variety of teaching strategies that encourage students' development of critical and creative thinking skills.	Candidate understands and uses a variety of teaching strategies that encourage students' development of critical and creative thinking skills, but the application is inconsistent.	Candidate consistently understands and uses a variety of teaching strategies that encourage students' development of critical and creative thinking skills.	Not applicable and/or lack of basis for judgment at this time.
TEACHING AND INSTRUCTION. Candidate engages students in self-assessment, reflection, and goal setting	ACEI 4.0 InTASC 6	Candidate rarely engages students in self-assessment, reflection, and goal setting.	Candidate engages students in self-assessment, reflection, and goal setting, but the application is inconsistent.	Candidate consistently engages students in self-assessment, reflection, and goal setting.	Not applicable and/or lack of basis for judgment at this time.
TEACHING AND THE CURRICULUM. Candidate demonstrates an understanding of the content when planning and teaching: Reading, Writing and Oral Language	ACEI 2.1 InTASC 4	Candidate rarely demonstrates an understanding of the content when planning and teaching: Reading, Writing and Oral Language.	Candidate demonstrates an understanding of the content when planning and teaching: Reading, Writing and Oral Language, but the application is inconsistent.	Candidate consistently demonstrates an understanding of the content when planning and teaching: Reading, Writing and Oral Language.	Not applicable and/or lack of basis for judgment at this time.
TEACHING AND THE CURRICULUM. Candidate demonstrates an understanding of the content when planning and teaching Science	ACEI 2.2 InTASC 4	Candidate rarely demonstrates an understanding of the content when planning and teaching: Science.	Candidate demonstrates an understanding of the content when planning and teaching Science, but the application is inconsistent.	Candidate consistently demonstrates an understanding of the content when planning and teaching Science.	Not applicable and/or lack of basis for judgment at this time.
TEACHING AND THE CURRICULUM. Candidate demonstrates an understanding of the content when planning and teaching Mathematics	ACEI 2.3 InTASC 4	Candidate rarely demonstrates an understanding of the content when planning and teaching: Mathematics.	Candidate demonstrates an understanding of the content when planning and teaching Mathematics, but the application is inconsistent.	Candidate consistently demonstrates an understanding of the content when planning and teaching Mathematics.	Not applicable and/or lack of basis for judgment at this time.

ADDENDUM: Elementary Education Competency Appraisal Rubric

Criteria	Standards	Unsatisfactory	Basic	Proficient	Not Observed
TEACHING AND THE CURRICULUM. Candidate demonstrates an understanding of the content when planning and teaching Social Studies	ACEI 2.4 InTASC 4	Candidate rarely demonstrates an understanding of the content when planning and teaching: Social Studies.	Candidate demonstrates an understanding of the content when planning and teaching: Social Studies, but the application is inconsistent.	Candidate consistently demonstrates an understanding of the content when planning and teaching: Social Studies.	Not applicable and/or lack of basis for judgment at this time.
TEACHING AND THE CURRICULUM. Candidate demonstrates an understanding of the content when planning and teaching The Arts	ACEI 2.5 InTASC 4	Candidate rarely demonstrates an understanding of the content when planning and teaching: The Arts.	Candidate demonstrates an understanding of the content when planning and teaching: The Arts, but the application is inconsistent.	Candidate consistently demonstrates an understanding of the content when planning and teaching: The Arts.	Not applicable and/or lack of basis for judgment at this time.
TEACHING AND THE CURRICULUM. Candidate demonstrates an understanding of the content when planning and teaching: Health Education	ACEI 2.6 InTASC 4	Candidate rarely demonstrates an understanding of the content when planning and teaching Health Education.	Candidate demonstrates an understanding of the content when planning and teaching Health Education, but the application is inconsistent.	Candidate consistently demonstrates an understanding of the content when planning and teaching Health Education.	Not applicable and/or lack of basis for judgment at this time.
TEACHING AND THE CURRICULUM. Candidate demonstrates an understanding of the content when planning and teaching: Physical Education	ACEI 2.7 InTASC 4	Candidate rarely demonstrates an understanding of the content when planning and teaching: Physical Education.	Candidate demonstrates an understanding of the content when planning and teaching: Physical Education, but the application is inconsistent.	Candidate consistently demonstrates an understanding of the content when planning and teaching: Physical Education.	Not applicable and/or lack of basis for judgment at this time.
TEACHING AND THE CURRICULUM. Candidate incorporates academic language in instruction of the content areas to support student learning outcomes	ACEI 3.5 InTASC 4	Candidate rarely incorporates academic language in instruction of the content areas to support student learning outcomes.	Candidate incorporates academic language in instruction of the content areas to support student learning outcomes, but the application is inconsistent.	Candidate consistently incorporates academic language in instruction of the content areas to support student learning outcomes.	Not applicable and/or lack of basis for judgment at this time.
TEACHING AND THE PROFESSION. Candidate understands the legal and ethical expectations of school personnel and follows school policies and procedures	ACEI 5.2 InTASC 10	Candidate rarely understands the legal and ethical expectations of school personnel and rarely follows school policies and procedures.	Candidate understands the legal and ethical expectations of school personnel and follows school policies and procedures but the application is inconsistent.	Candidate consistently understands the legal and ethical expectations of school personnel and consistently follows school policies and procedures.	Not applicable and/or lack of basis for judgment at this time.

ADDENDUM: Elementary Education Competency Appraisal Rubric

Criteria	Standards	Unsatisfactory	Basic	Proficient	Not Observed
TEACHING AND THE PROFESSION. Candidate collaborates with other professionals and families in order to enhance student learning	ACEI 5.2 InTASC 9	Candidate rarely collaborates with other professionals and families in order to enhance student learning.	Candidate collaborates with other professionals and families in order to enhance student learning but the application is inconsistent.	Candidate consistently collaborates with other professionals and families in order to enhance student learning.	Not applicable and/or lack of basis for judgment at this time.

The Association for Childhood Education International (ACEI) standards are used to assess the candidate for the Elementary Education program.

DEVELOPMENT, LEARNING AND MOTIVATION

1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

CURRICULUM

2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

INSTRUCTION

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ASSESSMENT

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

PROFESSIONALISM

5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children