



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.

Middle Grades Math

The Competency Appraisal assessment for Middle Grades Math is used three times, once in MGE 505 and twice in MGE 590.

The Association of Middle Level Education/ Illinois State Board of Education Middle Grades Standards are used to assess the candidate for the Middle Grades Education Program. NOTE: The State of Illinois has adopted the AMLE Standards as the ISBE Middle Grades Standards. The International Literacy Association Standards are used for the specific content endorsement. These standards are found at the end of the document.

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 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 Standards	Abbreviation in Rubric
<p>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.</p>	<p>InTASC 7: PLANNING FOR INSTRUCTION</p>
<p>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.</p>	<p>InTASC 8: INSTRUCTIONAL STRATEGIES</p>
<p>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.</p>	<p>InTASC 9: PROFESSIONAL LEARNING / ETHICAL PRACTICE</p>
<p>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.</p>	<p>InTASC 10: LEADERSHIP / COLLABORATION</p>
NCE Values	Abbreviation in Rubric
<p>Diversity</p>	<p>NCE: DIVERSITY</p>
<p>Technology</p>	<p>NCE: TECHNOLOGY</p>

ADDENDUM: Middle Grades Math Standards	Abbreviation in Rubric
<p>AMLE Standard 1: Young Adolescent Development Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, the research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.</p>	<p>1: YOUNG ADOLESCENT DEVELOPMENT</p>
<p>AMLE Standard 2: Middle Level Curriculum Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).</p>	<p>2: CURRICULUM</p>
<p>AMLE Standard 3: Middle Level Philosophy and School Organization Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.</p>	<p>3: PHILOSOPHY AND SCHOOL ORGANIZATION</p>
<p>AMLE Standard 4: Middle Level Instruction and Assessment Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).</p>	<p>4: INSTRUCTION AND ASSESSMENT</p>
<p>AMLE Standard 5: Middle Level Professional Roles Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.</p>	<p>5: PROFESSIONAL ROLES</p>

Directions for Completing the Competency Appraisal in LiveText

1. Carefully review the Overview of the Key Assessment above.
2. 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.”
3. 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 AMLE/ISBE MG: 1a, 1c, 4d NCTM: 3a, 3g, 4a, 4b, 4c, 4d	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 AMLE/ISBE MG: 1a, 1b, 1c, 1d, 4b, 4d NCTM: 3a, 3g, 4a, 4b, 4c, 4d, 5b	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 AMLE/ISBE MG 1a, 1c NCTM: 3a, 3g, 4a, 4b, 4c, 4d, 4e, 5b, 6b	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 AMLE/ISBE MG: 1b, 1d, 4b, 4d NCTM: 3a, 3g, 4a, 4b, 4c, 4d, 4e, 5b	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 AMLE/ISBE MG: 2a, 4a, 4b NCTM: 1a, 2b, 3a, 3g, 4e, 5b, 6b	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 AMLE/ISBE MG: 2a, 4a, 4b; NCTM: 1a, 2a, 2b, 2c, 2d, 2e, 2f, 3e, 3g, 4e, 5a, 5c, 6b	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 AMLE/ISBE MG: 2a, 4a, 4b, 4c NCTM: 2a, 3f, 3g, 5a, 5c, 6b	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 AMLE/ISBE MG: 2a, 4a, 4b, 4c, 4d NCTM: 2a, 3d, 3f, 3g, 5a, 5c	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 AMLE/ISBE MG: 2a, 2b, 2c, 4a, 4b, 4d NCTM: 1a, 3b, 3c, 3d, 3e, 3f, 4e, 5a, 6b	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 AMLE/ISBE MG: 2a, 2b, 2c, 4a, 4b, 4d NCTM: 1a, 3a, 3c, 3d, 3e, 4e, 5a, 6b	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 AMLE/ISBE MG: 2c, 3b, 4a, 4b NCTM: 3c, 3d, 4e	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 AMLE/ISBE MG: 4a, 4b NCTM: 3c, 3d, 4e	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 AMLE/ISBE MG: 3b, 5a, 5b, 5c, 5d NCTM: 3d, 4e, 6a, 6b, 6c	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 AMLE/ISBE MG: 5a, 5b, 5c, 5d NCTM: 6a, 6b, 6c	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: Middle Grades Education Math Competency Appraisal Rubric

Criteria	Standards	Unsatisfactory	Basic	Proficient	Not Observed
1: YOUNG ADOLESCENT DEVELOPMENT.	AMLE: 1a, 1c	Candidate does not create or implement developmentally appropriate and challenging learning experiences based on young adolescent needs.	Candidate demonstrates understanding of and implements developmentally appropriate and challenging learning experiences based on young adolescent needs.	Candidate demonstrates understanding of and modifies and implements developmentally appropriate and challenging learning experiences based on identified individual young adolescent needs.	Not applicable and/or lack of basis for judgment at this time.
2: CURRICULUM. Subject matter content knowledge	AMLE: 2a	Candidate demonstrates limited content knowledge in the subject(s) taught and do not pursue the acquisition of additional knowledge.	Candidate demonstrates depth and breadth of subject matter content knowledge in the subject(s) taught.	Candidate demonstrates depth and breadth of subject matter content knowledge in the subject(s) taught, and seeks the knowledge needed to improve the effectiveness of teaching.	Not applicable and/or lack of basis for judgment at this time.
2: CURRICULUM. Interdisciplinary nature of knowledge	AMLE: 2c	Candidate does not attempt to connect content areas in a meaningful way.	Candidate recognizes and models content principles and connections to real-world issues.	Candidate provides curricular experiences in which each young adolescent is able to apply content principles to address unfamiliar and real-world issues.	Not applicable and/or lack of basis for judgment at this time.
3: PHILOSOPHY AND SCHOOL ORGANIZATION. Middle level organization and best practices	AMLE: 3b	Developmental responsiveness is not apparent in classroom practices.	Candidate demonstrates understanding of developmentally responsive middle level practices.	Candidate demonstrates full understanding of developmentally responsive middle level practices and successfully collaborates within the team and school structures.	Not applicable and/or lack of basis for judgment at this time.
4: INSTRUCTION AND ASSESSMENT. Middle level instruction	AMLE: 4b, 4d	Instructional tools are not present in the candidate's teaching and/or their use is perfunctory and do not support young adolescent 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 young adolescents' conceptual understanding and motivation.	Not applicable and/or lack of basis for judgment at this time.
4: INSTRUCTION AND ASSESSMENT. Middle level assessment	AMLE: 4c	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
5: PROFESSIONAL ROLES. Middle level professional roles	AMLE: 5a, 5b	Candidate does not understand the roles and responsibilities of a middle grades teacher both inside and outside of the classroom.	Candidate understands classroom responsibilities but does not exhibit a clear understanding of all middle grades teacher roles.	Candidate clearly understands the roles and responsibilities of being a middle grades teacher, including being an advocate for young adolescents and middle level education.	Not applicable and/or lack of basis for judgment at this time.

Association for Middle Level Education/Illinois State Board of Education Middle Grades Standards

Standard 1: Young Adolescent Development:

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, the research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescent

- a. Knowledge of young adolescent development
- b. Knowledge of the implications of diversity on young adolescent development
- c. Implications of young adolescent development for middle level curriculum and instruction
- d. Implications of young adolescent development for middle level programs and practices

Standard 2: Middle Level Curriculum

Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

- a. Subject matter content knowledge
- b. Middle level student standards
- c. Interdisciplinary nature of knowledge

Standard 3: Middle Level Philosophy and School Organization

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

- a. Middle level philosophical foundations
- b. Middle level organization and best practices

Standard 4: Middle Level Instruction and Assessment

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

- a. Content pedagogy
- b. Middle level instructional strategies
- c. Middle level assessment and data-informed instruction
- d. Young adolescent motivation

Standard 5: Middle Level Professional Roles

Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

- a. Professional roles of middle level teachers
- b. Advocacy for young adolescents and developmentally responsive schooling practices
- c. Working with family members and community involvement
- d. Dispositions and professional behaviors

NCTM CAEP Standards (2012) – Middle Grades (Initial Preparation)

Standard 1: Content Knowledge

Effective teachers of middle grades mathematics demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.

Preservice teacher candidates:

1a) Demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, applications in varied contexts, and connections within and among mathematical domains (Number, Algebra, Geometry, Trigonometry, Statistics, Probability, and Calculus) as outlined in the *NCTM CAEP Mathematics Content for Middle Grades*.

Standard 2: Mathematical Practices

Effective teachers of middle grades 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.

Preservice teacher candidates:

2a) Use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.

2b) Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.

2c) Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.

2d) Organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.

2e) Demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.

2f) Model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing.

Standard 3: Content Pedagogy

Effective teachers of middle grades 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 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.

Preservice teacher candidates:

3a) Apply knowledge of curriculum standards for middle grades mathematics and their relationship to student learning within and across mathematical domains.

- 3b)** Analyze and consider research in planning for and leading students in rich mathematical learning experiences.
- 3c)** Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.
- 3d)** Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.
- 3e)** Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies,
- 3f)** Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.
- 3g)** Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments.

Standard 4: Mathematical Learning Environment

Effective teachers of middle grades mathematics exhibit knowledge of pre-adolescent and 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.

Preservice teacher candidates:

- 4a)** Exhibit knowledge of pre-adolescent and adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.
- 4b)** Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences.
- 4c)** Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.
- 4d)** Demonstrate equitable and ethical treatment of and high expectations for all students.
- 4e)** Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools and interactive geometry software); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.

Standard 5: Impact on Student Learning

Effective teachers of middle grades mathematics provide evidence demonstrating that as a result of their instruction, middle grades 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 positive 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.

Preservice teacher candidates:

- 5a)** Verify that middle grades students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that

reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.

5b) Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.

5c) Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.

Standard 6: Professional Knowledge and Skills

Effective teachers of middle grades 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.

Preservice teacher candidates:

6a) Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics.

6b) Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner.

6c) Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.