



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 Social Studies

The Competency Appraisal assessment 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 Social Studies 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 NCSS: 3a, 4a, 5a | 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 NCSS: 3e, 4a, 5c | 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 NCSS: 4a, 4b, 4c, 5b, 5c | 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 NCSS: 4a, 4b, 4c, 5c | 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 NCSS: 1a, 1b, 1c | 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; NCSS: 2a, 2b, 2c, 2d, 2e | 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 NCSS: 2d, 3a, 3c, 3d, 3e | 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 NCSS: 3a, 3c, 3d, 3e | 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 NCSS: 2a, 2b, 2c, 2d, 2e, 3a, 3b | 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 NCSS: 2a, 2b, 2c, 2d, 2e, 3a, 3b | 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 NCSS: 2d, 2e, 5a | 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 NCSS: 2d, 2e, 5a | 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 NCSS: 3c, 3d, 3e, 5a, 5b, 5c | 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 NCSS: 5a, 5b, 5c | 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 Social Studies 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

National Council for the Social Studies

National Standards for the Preparation of Social Studies Teachers

Standard 1. Content Knowledge

Standard 1: Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

Element 1a: Candidates are knowledgeable about the concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences.

Element 1b: Candidates are knowledgeable about disciplinary inquiry in civics, economics, geography, history, and the social/behavioral sciences.

Element 1c: Candidates are knowledgeable about disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences.

Standard 2. Application of Content Through Planning

Standard 2: Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

Element 2a: Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.

Element 2b: Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.

Element 2c: Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.

Element 2d: Candidates plan learning sequences where learners create disciplinary forms of representation that conveys social studies knowledge and civic competence.

Element 2e: Candidates plan learning sequences that use technology to foster civic competence.

Standard 3. Design and Implementation of Instruction and Assessment

Standard 3: Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.

Element 3a: Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.

Element 3b: Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state required content standards.

Element 3c: Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.

Element 3d: Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

Element 3e: Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

Standard 4. Social Studies Learners and Learning

Standard 4: Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

Element 4a: Candidates use knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.

Element 4b: Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.

Element 4c: Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.

Standard 5. Professional Responsibility and Informed Action

Standard 5: Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

Element 5a: Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.

Element 5b: Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.

Element 5c: Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.