# 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.

**SECONDARY EDUCATION – ENGLISH / LANGUAGE ARTS**
The Competency Appraisal assessment for Secondary Education English / Language Arts is used three times, once in SEC 512 and twice in SEC 590B.

The National Council of Teachers of English (NCTE) 2012 standards are used to assess the candidate for the Secondary Education English / Language Arts 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**<br>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**<br>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**<br>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**<br>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**<br>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**<br>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**<br>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 Standards | Abbreviation in Rubric |
|---|---|
| **InTASC Standard 8: Instructional Strategies** <br> 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** <br> 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** <br> 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: <br> Secondary Education English / Language Arts Standards |
|---|
| **Standard 1: Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.** <br> 1.1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts. <br> 1.2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments. |
| **Standard 2: Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.** <br> 2.1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse. <br> 2.2: Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society. |

| ADDENDUM: |
| :---: |
| **Secondary Education English / Language Arts Standards** |

**Standard 3: Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.**

3.1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards- based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

3.2: Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

3.3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

3.4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

**Standard 4: Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.**

4.1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards- based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

4.3: Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

4.4: Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

**Standard 5: Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.**

5.1: Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.

5.2: Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.

5.3: Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.

5.4: Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

| ADDENDUM:<br>Secondary Education English / Language Arts Standards |
|---|
| **Standard 6: Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.**<br>6.1: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.<br>6.2: Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA. |
| **Standard 7: Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.**<br>7.1: Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.<br>7.2: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. |

**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 | 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: Secondary Education English / Language Arts Competency Appraisal Rubric

| Criteria | Standards | Unsatisfactory | Basic | Proficient | Not Observed |
|---|---|---|---|---|---|
| **1. CONTENT KNOWLEDGE. Candidate is knowledgeable about print and non-print texts that represent a range of genres and the conventions of English language composition in a variety of contexts.** | NCTE 1.1 NCTE 2.1 NCTE 2.2 | Candidate is dependent on cooperating teacher to incorporate various resources. Candidate has not demonstrated mastery of English language writing conventions. | Candidate demonstrates knowledge of resources for students but is dependent on cooperating teacher to incorporate various resources. Candidate demonstrates mastery of English language writing conventions. | Candidate is dependent on cooperating teacher to incorporate various resources. Candidate has not demonstrated mastery of English language writing conventions. | Not applicable and/or lack of basis for judgment at this time. |
| **2. PLANNING INSTRUCTION: LITERATURE / READING. Candidate plans standards-based, coherent, and relevant learning experiences that reflect knowledge of current theory and research about how adolescents make meaning from a wide range of media.** | NCTE 3.1 NCTE 1.2 | Candidate plans lessons with limited usage of strategies that would help students with basic comprehension of a variety of media. | Candidate demonstrates the necessary skills to plan standards-based learning experiences to help students comprehend, analyze, and evaluate a wide range of media. | Candidate demonstrates mastery in planning standards-based learning experiences to help students comprehend, analyze, and evaluate texts and other media utilizing a wide variety of research-based reading strategies. | Not applicable and/or lack of basis for judgment at this time. |
| **3. PLANNING INSTRUCTION LITERATURE / READING. Candidate supports student comprehension, analysis, and evaluation of texts by utilizing a variety of reading strategies that reflect knowledge of the current research about the teaching and learning of reading.** | NCTE 3.3 NCTE 1.2 NCTE 3.1 | Candidate plans lessons with limited usage of reading strategies that would help students with basic comprehension. | Candidate demonstrates the necessary skills to plan standards-based learning experiences in reading to help students comprehend, analyze, and evaluate texts. However, candidate utilizes limited reading strategies. | Candidate demonstrates knowledge of how to plan standards-based learning experiences in reading, using a wide variety of research-based strategies to help students to comprehend, analyze, and evaluate texts. | Not applicable and/or lack of basis for judgment at this time. |

| ADDENDUM: Secondary Education English / Language Arts Competency Appraisal Rubric | | | | | |
|---|---|---|---|---|---|
| **Criteria** | **Standards** | **Unsatisfactory** | **Basic** | **Proficient** | **Not Observed** |
| **4. PLANNING INSTRUCTION: LITERATURE / READING ASSESSMENT. Candidate designs appropriate formative and/or summative reading assessments that inform instruction, evaluate student progress, and encourage students to self-monitor their progress.** | NCTE 3.2 NCTE 3.4 | Candidate performance in reading assessment design is consistently below standards. | Candidate demonstrates the necessary knowledge and skills to design reading assessments, but the application of these skills is inconsistent. | Candidate designs a range of appropriate reading assessments to inform instruction and evaluate student progress. | Not applicable and/or lack of basis for judgment at this time. |
| **5. PLANNING INSTRUCTION: COMPOSITION. Candidate plans standards-based, coherent, and relevant composing experiences that reflect an understanding of writing processes and strategies, rhetorical choices, and individual identities; writing utilizes contemporary technologies and the strategic use of language conventions to address a variety of purposes, audiences, and modalities.** | NCTE 4.1 NCTE 4.3 NCTE 4.4 | Candidate performance in planning composing experiences is consistently below standards. | Candidate demonstrates the necessary knowledge and skills to plan standards-based composing experiences, but the application is inconsistent. | Candidate consistently plans standards-based composing experiences that incorporate a wide variety of strategies, technologies, audiences, purposes, and modalities. | Not applicable and/or lack of basis for judgment at this time. |

| ADDENDUM: Secondary Education English / Language Arts Competency Appraisal Rubric | | | | | |
|---|---|---|---|---|---|
| Criteria | Standards | Unsatisfactory | Basic | Proficient | Not Observed |
| **6. PLANNING INSTRUCTION: COMPOSITION Candidate consistently uses student writing to design and implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) and rich academic and discipline-specific vocabulary.** | NCTE 4.3 | Candidate performance is consistently below standards in planning instruction related to vocabulary, grammar, usage, and mechanics. | Candidate demonstrates the necessary knowledge and skills related to planning instruction related to vocabulary, grammar, usage, and mechanics, but the application of these skills is inconsistent. | Candidate consistently plans and implements effective instructional strategies related to vocabulary, grammar, usage, and mechanics. | Not applicable and/or lack of basis for judgment at this time. |
| **7. PLANNING INSTRUCTION: COMPOSITION – VOCABULARY / LANGUAGE. Candidate consistently uses student writing to design and implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) and rich academic and discipline-specific vocabulary.** | NCTE 4.3 | Candidate performance is consistently below standards in planning instruction related to vocabulary, grammar, usage, and mechanics. | Candidate demonstrates the necessary knowledge and skills related to planning instruction related to vocabulary, grammar, usage, and mechanics, but the application of these skills is inconsistent. | Candidate consistently plans and implements effective instructional strategies related to vocabulary, grammar, usage, and mechanics. | Not applicable and/or lack of basis for judgment at this time. |
| **8. IMPLEMENTING INSTRUCTION: DIFFERENTIATION. Candidate uses data from self-assessments, formal assessments, and informal assessments to differentiate instruction based on individual student needs and to create inclusive learning environments.** | NCTE 5.2 NCTE 5.3 | Candidate performance is consistently below standards in meeting the learning needs of specific students. There is minimal use of multiple means of representation, engagement, and/or expression. | Candidate demonstrates the necessary knowledge and skills to use information from formative assessments to provide instruction targeting the learning needs of groups of students. The candidate is inconsistent in using multiple means of representation, engagement, and/or expression. | Candidate consistently uses information from formative assessments to differentiate instruction for individual students by incorporating multiple means of representation, engagement, and expression. | Not applicable and/or lack of basis for judgment at this time. |

# ADDENDUM: Secondary Education English / Language Arts Competency Appraisal Rubric

| Criteria | Standards | Unsatisfactory | Basic | Proficient | Not Observed |
|---|---|---|---|---|---|
| **9. IMPLEMENTING INSTRUCTION: TECHNOLOGY. Candidate enhances learning experiences by leveraging technological resources to engage students in the gathering, synthesis, communication, and critical analysis of information.** | NCTE 5.4 | Candidate rarely utilizes technological resources to engage students. | Candidate leverages technological resources to develop learning experiences that encourage students, but application of these skills is inconsistent. | Candidate consistently leverages technological resources to design learning experiences that engage students. | Not applicable and/or lack of basis for judgment at this time. |
| **10. PROFESSIONAL KNOWLEDGE AND SKILLS: DIVERSITY / EQUITY. Candidate reflects a commitment to social justice, equity, and diversity by planning and implementing literacy instruction in response to the community context as well as to knowledge of students' linguistic and cultural backgrounds.** | NCTE 5.1 NCTE 6.1 NCTE 6.2 | Candidate is aware of diversity in the classroom but is often not responsive to students' local, national, and international histories, individual identities, and languages/dialects as they impact students' opportunities to learn. | Candidate demonstrates the necessary knowledge and skills to incorporate some instruction responsive to students' local, national, and international histories, individual identities, and languages/dialects as they impact students' opportunities to learn. | Candidate consistently plans and implements instruction responsive to students' local, national, and international histories, individual identities, and languages/dialects as they impact students' opportunities to learn. | Not applicable and/or lack of basis for judgment at this time. |
| **11. PROFESSIONALISM. Candidates model literate and ethical practices and engage in experiences that reflect readiness for leadership, professionalism, collaboration, and community engagement.** | NCTE 7.1 NCTE 7.2 | Candidate does not consistently model professionalism and/or literate and ethical practices. | Candidate models professionalism and literate and ethical practices in some ways. | Candidate consistently models professionalism and a readiness to lead, collaborate, and engage with the professional community. | Not applicable and/or lack of basis for judgment at this time. |