



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 – Math

The Competency Appraisal assessment for Secondary Education Math is used three times, once in SEC 514 and twice in SEC 590C.

The National Council of Teachers of Math (NCTM) Secondary 2012 standards are used to assess the candidate for the Secondary Education Math program.

References to Standards in LiveText Rubric Criteria

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

InTASC Standards	Abbreviation in Rubric
InTASC Standard 1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	InTASC 1: LEARNER DEVELOPMENT
InTASC Standard 2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	InTASC 2: LEARNING DIFFERENCES
InTASC Standard 3: Learning Environment The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self-motivation.	InTASC 3: LEARNING ENVIRONMENT
InTASC Standard 4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	InTASC 4: CONTENT KNOWLEDGE
InTASC Standard 5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.	InTASC 5: APPLICATION OF CONTENT
InTASC Standard 6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	InTASC 6: ASSESSMENT
InTASC Standard 7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	InTASC 7: PLANNING FOR INSTRUCTION

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

ADDENDUM: Secondary Education Social Sciences Standards	Abbreviation in Rubric
<p>Standard 1: Content Knowledge Effective teachers of secondary mathematics demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains. 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, Calculus, and Discrete Mathematics) as outlined in the <i>NCTM CAEP Mathematics Content for Secondary</i>.</p>	1. CONTENT KNOWLEDGE
<p>Standard 2: Mathematical Practices Effective teachers of secondary mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching. 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.</p>	2. MATHEMATICAL PRACTICES: CONCEPTUAL

ADDENDUM: Secondary Education Social Sciences Standards	Abbreviation in Rubric
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.	3. MATHEMATICAL PRACTICES: REASONING
<p>Standard 3: Content Pedagogy Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students’ mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting 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. 3a) Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.</p>	4. CONTENT PEDAGOGY: APPLIED KNOWLEDGE
3b) Analyze and consider research in planning for and leading students in rich mathematical learning experiences.	5. CONTENT PEDAGOGY: RESEARCH
3d) Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.	6. CONTENT PEDAGOGY: COMMUNICATION / CONNECTIONS
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.	7. CONTENT PEDAGOGY: EQUITY / ACCESS
<p>Standard 4: Mathematical Learning Environment Effective teachers of secondary mathematics exhibit knowledge of adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools. 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.</p>	8. MATHEMATICAL LEARNING ENVIRONMENT: CULTURALLY RELEVANT PEDAGOGY

ADDENDUM: Secondary Education Social Sciences Standards	Abbreviation in Rubric
3f) Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.	9. CONTENT PEDAGOGY: ASSESSMENT
<p>Standard 5: Impact on Student Learning Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students’ conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.</p> <p>5a) Verify that secondary 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.</p>	10. IMPACT ON STUDENT LEARNING: STUDENT ENGAGEMENT / RIGOR
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, interactive geometry software, computer algebra systems, and statistical packages); 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.	11. MATHEMATICAL LEARNING ENVIRONMENT: INSTRUCTION TOOLS
<p>Standard 6: Professional Knowledge and Skills Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.</p> <p>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.</p>	12. PROFESSIONALISM

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 Math Competency Appraisal Rubric

Criteria	Standards	Unsatisfactory	Basic	Proficient	Not Observed
<p>1. CONTENT KNOWLEDGE Candidate demonstrates and applies knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.</p>	NCTM 1a.	Candidate has not demonstrated mastery of key mathematical concepts.	Candidate demonstrates and applies knowledge of major mathematics concepts, algorithms, procedures, connections, but the applications within and among mathematical content domains are inconsistent.	Candidate's mathematical content knowledge is extensive, demonstrating marked familiarity with major concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.	Not applicable and/or lack of basis for judgment at this time.
<p>2. MATHEMATICAL PRACTICES: CONCEPTUAL Candidate models mathematical practices and creates experiences in which students are encouraged to use problem solving to develop conceptual understanding, make sense of a wide variety of problems and perseveres in solving them, apply and adapts a variety of strategies in solving problems, formulate and test conjectures in order to frame generalizations.</p>	NCTM 2a.	Candidate has not demonstrated mastery of key mathematical practices.	Candidate demonstrates and applies knowledge of key mathematical practices, but the application of the practices to planning and delivering learning experiences is inconsistent.	Candidate consistently demonstrates and applies knowledge of mathematical practices, including modeling and encouraging students to make sense of a wide variety of problems and perseveres in solving them, apply and adapts a variety of strategies in solving problems, formulate and test conjectures in order to frame generalization.	Not applicable and/or lack of basis for judgment at this time.

ADDENDUM: Secondary Education Math Competency Appraisal Rubric

Criteria	Standards	Unsatisfactory	Basic	Proficient	Not Observed
<p>3. MATHEMATICAL PRACTICES: REASONING Candidate models mathematical practices and creates experiences in which students are encouraged to reason abstractly, reflectively, and quantitatively with attention to units, construct viable arguments and proofs, and critiques the reasoning of others; represent and model generalizations using mathematics; recognize structure and expresses regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilizes appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.</p>	NCTM 2b.	Candidate has not demonstrated mastery of key mathematical practices.	Candidate demonstrates and applies knowledge of key mathematical practices, but the application of the practices to planning and delivering learning experiences is inconsistent.	Candidate consistently demonstrates and applies knowledge of mathematical practices, including modeling and encouraging students to reason abstractly, reflectively, and quantitatively with attention to units, construct viable arguments and proofs, and critiques the reasoning of others; represent and model generalizations using mathematics; recognize structure and expresses regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilizes appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.	Not applicable and/or lack of basis for judgment at this time.
<p>4. CONTENT PEDAGOGY: APPLIED KNOWLEDGE Candidate applies knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.</p>	NCTM 3a.	Candidate does not apply knowledge of current curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.	Candidate shows some knowledge of current curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains, however, the application of this knowledge to planning learning experiences is not consistent.	Candidate applies knowledge of current curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.	Not applicable and/or lack of basis for judgment at this time.

ADDENDUM: Secondary Education Math Competency Appraisal Rubric

Criteria	Standards	Unsatisfactory	Basic	Proficient	Not Observed
<p>5. CONTENT PEDAGOGY: RESEARCH Candidate analyzes and considers research resources from a wide range professional mathematics education resources that leads students in rich mathematical learning experiences.</p>	NCTM 3b.	Candidate has not demonstrated mastery of analyzing and considering research when planning for mathematics instruction.	Candidate analyzes and considers research when planning for mathematics instruction, but the application of research to planning and delivering learning experiences is inconsistent.	Candidate consistently analyzes and considers research when planning for mathematics instruction and incorporates research-based methods when leading students in rich mathematical experiences and the cognitive complexity of the task is always maintained.	Not applicable and/or lack of basis for judgment at this time.
<p>6. CONTENT PEDAGOGY: COMMUNICATION / CONNECTIONS Candidate plans and implements experiences that provides opportunities for students to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.</p>	NCTM 3d.	Candidate has not demonstrated mastery of planning and implementing experiences that provide opportunities for students to communicate about mathematics and make connections.	Candidate plans experiences that provide opportunities for students to communicate about mathematics and make connections among mathematics, other content areas, however, but the application of the plans for communication and connections is inconsistent.	Candidate consistently plans and implements experiences that provide opportunities for students to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.	Not applicable and/or lack of basis for judgment at this time.
<p>7. CONTENT PEDAGOGY: EQUITY / ACCESS Candidate plans and implements lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building students' conceptual understanding and procedural proficiency.</p>	NCTM 3c.	Candidate has not demonstrated mastery of planning and implementing lessons and units that incorporate a variety of strategies for differentiated instruction.	Candidate plans lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, but is inconsistent.	Candidate consistently plans and implements lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations.	Candidate performance does not yield sufficient evidence to make a judgment.

ADDENDUM: Secondary Education Math Competency Appraisal Rubric

Criteria	Standards	Unsatisfactory	Basic	Proficient	Not Observed
<p>8. CONTENT PEDAGOGY: TECHNOLOGY Candidate incorporates mathematics-specific technology and instructional technologies used to deepen students' understanding of mathematics concepts.</p>	NCTM 3c.	Candidate has not demonstrated mastery of planning and implementing mathematics-specific and instructional technologies used to deepen students' understanding of mathematics concepts.	Candidate plans lessons and units that incorporate mathematics-specific and instructional technologies, but the application of the plans to deepen students' understanding of mathematics concepts is inconsistent.	Candidate consistently plans and implements lesson that incorporate mathematics-specific and instructional technologies used to deepen students' understanding of mathematics concepts.	Candidate performance does not yield sufficient evidence to make a judgment.
<p>9. MATHEMATICAL LEARNING ENVIRONMENT: CULTURALLY RELEVANT PEDAGOGY Candidate incorporates knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate.</p>	NCTM 4c.	Candidate has not demonstrated mastery of planning and implementing lessons and units that incorporate a culturally relevant perspectives.	Candidate's incorporation of knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives is inconsistent.	Candidate consistently incorporates 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.	Not applicable and/or lack of basis for judgment at this time.
<p>10. CONTENT PEDAGOGY: ASSESSMENT Candidate plans, selects, implements, interprets, and uses formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.</p>	NCTM 3f.	Candidate performance is consistently below standards in planning, selecting, implementing, interpreting, and using formative and summative assessments to inform instruction.	Candidate's planning, selection, implementation, interpretation, and utilization of formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students is inconsistent.	Candidate consistently plans, selects, implements, interprets, and uses formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.	Not applicable and/or lack of basis for judgment at this time.

ADDENDUM: Secondary Education Math Competency Appraisal Rubric

Criteria	Standards	Unsatisfactory	Basic	Proficient	Not Observed
<p>11. IMPACT ON STUDENT LEARNING: STUDENT ENGAGEMENT / RIGOR In building new knowledge, candidate engages students in developmentally appropriate mathematical activities and investigations that develop 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.</p>	NCTM 5a.	<p>Candidate performance is consistently below standards in planning instruction related to the development of conceptual understanding, procedural fluency, the ability to formulate, represent, and solve problems, and logical reasoning.</p>	<p>Candidate demonstrates the necessary knowledge and skills related to planning instruction related to the development of conceptual understanding, procedural fluency, the ability to formulate, represent, and solve problems, logical reasoning and continuous reflection on that reasoning, but the application of these skills is inconsistent.</p>	<p>Candidate consistently plans and implements developmentally appropriate mathematical activities and investigations that develop 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.</p>	<p>Not applicable and/or lack of basis for judgment at this time.</p>

ADDENDUM: Secondary Education Math Competency Appraisal Rubric

Criteria	Standards	Unsatisfactory	Basic	Proficient	Not Observed
<p>12. MATHEMATICAL LEARNING ENVIRONMENT: INSTRUCTION TOOLS Candidate applies 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, interactive geometry software, computer algebra systems, and statistical packages); and makes sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.</p>	NCTM 4e.	Candidate has not demonstrated mastery of selection and application of mathematics-specific tools to develop learning experiences for all students.	Candidate leverages mathematics-specific tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies, to develop learning experiences for all students, but application of these skills is inconsistent.	Candidate consistently selects and uses appropriate instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies, to develop learning experiences for all students.	Not applicable and/or lack of basis for judgment at this time.
<p>13. PROFESSIONALISM Candidate engages in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhances learning opportunities for all students' mathematical knowledge development; involves colleagues, other school professionals, families, and various stakeholders; and advances their development as a reflective practitioner.</p>	NCTM 6b.	Candidate performance does not yield sufficient evidence to make a judgment.	Candidate has not demonstrated mastery of continuous and collaborative learning to enhance practice and school communities.	Candidate engages in continuous and collaborative learning that draws upon research in mathematics education to inform practice, but the application of this learning to practice, school professional communities, and various stakeholders is inconsistent.	Not applicable and/or lack of basis for judgment at this time.