



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 – Social Studies

The Competency Appraisal assessment for Secondary Education Social Studies is used three times, once in SEC 518 and twice in SEC 590E.

The National Council for the Social Studies (NCSS) 2004 and 2017 standards are used to assess the candidate for the Secondary Education Social Studies 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>NCSS 2004 Standard 1.1 Culture and Cultural Diversity Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.</p>	1.1 CULTURE / CULTURAL DIVERSITY
<p>NCSS 2004 Standard 1.2 Time, Continuity, and Change Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.</p>	1.2 TIME / CONTINUITY / CHANGE
<p>NCSS 2004 Standard 1.3 People, Places, and Environment Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.</p>	1.3 PEOPLE / PLACES / ENVIRONMENT
<p>NCSS 2004 Standard 1.4 Individual Development and Identity Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.</p>	1.4 INDIVIDUAL DEVELOPMENT / IDENTITY
<p>NCSS 2004 Standard 1.5 Individuals, Groups and Institutions Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.</p>	1.5 INDIVIDUALS / GROUPS / INSTITUTIONS
<p>NCSS 2004 Standard 1.6 Power, Authority, and Governance Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.</p>	1.6 POWER / AUTHORITY / GOVERNANCE
<p>NCSS 2004 Standard 1.7 Production, Distribution, and Consumption Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.</p>	1.7 PRODUCTION / DISTRIBUTION / CONSUMPTION

ADDENDUM: Secondary Education Social Sciences Standards	Abbreviation in Rubric
<p>NCSS 2004 Standard 1.8 Science, Technology and Society Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.</p>	<p>1.8 SCIENCE / TECHNOLOGY / SOCIETY</p>
<p>NCSS 2004 Standard 1.9 Global Connections Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.</p>	<p>1.9 GLOBAL CONNECTIONS</p>
<p>NCSS 2004 Standard 1.10 Civic Ideals and Practices Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.</p>	<p>1.10 CIVIC IDEALS / PRACTICES</p>
<p>NCSS 2017 Standard 1: Content Knowledge Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary facts, concepts, and tools; structures of inquiry; and forms of representation.</p>	<p>1. CONTENT KNOWLEDGE</p>
<p>NCSS 2017 Standard 2: Application of Content Through Planning Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.</p>	<p>2. PLANNING</p>
<p>NCSS 2017 Standard 3: Design and Implementation of Instructional and Assessment Practices Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.</p>	<p>3. DESIGN / IMPLEMENTATION OF INSTRUCTIONAL / ASSESSMENT PRACTICES</p>
<p>NCSS 2017 Standard 4: Social Studies Learners and Learning Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environment, and prepare learners to be informed advocates for an inclusive and equitable society.</p>	<p>4. SOCIAL STUDIES LEARNERS / LEARNING</p>
<p>NCSS 2017 Standard 5: Professional Responsibility and Informed Action 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.</p>	<p>5. PROFESSIONAL RESPONSIBILITY / INFORMED ACTION</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	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 Social Studies Competency Appraisal Rubric

Criteria	Standards	Unsatisfactory	Basic	Proficient	Not Observed
1.1 CULTURE / CULTURAL DIVERSITY	NCSS 2004 1.1	Candidate does not demonstrate knowledge about culture and cultural diversity.	Candidate demonstrates knowledge about some but not all of culture and cultural diversity.	Candidate demonstrates knowledge of culture and cultural diversity.	Not applicable and/or lack of basis for judgment at this time.
1.2 TIME / CONTINUITY / CHANGE	NCSS 2004 1.2	Candidate does not demonstrate knowledge of time, continuity, and change.	Candidate demonstrates some but not all knowledge of time, continuity, and change	Candidate demonstrates knowledge of time, continuity, and change.	Not applicable and/or lack of basis for judgment at this time.
1.3 PEOPLE / PLACES / ENVIRONMENT	NCSS 2004 1.3	Candidate does not demonstrate knowledge of people, places, and environment	Candidate demonstrates some but not all knowledge of people, places, and environment	Candidate demonstrates knowledge of people, places, and environment	Not applicable and/or lack of basis for judgment at this time.
1.4 INDIVIDUAL DEVELOPMENT / IDENTITY	NCSS 2004 1.4	Candidate does not demonstrate knowledge of Individual development and identity	Candidate demonstrates some but not all knowledge of Individual development and identity	Candidate demonstrates knowledge of Individual development and identity.	Not applicable and/or lack of basis for judgment at this time.
1.5 INDIVIDUALS / GROUPS / INSTITUTIONS	NCSS 2004 1.5	Candidate does not demonstrate knowledge of Individuals, groups, and institutions	Candidate demonstrates some but not all knowledge of Individuals, groups, and institutions	Candidate demonstrates knowledge of Individuals, groups, and institutions	Not applicable and/or lack of basis for judgment at this time.
1.6 POWER / AUTHORITY / GOVERNANCE	NCSS 2004 1.6	Candidate does not demonstrate knowledge of power, authority, and governance	Candidate demonstrates some but not all knowledge of power, authority, and governance	Candidate demonstrates knowledge of power, authority, and governance	Not applicable and/or lack of basis for judgment at this time.
1.7 PRODUCTION / DISTRIBUTION / CONSUMPTION	NCSS 2004 1.7	Candidate does not demonstrate knowledge of production, distribution and consumption	Candidate demonstrates some but not all knowledge of production, distribution and consumption	Candidate demonstrates knowledge of production, distribution and consumption.	Not applicable and/or lack of basis for judgment at this time.
1.8 SCIENCE / TECHNOLOGY / SOCIETY	NCSS 2004 1.8	Candidate does not demonstrate knowledge of science, technology, and society.	Candidate demonstrates some but not all knowledge of science, technology, and society.	Candidate demonstrates knowledge of science, technology, and society.	Not applicable and/or lack of basis for judgment at this time.
1.9 GLOBAL CONNECTIONS	NCSS 2004 1.9	Candidate does not demonstrate knowledge of global connections	Candidate demonstrates some but not all knowledge of global connections	Candidate demonstrates knowledge of global connections	Not applicable and/or lack of basis for judgment at this time.
1.10 CIVIC IDEALS / PRACTICES	NCSS 2004 1.10	Candidate does not demonstrate knowledge of time, continuity, and change.	Candidate demonstrates some but not all knowledge of time, continuity, and change.	Candidate demonstrates knowledge of time, continuity, and change.	Not applicable and/or lack of basis for judgment at this time.
1. CONTENT KNOWLEDGE	NCSS 2017 1.0	Candidate does not demonstrate knowledge about some but not all of social studies disciplinary facts, concepts, tools; structures of inquiry; and forms of representation.	Candidate demonstrates knowledge about some but not all of social studies disciplinary facts, concepts, tools; structures of inquiry; and forms of representation.	Candidate demonstrates knowledge of social studies disciplinary facts, concepts, tools; structures of inquiry; and forms of representation.	Not applicable and/or lack of basis for judgment at this time.

ADDENDUM: Secondary Education Social Studies Competency Appraisal Rubric

Criteria	Standards	Unsatisfactory	Basic	Proficient	Not Observed
2. PLANNING	NCSS 2017 2.0	Candidate does not plan learning sequences to support the civic competence of learners and/ or does not leverage social studies knowledge and literacies, technology, and theory and research.	Candidate plans learning sequences to support the civic competence of learners by leveraging some but not all social studies knowledge and literacies, technology, and theory and research.	Candidate plans learning sequences to support the civic competence of learners by leveraging social studies knowledge and literacies, technology, and theory and research.	Not applicable and/or lack of basis for judgment at this time.
3. DESIGN / IMPLEMENTATION OF INSTRUCTIONAL / ASSESSMENT PRACTICES	NCSS 2017 3.0	Candidate does not use data literacy and learner self-assessment to design and/or does not implement instruction and authentic assessments that promote civic competence.	Candidate does not fully use data literacy and learner self-assessment to design and implement instruction and authentic assessments that does not fully promote civic competence.	Candidate uses data literacy and learner self-assessment to design and implement instruction and authentic assessments that promote civic competence.	Not applicable and/or lack of basis for judgment at this time.
4. SOCIAL STUDIES LEARNERS / LEARNING	NCSS 2017 4.0	Not using knowledge of learners, candidate does not prepare learners to be informed advocates for an inclusive and equitable society by not planning and implementing relevant and responsive pedagogy that creates a collaborative and interdisciplinary learning environment.	Not fully using knowledge of learners, candidate does not fully prepare learners to be informed advocates for an inclusive and equitable society by planning and implementing relevant and responsive pedagogy that does not completely create a collaborative and interdisciplinary learning environment.	Using knowledge of learners, candidate prepares learners to be informed advocates for an inclusive and equitable society by planning and implementing relevant and responsive pedagogy that creates a collaborative and interdisciplinary learning environment.	Not applicable and/or lack of basis for judgment at this time.
5. PROFESSIONAL RESPONSIBILITY / INFORMED ACTION	NCSS 2017 5.0	Candidate does not demonstrate the ability to advance social justice and promote human rights through informed action in schools and/or communities and do not reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions.	Candidate demonstrates the ability to advance social justice and promote human rights through informed action in schools and/or communities but does not demonstrate they are reflecting and expanding upon their social studies knowledge, inquiry skills, and civic dispositions.	Candidate demonstrates the ability to advance social justice and promote human rights through informed action in schools and/or communities by reflecting and expanding upon their social studies knowledge, inquiry skills, and civic dispositions.	Not applicable and/or lack of basis for judgment at this time.