

	Teacher Preparation Competency Appraisal Rubric Sec Ed math						
Criteria	Standards	Not Observed	Unacceptable	Developing	Proficient	Exemplary	Comments
SCORING GUIDE Check: MID-TERM _____ FINAL _____	InTASC	Performance has not been observed at this time.	Candidate's performance has been observed to be consistently below the standard addressed. A candidate support plan to improve this performance indicator must be developed.	Candidate is beginning to demonstrate the necessary knowledge and skills or may be continuing to work toward developing competencies related to the standard addressed.	Candidate demonstrates proficiency at a professional level but may still have some areas of growth required toward demonstrating consistent exemplary practice related to the standard addressed.	Candidate demonstrates exemplary practices by consistently exceeding proficiency in all aspects related to the standard addressed.	Comments are Optional. Comments are intended to provide personalized feedback related to a candidate's performance for each of the standards addressed.
1 InTASC 1: LEARNER DEVELOPMENT. Child Development	InTASC 1		Candidate is not creating and/or implementing developmentally appropriate and challenging learning experiences to meet the stages of learner development.	Candidate is implementing developmentally appropriate and challenging learning plans with some success, but still needs a good deal of guidance in creating plans to meet the stages of learner development.	Candidate implements developmentally appropriate and challenging learning experiences based on learner stages of development with regularity, but still may have questions regarding the implementation of the plans.	Candidate consistently demonstrates, at an exemplary level, the practice of modifying and Implementing developmentally appropriate and challenging learning experiences for all learner stages of development in real time.	
2 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 implements developmentally appropriate and challenging learning experiences based on learner needs.	Candidate consistently demonstrates the practice of creating developmentally appropriate and challenging learning experiences based on learner needs. Candidate can adapt strategies in real time.	
3 InTASC 3: LEARNING ENVIRONMENT. Creating Classroom Community	InTASC 3		Candidate demonstrates minimal evidence of creating a positive classroom community; few students are comfortable participating the classroom community.	Candidate attempts to build relationships with students and create a respectful learning community; most students are comfortable expressing their ideas.	Candidate builds appropriate relationships with students and creates a respectful learning environment. Candidate still seeks some guidance toward mastery to help students feel comfortable in expressing their ideas and accepted in the community.	Candidate exceeds at building a strong and appropriate relationship with students and creates a respectful learning environment in which all students feel valued and accepted, and are comfortable in expressing their ideas. The candidate's interactions with students reinforces these values in the classroom community consistently and in real time.	

3.1 InTASC 3: LEARNING ENVIRONME NT. Classroom Procedures	InTASC 3		Candidate's communication of procedures is inconsistent and confusing Students often do not know what they are supposed to do and the candidate does encourage positive student behaviors.	Candidate creates and communicates classroom procedures. Procedures and approaches to encouraging positive student behaviors are sometimes not clearly expressed or understood by all students.	Candidate creates and communicates classroom procedures and encourages positive student behavior. Frequently procedures are expressed with clarity and understood by all students. Candidate may still seek guidance toward mastery in this area.	Candidate exceeds at creating and communicating classroom procedures; procedures are consistently expressed with clarity and understood by all students. Candidate uses strategies that are respectful to address positive student behavior in real time without interrupting the learning process.	
4 InTASC 4: CONTENT KNOWLEDG E. Subject Matter Content Knowledge	InTASC 4		Candidate demonstrates limited content knowledge in the subjects he/she teaches and does not pursue the acquisition of additional knowledge.	Candidate demonstrates a basic level of subject matter content knowledge in the subjects he/she teaches. There is still room for growth in this area.	Candidate demonstrates depth and breadth of subject matter content knowledge in the subjects he/she teaches.	Candidate demonstrates a mastery of subject matter content knowledge in the subjects he/she teaches, and consistently goes beyond to find ways to continue to gain new content knowledge in real time.	
4.a CONTENT KNOWLEDGE Candidate demonstrates and applies knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.	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 very good, demonstrating familiarity with major concepts, algorithms, procedures, connections, and applications within and among mathematical content domains. Candidate still seeks guidance toward mastery in this area.	Candidate's mathematical content knowledge is extensive, demonstrating marked familiarity with major concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.	

5 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 needs more practice to become comfortable in applying content knowledge and curricular experiences for students.	Candidate provides curricular experiences in which each student is able to apply content principles to solve unfamiliar and real-world problems. Candidate may still seek guidance toward mastery regarding ways to apply content knowledge and curricular experiences for students.	Candidate provides exemplary curricular experiences in which each student is able to apply content principles to solve unfamiliar and real-world problems. The candidate consistently goes above and beyond to find ways to apply content knowledge into lesson and curriculum design in real time.	
5.a 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.	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 often 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. Candidate may still seek guidance toward mastery in this area.	Candidate expertly and 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.	

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6 InTASC 6: ASSESSMENT. Assessing Student Learning	InTASC 6 NCTM 3f		Assessments used by candidate are not aligned with learning outcomes.	Candidate sometimes uses assessments aligned to learning outcomes to inform instruction.	Candidate uses formative and/or summative assessments that align with learning outcomes to inform instruction. Candidate may still need guidance toward mastery in this area.	Candidate expertly and consistently uses formative and/or summative assessments that align with learning outcomes to inform instruction. Candidate applies the use of assessment in real time to inform instruction and support student learning.	
6.1 InTASC 6: ASSESSMENT. Providing Feedback to Learners	InTASC 6		Candidate does not provide meaningful feedback.	Candidate sometimes provides learners with meaningful feedback that encourages self-reflection but not always with consistency.	Candidate often provides learners with ongoing, meaningful feedback and encourages students to self-evaluate and set goals for future learning. Candidate may still need guidance toward mastery in this area.	Candidate expertly and consistently provides learners with ongoing, meaningful feedback and encourages students to self-evaluate and set goals for future learning. Candidate provides meaningful feedback in real time.	
7 InTASC 7: PLANNING FOR INSTRUCTIO N. Designing Instruction/ Lesson Planning Line 8	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 differentiates instruction to meet the needs of all learners.	Candidate often uses knowledge of students to design learning experiences that engage, challenge, meet the needs of and differentiates instruction for all learners. Candidate may still need guidance toward mastery in this area.	Candidate expertly and consistently uses knowledge of students to effectively design learning experiences that engage, challenge, meet the needs of, and differentiates instruction for all learners in real time.	
7.1 InTASC 7: PLANNING FOR INSTRUCTIO N. Learning goals and curriculum standards applied Line 9	InTASC 7 NCTM 3a		Learning objectives and/or standards are poorly defined or missing, and/or the listed curriculum standards do not match the learning objectives.	Candidate states the learning objectives and curriculum standards but the alignment between them is unclear.	Candidate often defines the learning objectives of the lesson along with identifying the curriculum standards. Candidate may still need guidance toward mastery in connecting standards and objectives in the design of instruction.	Candidate expertly and consistently defines the learning objectives of the lesson along with expertly identifying the curriculum standards. The candidate expertly draws connections in real time between the standards and objectives in the design of instruction.	

7.a 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	NCTM 2b		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.	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.	Candidate often 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. Candidate may still seek guidance toward mastery in this area.	Candidate expertly and 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. Candidate may still seek in guidance toward mastery in this area.	
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mathematical vocabulary and symbols to communicate mathematical ideas to others.							
7.b 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.	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 often 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. Candidate may still need guidance toward mastery in this area.	Candidate expertly and 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.	
7.c CONTENT PEDAGOGY: COMMUNICATION / CONNECTIONS Candidate plans and implements experiences that provides opportunities for students to communicate about mathematics and make connections	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 often 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. Candidate may still need guidance toward mastery in this area.	Candidate expertly and consistently plans implements experiences that provide opportunities for students to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.	

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8 InTASC 8: INSTRUCTIONAL STRATEGIES. Instructional Tools	InTASC 8 NCTM 4e		Instructional tools are not present in the candidate's teaching and/or their use is perfunctory and do not support student learning.	Candidate selects and uses instructional tools to demonstrate concepts and procedures. The application of the creative and engaging selection of materials needs to be further developed.	Candidate's selection and use of instructional tools is often creative and engaging, and well suited to build students' conceptual understanding. Candidate may still need guidance toward mastery in this area.	Candidate's selection and use of instructional tools is consistently creative and engaging, and well suited to build students' conceptual understanding. Candidate always matches learner needs and instructional tools and can adapt the application of instructional tools in real time.	
9 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 often seeks feedback from university supervisor and cooperating teacher. Reflections demonstrate self-awareness of effective classroom practice and include dynamic steps toward improvement. Candidate may continue to seek additional development toward mastery in this area.	Candidate is pro-active in continually seeking feedback from university supervisor and cooperating teacher. Reflections demonstrate self-awareness of effective classroom practice and include dynamic steps toward improvement. Candidate incorporates feedback into classroom practice in real time.	
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10 InTASC 10: LEADERSHIP / COLLABORATION. Roles and Responsibilities of Being a Teacher	InTASC 10 NCTM 6b		Candidate does not yet 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 often demonstrates an understanding of 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). Candidate may continue to seek additional development toward mastery in this area.	Candidate expertly and 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). Candidate performs all professional teaching roles and responsibilities on a daily basis and in real time.	

11 NCE: DIVERSITY. Demonstrates respect for and affirms culturally and linguistically diverse children and their families	ISBE/ CRT Self-Awareness and Relationship to Others		Candidate rarely uses and asset based mindset to demonstrate respect for and affirm the culturally and linguistically diverse students and their families.	Candidate is beginning to use an asset-based mindset to demonstrate respect for and affirm the backgrounds and identities of culturally and linguistically diverse students and their families	Candidate often uses an asset-based mindset to demonstrate respect for and affirm the backgrounds and identities of culturally and linguistically diverse students and their families. Candidate may continue to seek additional development toward mastery in this area.	In real time, candidate consistently uses an asset-based mindset to demonstrate respect for and affirm the backgrounds and identities of culturally and linguistically diverse students and their families.	
12 NCE: DIVERSITY. Creates learning environments and experiences that are free of bias and are culturally responsive	ISBE/ CRT Systems of Oppression And Content Selections in All Curricula NCTM 4c		Candidate rarely designs and implements a culturally responsive learning environment applying practices that build upon cultural assets to positively impact students who are not part of the dominant culture.	Candidate is beginning to design and implement a culturally responsive learning environment applying practices that build upon cultural assets to positively impact students who are not part of the dominant culture.	Candidate often designs and implements a culturally responsive learning environment applying practices that build upon cultural assets to positively impact students who are not part of the dominant culture. Candidate may continue to seek additional development toward mastery in this area.	Candidate consistently designs and implements a culturally responsive learning environment applying practices that build upon cultural assets to positively impact students who are not part of the dominant culture.	
13 NCE: DIVERSITY. Adapts curriculum and strategies for the diverse or exceptional learners	ISBE/ CRT Students as Individuals and Student Representation in the Learning Environment NCTM 3c		Candidate rarely adapts curriculum and teaching strategies for the individual, diverse or exceptional learners.	Candidate adapts curriculum and teaching strategies for the individual, diverse or exceptional learners but the application is inconsistent.	Candidate often adapts curriculum and teaching strategies for the individual, diverse or exceptional learners. Candidate may continue to seek additional development toward mastery in this area.	In real time, candidate consistently adapts curriculum and teaching strategies for the individual, diverse or exceptional learners.	

14 NCE: TECHNOLOGY. Designs appropriate learning environments that demonstrate the Ethical Use of Technology/ Digital Citizenship	ISTE Standard for Educators Citizen		Candidate rarely designs appropriate learning environments and activities using various technologies to demonstrate ethical uses of technology.	Candidate designs learning environments and activities using various technologies demonstrating ethical uses of technology but the application is inconsistent.	Candidate often designs appropriate learning environments and activities that demonstrate ethical uses of using various technologies. Candidate may continue to seek additional development toward mastery in this area.	In real time, candidate consistently designs appropriate learning environments and activities using various technologies that demonstrate ethical uses of technology.	
15 NCE: TECHNOLOGY. Adapts curriculum using technology to address the diverse needs of children	ISTE Standard for Educators Designer and Facilitator NCTM 3c		Instructional technology used is unrelated to instructional outcomes and rarely used to address the diverse needs of students in the classroom.	Candidate is beginning to use instructional technology that is mostly appropriate to the instructional outcomes, compliments content specific material and addresses the diverse needs of students most of the time. Further development in this area is needed.	Candidate often uses instructional technology that is appropriate to the instructional outcomes, complements content specific material and addresses the diverse needs of students. . Candidate may still need guidance toward mastery in this area.	Candidate expertly uses instructional technology that is appropriate to the instructional outcomes, complements content specific material and addresses the diverse needs of students. Candidate always matches learner needs and instructional technology and can adapt the application of technology in real time.	
16 NCE: TECHNOLOGY. Uses technology to create and implement assessments	ISTE Standard for Educators Analyst and Collaborator		Candidate rarely uses technology to create and implement assessments.	Candidate uses technology to create and implement assessments but the application is inconsistent.	Candidate often uses technology to create and implement assessments. Candidate may continue to seek additional development toward mastery in this area.	In real time, candidate consistently uses technology to create and implement assessments.	