

## Cueing Rubric for Preparation Competency Revision & Review: Elementary Content Competencies

	0 points	1 points	2 points	3 points	Total Points:
<b>ACADEMIC FACTORS</b>					
When was the last time the competencies were revised or developed?	Between 2-3 years	Between 3-4 years	Between 4-6 years	More than 6 years	0
Has there been a substantive change to the field of study?	No			Yes	3
Has there been a substantive change in research or science describing how and when candidates best learn that content area and what content is appropriate at the preservice level?	No			Yes	3
Do the existing competencies meet the Board's definition of competency? (R277-304: "Competency" means evidence through demonstration in a higher education or prek-12 classroom setting of successful application of knowledge and skills.)	More than 80%	Between 65-79%	Between 50-64%	Less than 50%	0
Do the existing competencies define the essential knowledge, skills, and dispositions candidates need to demonstrate before entering the profession?	More than 80%	Between 65-79%	Between 50-64%	Less than 50%	2
Are existing competencies important to demonstrate during preparation?	More than 80%	Between 65-79%	Between 50-64%	Less than 50%	2
Are the existing competencies coherent and aligned to current standards for the license area?	Standards are consistent and aligned vertically and horizontally	Most of the standards are consistent and aligned vertically and horizontally	There is some inconsistency and misalignment of standards vertically and horizontally	There is significant inconsistency and misalignment of the standards vertically and horizontally	2
<b>COMMUNITY FACTORS</b>					
Are the competencies neutral concerning philosophies and pedagogies?	Yes			No	3
Are stakeholders (i.e., educators, parents, community members, preparation programs) requesting a change?	Less than 5% of the impacted population expresses concern	Between 6-10% of the impacted population expresses concern	Between 11-25% of the impacted population	More than 25% of the impacted population	2
<b>IMPLEMENTATION FACTORS</b>					
Is there confusion regarding the meaning or intent of a particular competency(ies)?	Less than 10% need clarification	Between 11 and 20% need clarification	Between 21% and 30% need clarification	More than 30% need clarification	3
Are the number of existing competencies appropriate, realistic, and achievable?	Yes			No	3
Is new legislation requiring a change?	No			Yes	0

	Total # points	weight of each factor	# of points earned	Score for each factor	weighted score
Academic Factors	21	0.70	12	0.5714	0.4000
Community Factors	6	0.15	5	0.8333	0.1250
Implementation Factors	9	0.15	6	0.6667	0.1000
		36	1.00		0.63

\*Scores higher than 0.40 suggest need for revisions

Comments:

1. Competencies were last revised January 2024

2. Since January 2024, there have been changes to the Elementary English Language Arts and Science Core Standards, and the preparation competencies for these content areas do not align with these standards (inconsistent language).
3. The qualifications for the Early Childhood license area changed in May 2025 to include preschool - grade 3. This change prompts a need for clarification for Early Childhood & Elementary preparation competencies, which have traditionally been similar.
4. The current Elementary Content competencies are repetitive & overcomplicated; need for simplification
5. Some Elementary Content competencies promote specific philosophies & pedagogies
6. Several preparation programs, including both university & APPEL programs have expressed frustration & challenges with implementing the current competencies; the competencies are confusing, miscategorized, unreasonable, and difficult to measure.