WARNER PORTFOLIO EVALUATION FORM

Candidate's name: _____Evaluator's name: _____

Semester: _____

Portfolio Rubrics

1.Content Principle – Rubrics related to relevant NAEYC standards for early childhood teacher candidates

Based on the narrative and artifacts provided by the candidate for this principle, please first evaluate the extent to which the candidate has demonstrated the desired level of proficiency with respect to each of the following NAEYC standards. For your evaluation, please use the following rubrics and report your scores in the table below:

1. **Insufficient** – i.e., you did not find evidence that the candidate has the necessary content knowledge to meet this standard.
3. **Basic proficiency**– i.e., you found evidence that the candidate has at least the minimum content knowledge needed to meet this standard.
4. **Outstanding performance** – i.e., you found evidence that the candidate has a solid background in this area and consistently demonstrates the behaviors and practices identified in this standard.

NAEYC standard:	***1***	***3***	***4***
4c. Understanding content knowledge in early childhood education. Candidate understand the importance of each content area in young children's learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.			

Additional comments:

1. Content Principle – Common rubrics to evaluate Warner School proficiencies:

Prof.	*Insufficient (1)*	*Basic proficiency (3)*	*Outstanding (4)*	*Score*
1.1	Candidate's narrative and related documentation identifies some significant gaps in content preparation, as defined by New York State and/or relevant professional organizations.	Candidate's narrative and related documentation demonstrate sufficient preparation in the subject matter to meet the minimum requirements set by New York State and relevant professional organizations.	Candidate's narrative and related documentation demonstrate a broad preparation in the subject matter that meets and exceeds the minimum requirements set by New York State and relevant professional organizations.	
1.2	Candidate's narrative and related documentation do not provide evidence of in-depth understanding of any of the key concepts, tools of inquiry or structures of the discipline identified by relevant professional organizations, as no examples are provided or the examples chosen are inappropriate and/or reveal serious misunderstandings	Candidate's narrative and related documentation identifies at least one example that demonstrates in-depth understanding of a key concept, tool of inquiry or structure of the discipline identified by relevant professional organizations; all the examples chosen are appropriate and do not reveal serious misunderstandings; the candidate articulates at least one doable strategy to deepen his/her understanding of the subject matter taught.	Candidate's narrative and related documentation identifies a few examples that demonstrate a good understanding of key concepts, tools of inquiry and structures of the discipline identified by relevant professional organizations; all the examples chosen are appropriate and do not reveal serious misunderstandings; the candidate articulates multiple strategies to deepen his/her understanding of the subject matter taught.	
1.3	Candidate's narrative and related documentation indicate that the candidate is unaware of relevant set(s) of standards, and/or reveal serious misunderstandings of specific standards and their instructional implications.	Candidate's narrative and related documentation indicate that the candidate is aware of all relevant sets of standards to be considered in his/her teaching and understands their meaning and basic implications for instruction.	Candidate's narrative and related documentation indicate that the candidate is aware of all relevant sets of standards to be considered in his/her teaching and understands their meaning; there is also evidence that these standards inform the candidates' planning and instruction.	
1.4	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to create learning experiences that make the subject matter meaningful and relevant for all students, as no examples are provided or the examples chosen are inappropriate and/or reveal serious misunderstandings.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate has created learning experiences that were meaningful and relevant to all students, and raise no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to create learning experiences that are meaningful and relevant to all students, and does so on a regular basis.	

2. Learning Principle – Rubrics related to relevant NAEYC standards for early childhood teacher candidates

Based on the narrative and artifacts provided by the candidate for this principle, please first evaluate the extent to which the candidate has demonstrated the desired level of proficiency with respect to each of the following NAEYC standards AND key elements within each of these standards. For your evaluation, please use the following rubrics and report your scores in the table:

1. **Insufficient** – i.e., you did not find evidence of the behaviors and practices described in this standard.
3. **Basic proficiency**– i.e., you found evidence that the candidate demonstrated the behaviors and practices described in this standard at least once.
4. **Outstanding performance** – i.e., you found evidence that the candidate demonstrates the behaviors and practices described in this standard consistently and with a high level of proficiency.

NAEYC standard:	***1***	***3***	***4***
1. Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children. *Key elements:*			
1a. Knowing and understanding young children's characteristics and needs.			
1b. Knowing an understanding the multiple influences on development and learning.			
1c. Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.			
2. Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. *Key elements:*			
2a. Knowing about and understanding family and community characteristics.			
2b. Supporting and empowering families and communities through respectful, reciprocal relationships.			
2c. Involving families and communities in their children's development and learning.			

Additional comments:

2. *Learning Principle – Common rubrics to evaluate Warner School proficiencies:*

Prof.	***Insufficient (1)***	***Basic proficiency (3)***	***Outstanding (4)***	***Score***
2.1	Candidate's narrative and related documentation identify some major gaps or misconceptions in the candidate's understanding of how all children develop.	Candidate's narrative and related documentation demonstrate a basic understanding of how all children develop and the role played by context in development.	Candidate's narrative and related documentation demonstrate an in-depth understanding of how all children develop and the role played by context in development, and awareness of relevant research.	
2.2	Candidate's narrative and related documentation identify some major gaps or misconceptions in the candidate's understanding of how all children construct knowledge through participation in culturally valued activities and/or what is appropriate for the ages and backgrounds of the children s/he teaches.	Candidate's narrative and related documentation demonstrate a basic understanding of how all children construct knowledge through participation in culturally valued activities and what is appropriate for the ages and backgrounds of the children s/he teaches.	Candidate's narrative and related documentation demonstrate in-depth understanding of how all children construct knowledge through participation in culturally valued activities and what is appropriate for the ages and backgrounds of the children s/he teaches, as well as awareness of relevant research.	
2.3	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to provide learning experiences that take into consideration the students' developmental level, prior experiences and contexts, as no examples are provided or the examples chosen are inappropriate and/or reveal serious misunderstandings.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate has provided learning experiences taking into consideration the students' developmental level, prior experiences and contexts, and raise no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to provide learning experiences that take into consideration the students' developmental level, prior experiences and contexts, and does so on a regular basis.	

3. Equity Principle – Common rubrics to evaluate Warner School proficiencies:

Prof.	*Insufficient (1)*	*Basic proficiency (3)*	*Outstanding (4)*	*Score*
3.1	Candidate's narrative and related documentation identify some major gaps or misconceptions in the candidate's understanding of equity and social justice principles.	Candidate's narrative and related documentation demonstrate a basic understanding of the principle that everyone has the right to have an opportunity to learn, and of what constitutes equitable and socially just behavior and treatment for themselves and others.	Candidate's narrative and related documentation demonstrate an in-depth understanding of equity and social justice principles, including everyone's right to have an opportunity to learn and what constitutes equitable and socially just behavior and treatment for themselves and others, as well as awareness of relevant research.	
3.2	Candidate's narrative and related documentation do not demonstrate a commitment to high moral and ethical standards and/or a basic respect for student diversity.	Candidate's narrative and related documentation demonstrate a basic commitment to high moral and ethical standards and respect for student diversity.	Candidate's narrative and related documentation demonstrate a strong commitment to high moral and ethical standards, with an explicit emphasis on equity and social justice; the candidate respects student differences and perceives them as resources rather than obstacles for instruction.	
3.3	Candidate's narrative and related documentation demonstrate some major gaps and/or misconceptions in their knowledge of cultural, linguistic and learning differences and/or disabilities and their implications for the classroom.	Candidate's narrative and related documentation demonstrate that the candidate is familiar with at least a few of the cultural, linguistic and learning differences and /or disabilities students may present, and their implications for the classroom.	Candidate's narrative and related documentation demonstrate that the candidate is aware of several cultural, linguistic and learning differences and/or disabilities students may present, and their implications for the classroom, as well as awareness of relevant research.	
3.4	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to create learning experiences that are culturally relevant and address the strengths and needs of all students, as no examples are provided or the examples chosen are inappropriate and/or reveal serious misunderstandings.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate has created learning experiences that were culturally relevant and addressed the strengths and needs of all students, and raise no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that candidate is able to create learning experiences that are culturally relevant and address the strengths and needs of all students, and does so on a regular basis.	

4. Pedagogy Principle – Rubrics related to relevant NAEYC standards for early childhood teacher candidates

Based on the narrative and artifacts provided by the candidate for this principle, please first evaluate the extent to which the candidate has demonstrated the desired level of proficiency with respect to each of the following NAEYC standards. For your evaluation, please use the following rubrics and report your scores in the table:

1. **Insufficient** – i.e., you did not find evidence of the behaviors and practices described in this standard.
3. **Basic proficiency**– i.e., you found evidence that the candidate demonstrated the behaviors and practices described in this standard at least once.
4. **Outstanding performance** – i.e., you found evidence that the candidate demonstrates the behaviors and practices described in this standard consistently and with a high level of proficiency.

NAEYC standard:	***1***	***3***	***4***
4a. **Connecting with children and families**. *Candidates know, understand and use positive relationships and supportive interactions as the foundation for their work with young children.*			
4b. **Using developmentally effective approaches**. *Candidates know, understand and use a wide array of appropriate, effective approaches to support young children's development and learning.*			

Additional comments:

4. *Pedagogy Principle – Common rubrics to evaluate Warner School proficiencies:*

Prof.	*Insufficient (1)*	*Basic proficiency (3)*	*Outstanding (4)*	*Score*
4.1	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is aware of all relevant set(s) of pedagogy-related standards and/or knows enough innovative instructional strategies.	Candidate's narrative and related documentation indicate that the candidate is aware of relevant pedagogy-related standards, can identify a few instructional strategies consistent with those standards, and understands the potential uses, values, and limitations of these strategies for achieving specific learning goals.	Candidate's narrative and related documentation indicate that the candidate is aware of relevant pedagogy-related standards, knows several instructional strategies consistent with those standards, understands the potential uses, values and limitations of each of these strategies to achieve specific learning goals, and is aware of relevant research.	
4.2	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to use a variety of innovative instructional strategies, as the examples provided are inappropriate, too limited and/or reveal serious misconceptions.	Candidate's narrative and related documentation provide evidence of a few occasions when the candidate has effectively used different innovative strategies to achieve learning goals consistent with relevant standards, and raise no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to effectively use a variety of innovative strategies to achieve learning goals consistent with relevant standards, and does so on a regular basis.	
4.3	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is aware of the potential values and limitations of using technology in instruction.	Candidate's narrative and related documentation demonstrate that the candidate understands at least a few of the potential values and limitations of using technology in instruction.	Candidate's narrative and related documentation demonstrate that the candidate understands many of the potential values and limitations of using technology in instruction, recognizes equity issues connected with the uses of technology, and is aware of relevant research.	
4.4	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to use technology to support student learning, as no example is provided or the examples provided are inappropriate, too limited and/or reveal serious misconceptions.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate has used technology effectively to support student learning, raise no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to use technology effectively to support student learning, and does so on a regular basis.	

5. Learning Community Principle – Common rubrics to evaluate Warner School proficiencies:

Prof.	*Insufficient (1)*	*Basic proficiency (3)*	*Outstanding (4)*	*Score*
5.1	Candidate's narrative and related documentation identify some major gaps or misconceptions in the candidate's understanding of student motivation.	Candidate's narrative and related documentation demonstrate a basic understanding of what may encourage or hinder students' motivation and engagement in learning.	Candidate's narrative and related documentation demonstrate an in-depth understanding of what may encourage or hinder students' motivation and engagement in learning, and awareness of relevant research literature.	
5.2	Candidate's narrative and related documentation raise concerns about the candidate's capability of constructing a comfortable and safe classroom environment.	Candidate's narrative and related documentation provide evidence that the candidate is able to construct a comfortable and safe classroom environment, at least most of the time and for most of the students in his/her class.	Candidate's narrative and related documentation provide evidence that the candidate is able to construct a comfortable and safe classroom environment for all students in his/her class.	
5.3	Candidate's narrative and related documentation raise concerns about the candidate's capability of creating a classroom environment that fosters students' motivation and learning.	Candidate's narrative and related documentation provide evidence that the candidate is able to create a classroom environment that fosters students' motivation and learning, at least most of the times and for most of the students in his/her class.	Candidate's narrative and related documentation provide evidence that the candidate is able to create a classroom environment that fosters students' motivation and learning for all students and supports the creation of a community of learners.	

6. Communication Principle – Common rubrics to evaluate Warner School proficiencies:

Prof.	*Insufficient (1)*	*Basic proficiency (3)*	*Outstanding (4)*	*Score*
6.1	Candidate's narrative and related documentation identify some major gaps or misconceptions in the candidate's understanding of the role of language in teaching and learning.	Candidate's narrative and related documentation demonstrate a basic understanding of the role of language in teaching and learning.	Candidate's narrative and related documentation demonstrate an in-depth understanding of the role of language in teaching and learning, and awareness of the relevant research.	
6.2	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is aware of and proficient in a wide enough variety of modes and vehicles of communication.	Candidate's narrative and related documentation provide evidence that the candidate is familiar with and proficient in at least a few modes and vehicles of communication to support learning and inquiry, and can recognize the potential uses, values and limitations of each to achieve specific learning goals.	Candidate's narrative and related documentation indicate that the candidate is familiar with and proficient in several modes and vehicles of communication to support learning and inquiry, can recognize the potential uses, values and limitations of each to achieve specific learning goals, and is aware of relevant research.	
6.3	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to use effectively a variety of modes of communication in the classroom, as the examples provided are inappropriate, too limited and/or reveal serious misconceptions.	Candidate's narrative and related documentation provide evidence that the candidate has used effectively a variety of modes of communication to make ideas accessible to all students and foster inquiry in at least one occasion, and raise no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is capable of using effectively a variety of modes of communication to make ideas accessible to all students and foster inquiry, and does so on a regular basis.	
6.4	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to construct activities that incorporate a variety of texts, as the examples provided are inappropriate, too limited and/or reveal serious misconceptions.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate has constructed activities that incorporated a variety of texts and facilitated all students' critical analysis of such texts, and raise no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to construct activities that incorporate a variety of texts and facilitate all students' critical analysis of such texts, and does so on a regular basis.	

7. Planning Principle – Rubrics related to relevant NAEYC standards for early childhood teacher candidates

Based on the narrative and artifacts provided by the candidate for this principle, please first evaluate the extent to which the candidate has demonstrated the desired level of proficiency with respect to each of the following NAEYC standards. For your evaluation, please use the following rubrics and report your scores in the table:

1. **Insufficient** – i.e., you did not find evidence of the behaviors and practices described in this standard.
3. **Basic proficiency**– i.e., you found evidence that the candidate demonstrated the behaviors and practices described in this standard at least once.
4. **Outstanding performance** – i.e., you found evidence that the candidate demonstrates the behaviors and practices described in this standard consistently and with a high level of proficiency.

NAEYC standard:	***1***	***3***	***4***
4d. **Building meaningful curriculum**. *Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.*			

Additional comments:

7. Planning Principle – Common rubrics to evaluate Warner School proficiencies:

Prof.	*Insufficient (1)*	*Basic proficiency (3)*	*Outstanding (4)*	*Score*
7.1	Candidate's narrative and related documentation raise concerns about the candidate's capability of aligning instruction with learning goals consistent with professional and NYS standards.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate was able to explicitly align instruction with learning goals consistent with professional and NYS standards, and raises no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to align instruction with learning goals consistent with professional and NYS standards, and does so on a regular basis.	
7.2	Candidate's narrative and related documentation identify major shortcomings with respect to the candidate's capability of implementing lessons according to a well-defined and high quality plan.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate was able to implement lessons according to a well-defined and high quality plan, and raises no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to implement lessons according to a well-defined and high quality plan, is able to make modifications in this plan as appropriate to respond to unexpected students' responses, and does both on a regular basis.	

8. Assessment Principle - Rubrics related to relevant NAEYC standards for early childhood teacher candidates

Based on the narrative and artifacts provided by the candidate for this principle, please first evaluate the extent to which the candidate has demonstrated the desired level of proficiency with respect to each of the following NAEYC standard AND key elements within this standard. For your evaluation, please use the following rubrics and report your scores in the table:

1. **Insufficient** – i.e., you did not find evidence of the behaviors and practices described in this standard.
3. **Basic proficiency**– i.e., you found evidence that the candidate demonstrated the behaviors and practices described in this standard at least once.
4. **Outstanding performance** – i.e., you found evidence that the candidate demonstrates the behaviors and practices described in this standard consistently and with a high level of proficiency.

NAEYC standard:	***1***	***3***	***4***
3. Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning. *Key elements:*			
3a. Understanding the goals, benefits and uses of assessment.			
3b. Knowing about and using observation, documentation, and other appropriate assessment and approaches.			
3c. Understanding and practicing responsible assessment.			
3d. Knowing about assessment partnerships with families and other professionals.			

Additional comments:

8. Assessment Principle – Common rubrics to evaluate Warner School proficiencies:

Prof.	*Insufficient (1)*	*Basic proficiency (3)*	*Outstanding (4)*	*Score*
8.1	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate understands the multiple purposes of assessment and/or knows a sufficient number of assessment strategies and tools.	Candidate's narrative and related documentation provide evidence that the candidate understands the multiple purposes of assessment, is familiar with a few different assessment strategies and tools, and is aware of the potential uses, values and limitations of each to achieve specific assessment goals.	Candidate's narrative and related documentation provide evidence that the candidate understands the multiple purposes of assessment, is familiar with several assessment strategies and tools, is aware of the potential uses, values and limitations of each to achieve specific assessment goals, and is aware of relevant research literature on assessment.	
8.2	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to use a variety of assessment strategies and tools and/or to use assessment to monitor and support student learning, as the examples provided are inappropriate, too limited and/or reveal serious misconceptions.	Candidate's narrative and related documentation provide evidence that the candidate has effectively used a variety of assessment strategies and tools to monitor and support student learning in at least a few occasions, and raise no major concerns about the candidate's capability to do it in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to effectively use a variety of assessment strategies and tools, including some that are embedded in authentic learning activities and have real audiences and purposes, to monitor and support student learning and does so on a regular basis.	
8.3	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to use assessment to inform instruction, as the examples provided are inappropriate, too limited and/or reveal serious misconceptions.	Candidate's narrative and related documentation provide evidence that the candidate has been able to use assessment to inform instruction, at least in a few occasions, and raise no major concerns about the candidate's capability to do it in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to use assessment to inform instruction, and does so on a regular basis.	
8.4	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to have a positive effect on his/her students' learning, as the examples provided are inappropriate or too limited.	Candidate's narrative and related documentation provide at least three well-documented and commented-on examples that the candidate was able to have a positive effect on their students' learning.	Candidate's narrative and related documentation provide several well-documented and commented-on examples that the candidate was able to have a very positive effect on their students' learning, as well as testimonials to that effect.	

9. Professional Practice Principle – Rubrics related to relevant NAEYC standards for early childhood teacher candidates

Based on the narrative and artifacts provided by the candidate for this principle, please first evaluate the extent to which the candidate has demonstrated the desired level of proficiency with respect to each of the following NAEYC standard AND key elements within this standard. For your evaluation, please use the following rubrics and report your scores in the table:

1. **Insufficient** – i.e., you did not find evidence of the behaviors and practices described in this standard.
3. **Basic proficiency**– i.e., you found evidence that the candidate demonstrated the behaviors and practices described in this standard at least once.
4. **Outstanding performance** – i.e., you found evidence that the candidate demonstrates the behaviors and practices described in this standard consistently and with a high level of proficiency.

NAEYC standard:	***1***	***3***	***4***
5. **Growing as a Professional.** Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. *Key elements:*			
5a. Identifying and involving oneself with the early childhood field.			
5b. Knowing about and upholding ethical standards and other professional guidelines.			
5c. Engaging in continuous, collaborative learning to inform practice.			
5d.Integrating knowledgeable, reflective, and critical perspectives on early childhood education.			
5e.Engaging in informed advocacy for children and the profession.			

Additional comments:

9. Professional Practice Principle – Common rubrics to evaluate Warner School proficiencies:

Prof.	*Insufficient (1)*	*Basic proficiency (3)*	*Outstanding (4)*	*Score*
9.1	Candidate's narrative and related documentation do not provide sufficient evidence for, or raise serious concerns about, the candidate's appreciation of the need for life-long learning and/or continuous improvement of his/her practice.	Candidate's narrative and related documentation demonstrate an appreciation of the need for life-long learning and continuous improvement of his/her practice and a stated commitment to it.	Candidate's narrative and related documentation demonstrate an appreciation of the need for life-long learning and continuous improvement of his/her practice, and provide evidence that the candidate has already started to put his/her commitment to continuous learning and improvement into practice.	
9.2	Candidate's narrative and related documentation do not provide sufficient evidence for, or raise serious concerns about, the candidate's ability to constructively use criticisms, reflect on his/her practice, and/or use research and theory, in order to make necessary adjustments to enhance student learning.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate was able constructively use criticism, reflect on his/her practice, and draw from research and theory, respectively, in order to make some adjustment to enhance student learning.	Candidate's narrative and related documentation provide evidence that the candidate is able to constructively use criticisms, reflect on his/her practice, and draw from research and theory, in order to make the necessary adjustments to enhance student learning, and does so on a regular basis.	
9.3	Candidate's narrative and related documentation do not provide sufficient evidence for, or raise serious concerns about, the candidate's awareness of relevant professional organizations and the importance of participating in these learning communities.	Candidate's narrative and related documentation provide evidence that the candidate is aware of the relevant professional organizations, the standards they generated (including professional ethics standards), and the opportunities they can offer for continuing professional development.	Candidate's narrative and related documentation provide evidence that the candidate is aware of the relevant professional organizations, the standards they generated (including professional ethics standards), and the opportunities they can offer for continuing professional development; the candidate has also begun to participate in these organizations (e.g., by joining one, subscribing to journals, participating in a conference, using resources on the web, etc.).	

10. Community Principle – Common rubrics to evaluate Warner School proficiencies:

Prof.	*Insufficient (1)*	*Basic proficiency (3)*	*Outstanding (4)*	*Score*
10.1	Candidate's narrative and related documentation do not provide sufficient evidence for, or raises serious concerns about, the candidate's appreciation for the value of parental and community involvement.	Candidate's narrative and related documentation provide evidence of the candidate's appreciation for the value of parental and community involvement and a stated commitment to seek such involvement.	Candidate's narrative and related documentation provide evidence that the candidate values parental and community involvement and has already sought such involvement in his/her own practice.	
10.2	Candidate's narrative and related documentation do not provide sufficient evidence for, or raises serious concerns about, the candidate's ability to communicate effectively with parents/ caregivers and colleagues.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate was able to communicate effectively with parents/ caregivers and colleagues, and raise no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to communicate effectively with parents/ caregivers and colleagues, and does so on a regular basis.	