

Warner School of Education and Human Development
University of Rochester

**KEY ASSESSMENTS FOR
MATHEMATICS TEACHER CANDIDATES**

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CANDIDATE ASSESSMENT OVERVIEW

NCATE accreditation requires institutions to systematically assess candidates' performance at four key stages of their program – i.e., at admissions; before student teaching; after student teaching, and at graduation – and to do so through a set of *key assessments*, each graded by using an agreed-upon set of rubrics. Furthermore, when taken as a whole, these assessments need to evaluate each candidate's progress with respect to both the institutional standards set by the Warner School for all its teacher candidates (included in the Student Teaching Handbook) AND the standards set by the relevant professional organization – in this case, the National Council of Teachers of Mathematics (NCTM), reproduced at the end of your Key Assessments notebook and also available on line at <http://www.nctm.org/ncate.aspx>

All the key assessments relevant to elementary/childhood teacher candidates have been summarized in the table below – please note, however, that only those assessments that have been bolded have been included in this Notebook:

Key assessment	When it is administered	What decision(s) it inform	Who grades it
Admissions transcript review	At admissions	Whether the candidate has the necessary content prerequisites	Interviewer/Advisor
Content Specialty Test (multi-subject)	As soon as possible after admission	Whether the candidate has sufficient background in the subject matter	NYSED
NYS Licensure Tests	Any time during the program	Whether the candidate can graduate and get certified	NYSED
Overall admissions evaluation	At admissions	Whether the candidate should be admitted into the program	Interviewer; program; admissions committee
Lesson plan assignment	First methods course	Whether the candidate can proceed to student teaching	Course instructor
Field Experiences Evaluation	End of field experiences	Whether the candidate can proceed to student teaching	Cooperating teacher; University supervisor; Faculty supervisor
Innovative Unit Project	Second methods course	Whether the candidate can pass student teaching	Course instructor
Student Teaching Evaluation	End of EACH student teaching experience	Whether the candidate can pass student teaching	Cooperating teacher; University supervisor; Faculty supervisor
Math Knowledge Observation Tool	Throughout the three methods courses	Whether the candidate can graduate and get certified	Course instructor(s)
Comprehensive Portfolio	End of program	Whether the candidate can graduate and get certified	Advisor Another Warner faculty

NOTE TO EVALUATORS

We have developed the following rubrics based on the Warner School Principles and Targeted Proficiencies, NCATE, and various specialist professional standards articulated by the professional organization.

Please remember that when constructing these rubrics, we have been careful to articulate what we would hope to see in the practice of an experienced professional, yet at this stage in their teaching careers, candidates are novice teachers who are just entering the profession. The cooperating teacher, university supervisors, and Warner faculty (in conjunction with supervisors) will fill out field experience and student teaching assessments. You are our partners in teacher education. As such, we ask that you remember that we expect candidates to have: 1) developed a certain set of understandings and dispositions; 2) learned a sub-set of what they will eventually need to know while developing expectations, skills and strategies to continue in what will be a life-long learning process, and; 3) shown that they have the capacity to create lessons and learning environments that reflect best practices, even if they may not yet be able to do so consistently (e.g. candidates are able to show us at least once that they can do something).

Please carefully note the rubric definitions included with each assessment. In the case of field experiences and student teaching, please take particular notice of the consequences of a candidate receiving a “1” or “2” in any category. If candidates receive a “1”, they may be dropped from the certification program. If candidates receive a “2”, they may be asked to extend their field experience or student teaching in order to continue to improve. In the case of the Innovative Unit paper, receiving a “1” will require candidates to revise at least that aspect of the paper addressed by that section of the rubric.

Thank you for helping us to build an exemplary group of new teachers for the profession.

**FIELD EXPERIENCES EVALUATION
FORM**

STUDENT TEACHING ASSESSMENT

Warner School of Education – University of Rochester
STUDENT TEACHING EVALUATION FORM

General guidelines

This student teaching evaluation form has been designed to assess the extent to which Warner teacher candidates have demonstrated the set of proficiencies established as the ultimate goal of our teacher preparation programs. Please complete this form at the end of the candidate's student teaching experience, based on your observations and any other relevant information available to you.

We have organized this evaluation form in two main parts to reflect the fact that our candidates need to meet two sets of standards:

- I. The standards set by the professional organization relevant to their area of specialization (i.e., NAEYC, ACEI, NCTE, NCTM, NSTA, NCSS, ACTFL, TESOL, IRA and/or CEC)
- II. The target proficiencies identified by the Warner School for all our teacher candidates.

The Warner School proficiencies identify the main skills, dispositions and knowledge that we believe teacher candidates need to have to become successful teachers, and is organized around ten key "principles" each addressing important components of teaching. Our list was derived from the standards articulated by the interstate New Teacher Assessment and Support Consortium (INTASC), our own Warner conceptual frameworks, the National Council for the Accreditation of Teacher Education (NCATE) and the New York State Education Department (NYSED). While these proficiencies are consistent with the standards set by your specific professional organization, they are worded so as to cut across all areas of specialization (and, thus, allow us to aggregate data across all our teacher candidates) and also add some new elements that are characteristic of our program at Warner.

In your evaluation of both Part I and Part II, please keep in mind that target proficiencies identify what we hope to see in the practice of experienced teachers; however, you are asked to evaluate teacher candidates who are just entering the profession. Therefore, we can only expect candidates to: a) have developed a certain set of understandings and dispositions; b) have learned a sub-set of what they will eventually need to know while developing expectations, skills and strategies to continue in what will be a life-long learning process; and, c) show that they have the *capacity* to create lessons and learning environments that reflect best practices, even if they may not yet be able to do so consistently. We also realize that in some cases you may not have had the opportunity to gather pertinent information for all proficiencies, so we have given the option, whenever appropriate, for you do indicate "n/o" ("not observed") to clearly distinguish this situation from the one where you had the opportunity to observe relevant behavior and found it lacking; there are some proficiencies, however, for which this is not an option since your evaluation is critical to assessing the candidate on that particular dimension – as indicated by a blackened cell corresponding to the "n/o" option.

In addition to providing the quantitative information required by this form, we also welcome any additional insights you would like to provide about the candidate. You can do so by adding your comments in the spaces made available in the form, and/or by attaching a narrative evaluation at the end.

WARNER STUDENT TEACHING EVALUATION FORM

Candidate's name: _____ Evaluator's name: _____
 Evaluator's role: ___ cooperating teacher; ___ university supervisor; ___ faculty supervisor
 Student teaching experience: ___ first ; ___ second
 Semester: _____ Course # _____

Part I: NCTM standards for MATHEMATICS teacher candidates

Based on your observation of the candidate throughout his/her student teaching experience, please (a) first check all the indicators for which you have observed confirming behavior at least once, and (b) then evaluate the extent to which the candidate has standards #7 and #8 as identified by the National Council of Teachers of Mathematics for mathematics teacher candidates, using the following rubrics:

1. **Insufficient** – i.e., you have observed behavior that indicates that this standard was not met.
2. **Emergent/needs improvement** – i.e., you have observed behavior that indicates that this standard was partially met or met inconsistently (i.e., you found evidence for only some, but not the majority of the indicators).
3. **Target proficiency**– i.e., you have found evidence for at least 80% of the relevant indicators.
4. **Outstanding performance** – i.e., you have found consistent evidence for all of the indicators.

<i>NCTM Standards and indicators:</i>	1	2	3	4
Standard 7. Dispositions. Candidates support a positive disposition towards mathematical processes and learning mathematics. <i>Related indicators:</i>				
7.1. Attention to equity.				
7.2. Use of stimulating curricula.				
7.3. Effective teaching.				
7.4. Commitment to learning with understanding.				
7.5. Use of various assessments				
7.6. Use of various teaching tools including technology				
Standard 8. Knowledge of mathematics pedagogy.. Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning. <i>Related indicators:</i>				
8.1. Selects, uses, and determines suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs such as the gifted, challenged, and speakers of other languages				
8.2. Selects and uses appropriate concrete materials for learning mathematics.				
8.3. Uses multiple strategies, including listening to and understanding the ways students think about mathematics, to assess students' mathematical knowledge.				
8.4. Plans lessons, units and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates.				
8.5. Participates in professional mathematics organizations and uses their print and on-line resources.				
8.6. Demonstrates knowledge of research results in the teaching and learning of mathematics.				
8.7. Uses knowledge of different types of instructional strategies in the teaching and learning of mathematics.				
8.8. Demonstrates the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations.				
8.9. Develop lessons that use technology's potential for building understanding of mathematical concepts and developing important mathematical ideas				

WARNER STUDENT TEACHING EVALUATION FORM

Candidate's name: _____ Evaluator's name: _____
Evaluator's role: ___ cooperating teacher; ___ university supervisor; ___ faculty advisor
Student teaching experience: ___ first ___ second Semester: _____

Part II: Warner School standards and proficiencies for all teacher candidates

Based on your observation of the candidate throughout his/her student teaching experience, please indicate the extent to which the candidate has achieved each of the following proficiencies, which all Warner teacher candidates are expected to demonstrate before they can graduate from their program.

In your evaluation of each target proficiency, please use the following rubrics:

n/o: Not observable – The context for the student teaching experience was not appropriate for providing evidence for this standard. (*Whenever this option is not acceptable – i.e., you must provide your assessment – we have indicated it by blackening the corresponding cell*)

- 1. Insufficient** – i.e., the candidate has not attained the proficiency in question and you are not confident that further experience would have a significant impact on his/her performance; furthermore, the candidate's inability to demonstrate this performance is likely to: harm students or compromise their ability to learn in the classroom; disrupt the work of the cooperating teacher and/or be detrimental to the relationship between the cooperating school and Warner.
- 2. Emergent/needs improvement** – i.e., your professional opinion suggests that the candidate has the potential to demonstrate this proficiency, but you have not seen evidence of its achievement yet, or performance in this area has been variable and inconsistent (but you have no worry that the candidate will be a danger for students or a burden to a cooperating teacher).
- 3. Basic proficiency**– i.e., the candidate is able to demonstrate the target proficiency at a minimum level, to the extent that one would expect from a novice/beginning teacher.
- 4. Outstanding performance** – i.e., the candidate has demonstrated the target proficiency in a consistent and skillful way, thus demonstrating that he/she is highly capable in this area and exceeds the minimum expectations for a novice/beginning teacher.

NOTE: Candidates with 1 in any category may be dropped from the program; candidates in their second student teaching experience with 2 in any category will be required to extend this experience until they can demonstrate this proficiency; only candidates with a score of 3 or 4 in each proficiency will be allowed to pass their second student teaching experience and graduate from the program.

1. CONTENT PRINCIPLE

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, as identified by relevant professional organizations, and can create learning experiences that make these aspects of subject matter meaningful for all students.

Proficiency:	n/o	1	2	3	4
1.1. Candidates have a broad preparation in the subject area(s) taught, consistent with professional and New York State standards.	X				
1.2. Candidates have a good understanding of some of the central concepts, tools of inquiry and structures of the subject matter(s) taught, and have developed strategies and skills to continue their learning in this area.					
1.3. Candidates are familiar with the principles and concepts delineated in professional, New York State, and Warner School Teaching and Curriculum standards, and their implications for curricular and instructional decisions.					
1.4. Candidates are able to create learning experiences that make the subject matter meaningful and relevant for all students.					

Additional comments:

2. LEARNING PRINCIPLE

The teacher candidate understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. The teacher candidate understands that learning involves active engagement in culturally valued activities with knowledgeable others and the construction of new knowledge.

Proficiency:	n/o	1	2	3	4
2.1. Candidates understand human development and how it is affected by context.	X				
2.2. Candidates understand that all students construct knowledge through active engagement in culturally valued activities, and know what is appropriate for their students to learn, based on their age/grade level and the strengths, experiences and resources of their family/community background.					
2.3. Candidates are able to provide learning experiences that take into consideration the students' developmental level and draw on the strengths and resources available in students' prior experiences, as well as the school, family, and community contexts in which they live.					

Additional comments:

3. EQUITY PRINCIPLE

The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands the role each of us plays in the maintenance and transformation of social and educational practices that engender inequity and is committed to promote equity and social justice.

Proficiency:	n/o	1	2	3	4
3.1. Candidates understand 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.					
3.2. Candidates are committed to high moral and ethical standards and respect and value their students' differences in contexts and approaches to learning.					
3.3. Candidates are familiar with some of the cultural, linguistic and learning differences and/or disabilities their students may present and their implications for the classroom.					
3.4. Candidates are able to provide learning experiences that are culturally relevant and address the strengths and needs of all students.					

Additional comments:

4. PEDAGOGY PRINCIPLE

The teacher candidate understands the link between content and pedagogy. As such, the teacher candidate understands and uses a variety of instructional strategies to encourage all students' development of critical thinking, problem solving, and performance skills that are appropriate for specific topics and subject areas, as identified by the relevant professional organization(s). The teacher candidate is able to use and problematize the various technologies available to facilitate learning.

Proficiency:	n/o	1	2	3	4
4.1. Candidates are familiar with a wide array of instructional strategies consistent with professional, New York State and Warner School program standards, and understand their potential uses, values and limitations for achieving specific learning goals.					
4.2. Candidates are able to use a variety of teaching and learning strategies and classroom structures to achieve the learning goals articulated in relevant professional, New York State and Warner School program standards.					
4.3. Candidates understand the potential values as well as problems and limitations of using technology in instruction.					
4.4. Candidates are able to use technology in a variety of ways to support student learning within specific content areas.					

Additional comments:

5. LEARNING COMMUNITY PRINCIPLE:

The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all students.

Proficiency:	n/o	1	2	3	4
5.1. Candidates understand what may encourage or hinder student motivation and engagement in learning, based on an analysis of research and practice.					
5.2. Candidates are able to construct comfortable and safe classroom environments for all students.					
5.3. Candidates are able to construct a classroom environment that supports student motivation and learning and the creation of a “community of learners.”					

Additional comments:

6. COMMUNICATION PRINCIPLE:

The teacher candidate understands the key role played by language in teaching and learning. The teacher candidate uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Proficiency:	n/o	1	2	3	4
6.1. Candidates understand the role of language in teaching and learning.					
6.2. Candidates are familiar with and proficient in a wide variety of modes and vehicles for communication that can support learning and inquiry for all students.					
6.3. Candidates are able to use effectively a variety of modes of communication to make ideas accessible to all students and foster inquiry.					
6.4. Candidates are able to construct curriculum activities that incorporate oral, written, visual, and electronic texts as tools for interaction and communication across multiple contexts, and that facilitate all students’ critical analysis of such texts.					

Additional comments:

7. PLANNING PRINCIPLE:

The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Proficiency:	n/o	1	2	3	4
7.1. Candidates are able to align instruction with learning goals consistent with professional and New York State standards.					
7.2. Candidates are able to implement lessons according to a well-defined and high quality plan.					

Additional comments:

8. ASSESSMENT PRINCIPLE:

The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social and physical development of all learners and to inform instruction. Assessment is embedded in authentic learning activities that are for real audiences and real purposes.

Proficiency:	n/o	1	2	3	4
8.1. Candidates understand the multiple purposes of assessment and are familiar with a variety of assessment and evaluation strategies, their purposes and potential uses.					
8.2. Candidates are able to use a variety of assessment and evaluation strategies, including some that are embedded in authentic learning activities and have real audiences and purposes, to monitor, assess and provide guidance to student learning.					
8.3. Candidates are able to use assessment to inform instruction by making links between their teaching and student performance and by adjusting their practice as a result of analysis of and reflection on student assessment data.					
8.4. Candidates are able to have a positive effect on their students' learning.					

Additional comments:

9. PROFESSIONAL PRACTICE PRINCIPLE:

The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally, including staying up to date with research, theories and best practices in his/her field.

Proficiency:	n/o	1	2	3	4
9.1. Candidates are committed to continue to learn and improve their practice throughout their teaching career.					
9.2. Candidates are able to reflect on their practices, constructively use critiques of their practice, and draw from theories and research results, in order to make necessary adjustments to enhance student learning.					
9.3. Candidates recognize the key role played by professional organizations and the importance of participating in these learning communities; this includes knowing and using relevant standards generated by these organizations (including professional ethics standards).					

Additional comments:

10. COMMUNITY PRINCIPLE:

The teacher candidate fosters relationships with school colleagues, parents/ caregivers, and agencies in the larger community to support students' learning and well-being.

Proficiency:	n/o	1	2	3	4
10.1. Candidates value and seek out parental and community involvement.					
10.2. Candidates are able to communicate effectively with parents/caregivers and colleagues.					

Additional comments:

Feel free to attach additional pages with your narrative evaluation if you wish

LESSON PLAN ASSIGNMENT

Warner School of Education – University of Rochester
LESSON PLAN ASSIGNMENT

LESSON PLAN DESCRIPTION

Standard Lesson Plan Heading:

- Candidate
- Date
- Cooperating teacher
- Grade level
- Subject area
- Title of unit of which this lesson is a part
- Lesson title

Definitions of Standard Lesson Plan Criteria:

1. Content Area:

Candidates should: (1) indicate the predominant content area to be addressed in the lesson, and (2) when applicable, how it will be connected to other content areas.

2. Purpose/Goals:

Candidates should describe: (1) what the students will learn as a result of their participation in the lesson, (2) why the goals of the lesson are important, and (3) the “big idea” that will help students connect the lesson to the world beyond the classroom.

3. Objectives:

Candidates should identify: (1) the specific objectives that they want their students to achieve, and (2) briefly describe how they will demonstrate that they have achieved them.

4. National and/or New York State Standards:

Candidates should identify the specific national (professional organization) and NYS standards or performance indicators they will address in the lesson. This section should be written as a narrative, and should not be presented as a list of standards.

5. Assessment:

Candidates should describe: (1) the methods and strategies they will use to measure student learning throughout the lesson and at its conclusion, (2) what will count as “evidence” of learning, (3) the ways that the assessment in the lesson is connected to more summative assessments, and (4) how the assessment in this lesson will inform instruction on an ongoing basis.

6. Community Knowledge and Experience:

Candidates should describe: (1) how they will account for, or incorporate students knowledge and experiences in the lesson, and (2) how their knowledge and experiences will be shared or included in the learning process so that they are engaged with their students as a member of the learning community.

7. Procedure:

Candidate should describe: (1) how the lesson will begin, (2) the activities that will help students to achieve the learning objectives of the lesson, (3) the duration of each of the main components of the lesson, (4) how transitions will be made between the major components of the lesson, (5) strategies

for altering the procedure if the lesson does not go as planned, and (6) how they will conclude the lesson.

8. Resources:

Candidate should: (1) list the human and material resources they will need to conduct the lesson, (2) describe how these will be used to enhance learning, and (3) when applicable, how they will be distributed.

9. Applications, Connections & Extensions:

Candidates should describe how they will help students to apply what they have learned, make connections to other topics, concepts or ideas, and extend their learning beyond the lesson.

10. Inclusive Instruction:

Candidates should describe: (1) how the lesson will be inclusive of all students' strengths and abilities, and (2) how it will address the diversity characteristics most relevant to their population, including English language ability, hearing, sight and mobility impairments, social and cultural norms and traditions, sexual orientation, academic ability, etc.

11. Personal Reflection:

In cases where the lesson has been taught, candidates should reflect on: (1) their ability to construct a meaningful learning community, (2) the strengths and limitations of the lesson, (3) the strategies for how the lesson could be revised in the future, and (5) any insights they gained about their students and themselves as individuals or professionals as a result of the lesson.

LESSON PLAN FORMAT

Candidate _____ Date _____

Cooperating Teacher _____ Grade Level _____

Subject Area _____ Duration _____

Title of unit (of which this lesson is a part) _____

Lesson Title _____

Lesson Planning

Content Area:

What are the predominant content areas you are addressing? How will you make connections to other content areas (curriculum integration)?

Purpose/Goals:

What do you want your students to learn from this lesson? What is the goal of this lesson and why is it important? How are the lesson goals related to other ongoing areas of study? What is the “big idea” that has enduring value for students beyond the classroom, that assists students with difficult ideas or misconceptions, and that engages them in meaningful learning?

Objectives:

What specific objectives do you want your students to achieve? What will your students do to accomplish the goal/s of the lesson? (e.g. Students will create a graphic organizer to ...)

National and New York State Standards:

What are the specific national (professional organization) and/or state standards, key ideas, performance indicators, and major understandings that you will address in this lesson? Explain how this lesson meets these standards in a brief narrative.

Assessment:**Summative**

- a. How will you know students have learned what you wanted them to learn, that the objectives have been accomplished, and that the goals have been achieved? What will count as evidence of learning? How does this summative assessment of the lesson link to your summative unit and/or curriculum assessments?

Formative

- b. How will your assessment inform instruction on an ongoing basis? How will you assess in the process of student learning throughout the lesson and how will you make adjustments? Contextualize the answer to this question to include possible scenarios that could take place during the lesson.

Community Knowledge and Experience:

How will you help the students make connections to what students know and have experienced? How will you bring students' experiences and knowledge into this lesson? How will you use students' knowledge and experience as resources for this lesson (and for your curriculum more generally)? How will you connect your own personal and professional knowledge to the lesson so you are included as a member of the learning community?

Procedures/Format:

How will you begin this lesson? What activities will help achieve your goal/s and objectives? How will you organize these activities? How long will each of the main components of the lesson last? How will you handle transitions within the lesson? What back up plans do you have if the lesson does not go as you expect? How will you end the lesson?

Resources:

What materials/resources will you need? How will you distribute them?

Applications, Connections, Extensions:

How will you follow up what was learned in future lessons? How will you assist students' in making connections between what they learn in this lesson to other lessons or to larger issues beyond the classroom?

Inclusive Instruction:

How will this lesson be inclusive of all students' abilities and capabilities? How will you design instruction to meet the strengths/needs of a heterogeneous group of students (e.g. social, cultural, linguistic, ability, etc. differences)?

Personal Reflection:

Evaluation of lesson: What went well? What would you change? What did you learn about the students? What did you learn about yourself? How did you construct a meaningful learning community?

*Warner School of Education and Human Development
University of Rochester*

Candidate _____ Date _____
 Subject Area _____ Grade Level _____
 Title of unit (of which this lesson is a part) _____
 Lesson Title _____

Lesson Plan Rubric – Part I

Lesson Components	(1) Unacceptable/ Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Score
1. Content Area	The content are identified is not predominant in the lesson.	The predominant content area of the lesson has been identified. In cases where connections have been made to other content areas, these links are vague or confusing.	The predominant content area has been identified. In cases where connections have been made to other content areas, these links are described in broad, general terms.	The predominant content area has been identified. In cases where connections have been made to other content areas, these links are well articulated and detailed.	
2. Purpose/Goals	The candidate has described what students will learn from the lesson, but the explanation about why the goals are important, how they relate to other areas of study, and the “big idea” of the lesson are absent or not well articulated.	The candidate has described what the students will learn from the lesson by articulating its goals and why they are important. These goals are not articulated in relation to other areas of study, or these connections are unclear/confusing. The candidate has identified the “big idea”, but it is not clear how they will use it to engage students in meaningful learning, or help them to understand difficult ideas, or correct misconceptions.	The candidate has described what the students will learn from the lesson by describing its goals and why they are important. Other areas of study have been briefly mentioned and there is a brief articulation of their relationship to the goals of the lesson. The candidate has identified the “big idea”, but is not able to fully articulate how the lesson will engage students in meaningful learning, help them to understand difficult ideas, or correct misconceptions.	The candidate has clearly explained what the students will learn from the lesson by describing its goals and why they are important. These goals have also been articulated in relation other areas of study. The candidate has explained how the “big idea” of the lesson will engage students in meaningful learning, help them to understand difficult ideas, and correct misconceptions.	

Lesson Components	(1) Unacceptable/ Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Score
3. Objectives	<p>Objectives are missing, unclear, or unrelated to standards.</p> <p>Objectives are inappropriate for the intended grade level, and are not likely to be accomplished by most students in the time allotted.</p>	<p>Objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson.</p> <p>There is a weak relationship between the objectives and the learning standards, and/or some, but not all, are appropriate for the intended grade level.</p> <p>It is unlikely that the objectives will be accomplished by students in the time allotted.</p>	<p>Objectives provide a sense of what students will know and be able to do as a result of the lesson.</p> <p>There is some relationship between the objectives and the learning standards.</p> <p>Most of the objectives are appropriate for the intended grade level.</p> <p>Objectives are likely to be accomplished by most of the students in the time allotted.</p>	<p>Objectives provide a clear sense of what students will achieve as a result of the lesson.</p> <p>This section also clearly describes how students will demonstrate what they have learned.</p> <p>There is a strong relationship between the objectives and the learning standards.</p> <p>All of the objectives and activities are appropriate for the intended grade level.</p> <p>Objectives are likely to be accomplished by almost all students in the time allotted.</p>	
4. National and/or NYS Standards	<p>Specific national and/or State standards are not accurately presented or absent, and there is no mention of the ways they connect to the objectives of the lesson.</p>	<p>The national and/or NYS standards or performance indicators to be addressed in the lesson are mentioned in general terms.</p> <p>There is no explanation of the relationship between the standards and the objectives, or these connections have been written as a list.</p>	<p>The specific national and/or NYS standards or performance indicators to be addressed in the lesson are mentioned, but the explanation of their relationship to the objectives does not have a narrative quality.</p>	<p>The specific national and/or NYS standards or performance indicators to be addressed in the lesson are clearly identified, and their relationship to the objectives has been written as a narrative.</p>	

Lesson Components	(1) Unacceptable/ Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Score
5. Assessment	<p>The suggested assessment strategies are unrelated to objectives and/or standards of the lesson.</p>	<p>The methods and strategies to be used to measure student learning are only provided for the conclusion of the lesson.</p> <p>The candidate has made poor choices of examples of “evidence” of student learning.</p> <p>The connections between the assessment in the lesson and more summative assessments are absent or unclear, and it is not apparent that the candidate is able to make these connections.</p> <p>The candidate has not provided ideas about how the assessment in the lesson will inform instruction on an ongoing basis or these connections are not well developed</p>	<p>The methods and strategies for measuring student learning throughout the lesson and at its conclusion are clearly articulated.</p> <p>The candidate has provided several examples of what they will consider as “evidence” of student learning.</p> <p>The connections between the assessment in the lesson and more summative assessments are vague or underdeveloped, but it is clear that the candidate is able to make these connections.</p> <p>The candidate has provided a few ideas about how the assessment in the lesson will inform instruction on an ongoing basis.</p>	<p>The methods and strategies for measuring student learning throughout the lesson and at its conclusion are clearly articulated.</p> <p>The candidate has explained what they will consider as “evidence” of learning.</p> <p>The connections between the assessment in the lesson and more summative assessments are clearly articulated.</p> <p>The candidate has provided ideas about how the assessment in the lesson will inform instruction on an ongoing basis.</p>	

Lesson Components	(1) Unacceptable/ Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Score
6. Community Knowledge and Experience	<p>The strategies for the recognition and incorporation of students' knowledge and experiences are absent or vague.</p> <p>It is clear that the candidate does not understand what it means to view oneself as a "member of the learning community" in the classroom.</p>	<p>The ways in which the candidate will account for, or incorporate, students' knowledge and experiences in the lesson have been described.</p> <p>It is not evident that the candidate understands what it means to be "a member of the learning community" in the classroom, and they are not able to talk about themselves as a learner in the classroom.</p>	<p>The ways in which the candidate will account for, or incorporate, students' knowledge and experiences in the lesson have been described.</p> <p>It is evident that the candidate understands what it means to be "a member of the learning community" in the classroom, and s/he has described strategies/ideas for integrating their knowledge and experience into the lesson.</p>	<p>The ways in which the candidate will account for, or incorporate, students' knowledge and experiences in the lesson have been clearly articulate.</p> <p>It is evident that the candidate understands what it means to be "a member of the learning community" in the classroom, and s/he has articulated the ways in which their knowledge and experience will be shared and included in the lesson.</p>	
7. Procedure	<p>The candidate's description of the progression of the lesson, including how it will begin, end, and/or how they will transition between major components of the lesson is unclear or confusing.</p> <p>Most of the activities described in the lesson are not likely to help students achieve the objectives of the lesson.</p> <p>The examples of strategies that the candidate will use to alter the lesson if it does not go as planned are absent or inappropriate.</p>	<p>The candidate has described all of the activities of the lesson, but it is not clear how the lesson will begin, end and/or how they will transition between major components of the lesson.</p> <p>Some of the activities described in the lesson are not likely to help students achieve the objectives of the lesson.</p> <p>The examples of strategies that the candidate will use to alter the lesson if it does not go as planned are absent or not likely to be successful.</p>	<p>The candidate has described how the lesson will begin and end, and how they will transition between major components of the lesson.</p> <p>The activities described in the lesson begin to provide an explanation of how the students will achieve the objectives of the lesson.</p> <p>The candidate has provided a few examples of strategies that s/he will use to alter the lesson if it does not go as planned, some of which are not likely to be effective.</p>	<p>The candidate has clearly articulated how the lesson will begin and end, and how they will transition between major components of the lesson.</p> <p>The activities described in the lesson provide an explanation of how the students will achieve the objectives of the lesson.</p> <p>The candidate has provided good examples of strategies that s/he will use to alter the lesson if it does not go as planned.</p>	

Lesson Components	(1) Unacceptable/ Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Score
8. Resources	<p>No supporting materials are identified in the lesson plan, or these appear to be unrelated or irrelevant to the purposes of the lesson.</p> <p>There is no description of how resources will be used or distributed, or this description suggests strategies that are likely to result in chaos.</p>	<p>Supporting human and material resources have been identified, but their relevance to the lesson is unclear.</p> <p>The candidate has not described how the resources will be used or, when applicable, how they will be distributed.</p> <p>The resources do not appear to be critical to the lesson or are unnecessary and not likely to enhance learning.</p>	<p>Supporting human and material resources have been identified.</p> <p>The candidate has briefly described how these will be used to enhance learning and, when applicable, how they will be distributed.</p> <p>The resources are likely to enhance learning.</p>	<p>Supporting human and material resources have been identified.</p> <p>The candidate has clearly articulated how these will be used to enhance learning and, when applicable, how they will be distributed.</p> <p>The resources are likely to enhance learning significantly.</p>	
9. Applications Connections and Extensions	<p>Descriptions of how the lesson will help students apply, connect or extend their learning are poorly articulated, confusing or absent.</p>	<p>The candidate has described how she/he will help students apply what they have learned in the lesson, however, their suggestions do not make connections between the lesson and other topics, concepts or ideas, and are not likely to extend student learning beyond the classroom.</p>	<p>The candidate has described how she/he will help students apply what they have learned in the lesson.</p> <p>At least one of their ideas is designed to help students make connections between the lesson and other topics, concepts or ideas.</p> <p>At least one of their ideas is designed to help students extend their learning beyond the classroom.</p>	<p>The candidate has described creative and thoughtful ideas for how she/he will help students apply what they have learned in the lesson.</p> <p>Some of these ideas will help students make connections between the lesson and other topics, concepts or ideas.</p> <p>Several of these ideas have been designed to help students extend their learning beyond the classroom.</p>	

Lesson Components	(1) Unacceptable/ Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Score
10. Inclusive Instruction	<p>The lesson is not inclusive of all the students, and no differentiated activities have been suggested.</p> <p>It is not evident that the candidate has thought about how to address student diversity.</p>	<p>The candidate has described how the lesson will be inclusive of all students, but there is no explanation of how activities will be differentiated.</p> <p>The candidate understands, and can describe the ways in which diversity can be addressed in the lesson, but ideas/strategies to support inclusion are not apparent in the lesson.</p>	<p>The candidate has described how the lesson will be inclusive of all students. Some of the differentiated activities are interesting, and they have been integrated throughout the lesson.</p> <p>It is evident that the candidate has thought about how to address student diversity, but s/he is only able to recognize/account for a few characteristics in general ways.</p>	<p>The candidate has articulated how the lesson will be inclusive of all the students by describing strategies/activities that are creative and thoughtful.</p> <p>Differentiated activities are well integrated throughout the lesson, and likely to be interesting and challenging to students with special needs and abilities.</p> <p>It is evident that the candidate has thought about how to address student diversity, and the lesson includes an explanation of how the procedure will recognize/account for characteristics most apparent in the student population.</p>	
11. Personal Reflection	<p>In cases where the lesson has been taught, the candidate has not demonstrated her/his ability to reflect on the lesson, and is unable to identify strengths and limitations or insights about the things she/he has learned about their students and themselves.</p>	<p>In cases where the lesson has been taught, the candidate has demonstrated her/his ability to reflect on the lesson, but was unable to address efforts to construct a meaningful learning community.</p> <p>The candidate has identified the strengths and limitations of the lesson, but has not offered ideas about how it could be revised in the future.</p> <p>The candidate has mentioned some of the things they learned about their students and themselves, but these do not appear to be insightful or informed.</p>	<p>In cases where the lesson has been taught, the candidate has demonstrated her/his ability to reflect on the lesson, including their efforts to construct a meaningful learning community.</p> <p>The candidate has identified the strengths and limitations of the lesson, and has some general ideas about how it could be revised in the future.</p> <p>The candidate has identified insights they have learned about their students and themselves.</p>	<p>In cases where the lesson has been taught, the candidate has demonstrated her/his ability to reflect on the lesson, including their efforts to construct a meaningful learning community.</p> <p>The candidate has identified the strengths and limitations of the lesson, and has made suggestions for how it could be revised in the future.</p> <p>The candidate has identified insights they have learned about their students and themselves, and these demonstrate considerable thought and reflection.</p>	

WARNER LESSON PLAN EVALUATION FORM

Candidate's name: _____

Evaluator's name: _____

Semester: _____

Part II: NCTM standards for MATHEMATICS teacher candidates

Based on the written lesson plan submitted, please evaluate the extent to which the candidate provided evidence of meeting the specific NCTM standards and related key elements listed below, using the following rubrics:

1. **Insufficient** – i.e., this standard/indicator was not met.
2. **Emergent** – i.e., there is only partial evidence that this standard/indicator was addressed or the standard/indicator was only partially addressed; more evidence is needed before determining proficiency with respect to this standard/indicator.
3. **Basic proficiency**– i.e., the lesson plan provide sufficient evidence of addressing this standard/indicator at least at the minimum acceptable level
4. **Outstanding performance** – i.e., the lesson plan provides an excellent example of addressing this standard/indicator.

Please note that we are asking you to provide both an evaluation of the extent to which the candidate met each indicator AND an overall evaluation of how the candidate met each standard. And, while your overall evaluation of each standard should be based on and consistent with your evaluation of the candidate's performance with respect to the related indicators, it does not need to be the "average" of the scores assigned to each related element, but rather represent a more qualitative "overall" evaluation of how the candidate meets that standard as a whole (keeping into consideration that NCTM expects that at least 80% of the indicators be met).

<i>NCTM Standards and indicators:</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<i>Standard 8. Knowledge of mathematics pedagogy.</i> Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.				
<i>Related indicators:</i>				
8.1. Selects, uses, and determines suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs such as the gifted, challenged, and speakers of other languages				
8.2. Selects and uses appropriate concrete materials for learning mathematics.				
8.3. Uses multiple strategies, including listening to and understanding the ways students think about mathematics, to assess students' mathematical knowledge.				
8.4. Plans lessons, units and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates.				
8.5. Participates in professional mathematics organizations and uses their print and on-line resources.				
8.6. Demonstrates knowledge of research results in the teaching and learning of mathematics.				
8.7. Uses knowledge of different types of instructional strategies in the teaching and learning of mathematics.				
8.8. Demonstrates the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations.				
8.9. Develop lessons that use technology's potential for building understanding of mathematical concepts and developing important mathematical ideas.				

INNOVATIVE UNIT

Warner School of Education – University of Rochester
INNOVATIVE UNIT: MATH

Guidelines for teacher candidates

All teacher candidates are required to design and implement innovative units in their student teaching and/or practicum experiences. As in the case of lesson plans, we believe it is important in at least one case to make explicit your thinking processes about design, implementation, and assessment. The following guidelines explain the minimum required components we expect in innovative unit papers. This assessment, in conjunction with final student teaching evaluations, will determine if a candidate will “pass” student teaching. Assessment of the innovative unit paper will occur on two levels: 1) Candidate ability to design, implement, and analyze the unit as described in these guidelines, and 2) Candidate ability to address in the unit the relevant standards set by their professional organization and Warner School proficiencies. The rubric is divided into three parts and is included in this packet. Content area faculty may provide additional rubrics specific to that specialization.

Required Unit Components:

- 1. Introduction:** This section should provide a brief description of the unit that gives a context for the components of the unit, including an essential question and/or topic addressed if appropriate. Include a clear description of the context of implementation for the unit, including grade level, racial, ethnic and gender make-up of students and teachers, a description of the school and classroom, and whether the implementation occurred in the first or second student teaching/practicum experience.
- 2. Theoretical framework:** Provide a clear, well thought out theoretical framework that both guides and provides a foundation for, the unit, using course readings (and outside readings where appropriate). Candidates should state their definition of the content area addressed and their theory of learning. In other words, how does your definition of [literacy, language, science, math, English, social studies] and theory of learning frame the unit? This section should also include a clear rationale for the unit (e.g. why is this unit important? Why will student learning be meaningful and relevant in this unit?).
- 3. Goals/Professional Standards:** Describe the overarching goal/s of the unit and connect the goal/s to the larger curriculum in your class (e.g. an integrated curriculum in elementary or the specific content area in secondary). Discuss the professional and/or state standards this unit addresses. Make explicit the specific content addressed and connections to the theoretical framework, curriculum, and overarching unit goal/s.
- 4. Objectives:** Clearly articulate the specific unit objectives and connect these objectives to the unit goals and professional standards.
- 5. Assessment of Student Learning over Time:** Describe the multiple forms of assessment used across the unit. Include formative, summative, formal, and informal assessments. Explicitly connect your assessment to the theoretical framework, unit goals and objectives, and professional standards. In other words, how will your assessments help you scaffold

student learning over time and how will you know you have accomplished your goals? How will your assessments inform instruction?

- 6. Pedagogy:** Describe the series of connected lessons and/or experiences in the unit. Include your detailed lesson plans for selected lessons in this section using the lesson plan format given to you. Describe in detail how you will scaffold and support student learning over time, and address any relevant safety considerations.
- 7. Unit Implementation:** Describe what happened when you implemented this unit, with particular attention to students' responses to its main activities. Reflect on what went well and what you would change in future implementations.
- 8. Analysis of student learning:** Report the results of a systematic analysis of what your students learned as a result of the unit, making explicit references to goals and objectives, and using data from formal assessments and classroom observations (see number 5 above). Refer as appropriate to the assessment results and student work in an appendix to support your claims.
- 9. Unit Analysis:** This section is a detailed analysis of the implementation of the unit that brings together content, theory, and practice. Describe how you have integrated the components of the unit into a coherent whole that produces meaningful and relevant student learning and addresses the goals articulated in Part 2 and 3 of the rubric. Connect the unit implementation with the larger curriculum and theoretical framework described in the introduction.
- 10. Appendix:** Include: 1) text of key assignments and assessments, including rubrics or handouts given to students; 2) aggregate assessment data; 3) samples of student work with your comments.

What follows are the rubrics that will be used to evaluate this major assessment. You are expected to provide a self-evaluation of your work using these rubrics; your methods course instructor will do the same independently.

Warner School of Education – University of Rochester
INNOVATIVE UNIT

Scoring guidelines and rubrics

There are three parts to this evaluation:

Part I: Designed to evaluate the extent to which the candidate has fulfilled the requirements of this project, as outlined in the detailed description of the assignment. Failing to do so may require the candidate to revise or redo the assignment before he/she can pass the course.

Part II: Designed to evaluate the extent to which the candidate has met some key standards about planning and implementing instruction set by his/her professional organization.

Part III: Designed to evaluate the extent to which the candidate has met some key proficiencies identified as target for all Warner teacher candidates.

Please remember to complete all three parts. Each part has different rubrics, so please carefully review the instructions provided at the beginning of each part before scoring.

We expect both the candidate and the instructor to independently complete this evaluation.

Candidate's name: _____ Evaluator's name: _____

Evaluator's role: __ cooperating teacher; __ university supervisor; __ faculty advisor

Student teaching experience: __ first __ second Semester: _____ Course # _____

INNOVATIVE UNIT RUBRICS – PART I:

Please evaluate the extent to which the candidate has completed each component of the unit report as intended, using the following rubrics:

1. **Insufficient:** The criteria described are not met. In order to obtain a passing grade in this assignment, the candidate must redo all or part of the unit as directed by the course professor.
2. **Emergent/needs improvement:** The criteria described are partially met. Minor revisions in the paper are called for to address the shortcomings identified and should be completed before the candidate can “pass” this assignment.
3. **Basic proficiency:** The criteria described are essentially met. The Innovative Unit report can be used as evidence that the candidate is able to plan, implement and evaluate worthwhile instructional units.
4. **Outstanding performance:** The unit fully meets the criteria described and provides an outstanding example that the candidate is able to plan, implement and evaluate worthwhile and innovative instructional units.

Category	(1) Unacceptable/Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Score
1. Introduction	The description of the unit does not provide a context for the components of the unit and does not include an essential question and/or topic addressed. The description of the context of implementation is inadequate.	The description of the unit gives some context for the components of the unit and includes an essential question and/or topic addressed where appropriate. The description of the context of implementation is partial or incomplete.	The description of the unit gives a sufficient context for the components of the unit and includes an essential question and/or topic addressed where appropriate. The description of the context of implementation is clear, but some specifics are not present.	The description of the unit gives a clear context for the components of the unit and includes an essential question and/or topic addressed where appropriate. The description of the context of implementation is clear and rich and includes grade level, racial, ethnic, and gender make-up of students and teachers, a description of the school and classroom, and indicated to which student teaching experience the unit applies.	
2. Theoretical Framework	The theoretical framework is not articulated. Candidate has not adequately used course readings. The definition of the content area addressed and the theory of learning are unclear. The rationale for the unit is not clearly stated with little or no articulation of the importance of the unit to meaningful and relevant student learning.	The theoretical framework is somewhat articulated. Candidate has used some course readings where appropriate. The definition of the content area addressed and the theory of learning are unclear. The rationale for the unit provides some articulation of the importance of the unit to meaningful and relevant student learning.	The theoretical framework sufficiently guides, and provides a foundation for, the unit. Candidate has used course readings where appropriate. There is both a definition of the content area addressed and a theory of learning with some connections to the larger curriculum. The rationale for the unit sufficiently explains the importance of the unit to meaningful and relevant student learning.	The theoretical framework is clear and well thought out. It clearly guides, and provides a foundation for, the unit. Candidate has used course readings and has included some outside readings where appropriate. There is both a definition of the content area addressed and a theory of learning. The rationale for the unit clearly explains the importance of the unit to meaningful and relevant student learning.	

Category	(1) Unacceptable/ Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Score
3. Goals/ Professional Standards	The overarching goal/s and/or larger curriculum are not adequately described and no connections are made. The specific goals for the unit are not adequately described. Few, if any, links to a discussion of the professional standards this unit addresses are provided. There are no connections to the content addressed, the theoretical framework, curriculum, theoretical framework and overarching unit goal/s.	The overarching goal/s and the larger curriculum are described but the connections are unclear. The specific goals for the unit are vaguely described. Some links to a discussion of the professional standards this unit addresses are provided. There are a few connections to the content addressed, the theoretical framework, curriculum, theoretical framework and overarching unit goal/s.	The overarching goal/s and connections to the larger curriculum are sufficiently described. The specific goals for the unit are sufficiently stated and are linked to a discussion of the professional standards this unit addresses. There are some connections to the content addressed, the theoretical framework, curriculum, theoretical framework and overarching unit goal/s.	The overarching goal/s and connections to the larger curriculum are clearly articulated. The specific goals for the unit are clearly stated and are explicitly linked to a thorough discussion of the professional standards this unit addresses. Explicit connections to the content addressed, the theoretical framework, curriculum, and overarching unit goal/s are richly described.	
4. Objectives	Specific unit objectives are not clearly stated and connections between these objectives and the unit goals and professional standards are not described.	Some specific unit objectives are stated and connections between these objectives and the unit goals and professional standards are briefly described.	Specific unit objectives are articulated and connections between these objectives and the unit goals and professional standards are sufficiently discussed.	Specific unit objectives are clearly articulated and connections between these objectives and the unit goals and professional standards are thoroughly discussed.	
5. Assessment	The multiple forms of assessment used across the unit are not described and do not include an appropriate range of assessments. Assessments are not connected to the theoretical framework, unit goals and objectives, and professional standards. How assessments will facilitate the scaffolding of student learning over time is not described, nor is how assessment will inform instruction.	The multiple forms of assessment used across the unit are described somewhat and include either formative/summative or formal/informal assessments. Assessments are loosely connected to the theoretical framework, unit goals and objectives, and professional standards. How assessments will facilitate the scaffolding of student learning over time is unclear, as is how assessment will inform instruction.	The multiple forms of assessment used across the unit are sufficiently described and include formative, summative, formal, and informal assessments. Assessments are connected to the theoretical framework, unit goals and objectives, and professional standards. How assessments will facilitate the scaffolding of student learning over time is stated, as is how assessment will inform instruction.	The multiple forms of assessment used across the unit are described in detail and include formative, summative, formal, and informal assessments. Assessments are explicitly connected to the theoretical framework, unit goals and objectives, and professional standards. How assessments will facilitate the scaffolding of student learning over time is described in detail, as is how assessment will inform instruction.	

Category	(1) Unacceptable/ Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Score
6. Pedagogy	The series of connected lessons and/or experiences in the unit are poorly described. Some lesson plans are included (with few relevant materials, e.g. rubrics, handouts, etc.) and are not consistent with the lesson plan format given. Strategies for scaffolding and supporting student learning over time are not mentioned, and relevant safety considerations are not addressed.	The series of connected lessons and/or experiences in the unit are vaguely described. Selected lesson plans are included (with most relevant materials, e.g. rubrics, handouts, etc.) and are somewhat consistent with the lesson plan format given. Strategies for scaffolding and supporting student learning over time are unclear, and relevant safety considerations are minimally addressed.	The series of connected lessons and/or experiences in the unit are described. Sufficiently detailed lesson plans of selected lessons are included (with some relevant materials, e.g. rubrics, handouts, etc.) and are consistent with the lesson plan format given. Strategies for scaffolding and supporting student learning over time are described, and relevant safety considerations are addressed.	The series of connected lessons and/or experiences in the unit are thoroughly described. Detailed lesson plans of selected lessons are included (with all relevant materials, e.g. rubrics, handouts, etc.) and use the lesson plan format given. Strategies for scaffolding and supporting student learning over time are richly detailed, and relevant safety considerations are addressed.	
7. Unit Implementation	Unclear description of what happened when the unit was implemented, with little attention to students' responses to its main activities. Includes no reflection on what went well and what he/she would change in future implementations.	Some description of what happened when the unit was implemented, with particular attention to students' responses to its main activities. Includes some reflection on what went well and what he/she would change in future implementations.	Good description of what happened when the unit was implemented, with particular attention to students' responses to its main activities. Candidate reflected on what went well and what he/she would change in future implementations.	Clearly describes what happened when the unit was implemented, with particular attention to students' responses to its main activities. Candidate reflected in detail on what went well and what he/she would change in the future.	
8. Analysis of Student Learning	Analysis of student learning is absent and there is no reference to unit goals and objectives. There is little or no supporting evidence in student work.	Analysis of student learning is present but not systematic or complete and there is little reference to unit goals and objectives. Supporting evidence in student work is inconsistent.	Systematic analysis of student learning with sufficient reference to unit goals and objectives. Includes sufficient analysis of assessments that is supported by evidence in student work.	A thorough systematic analysis of student learning with explicit reference to unit goals and objectives. Includes clear and succinct analysis of multiple forms of assessment that is supported by evidence in student work.	
9. Unit Analysis	Analysis of the implementation of the unit that brings together content, theory, and practice is not articulated. How the candidate integrated the components of the unit into a coherent whole that produces meaningful and relevant student learning is not described. Connections between the unit implementation and the larger curriculum and theoretical framework are not mentioned.	Analysis of the implementation of the unit that brings together content, theory, and practice is somewhat articulated. How the candidate integrated the components of the unit into a coherent whole that produces meaningful and relevant student learning is unclear. Connections between the unit implementation and the larger curriculum and theoretical framework are mentioned with some detail.	Analysis of the implementation of the unit that brings together content, theory, and practice is sufficiently articulated. How the candidate integrated the components of the unit into a coherent whole that produces meaningful and relevant student learning is described. Connections between the unit implementation and the larger curriculum and theoretical framework are adequately described.	A richly detailed analysis of the implementation of the unit that brings together content, theory, and practice is clearly articulated. How the candidate integrated the components of the unit into a coherent whole that produces meaningful and relevant student learning is thoroughly described. Connections between the unit implementation and the larger curriculum and theoretical framework are clearly described.	
10. Appendix	Few of the suggested items are included.	Most suggested items are included.	All suggested items are included.	All suggested items are included and some additional evidence added.	

WARNER INNOVATIVE UNIT EVALUATION FORM

Candidate's name: _____

Evaluator's name: _____

Semester: _____

Part II: NCTM standards for MATHEMATICS teacher candidates

Based on the innovative unit paper submitted, please (a) first check all the indicators for which the unit provides confirming evidence, and (b) then evaluate the extent to which the candidate has met standards #7 and #8 as identified by the National Council of Teachers of Mathematics for mathematics teacher candidates, using the following rubrics:

1. **Insufficient** – i.e., the unit provides evidence that this standard was not met.
2. **Emergent/needs improvement** – i.e., the unit provides evidence that this standard was partially met or met inconsistently (i.e., you found evidence for only some, but not the majority of the indicators).
3. **Basic proficiency**– i.e., the unit provides evidence for the majority of the indicators.
4. **Outstanding performance** – i.e., the unit provides evidence for all of the indicators.

<i>NCTM Standards and indicators:</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Standard 7. Dispositions. Candidates support a positive disposition towards mathematical processes and learning mathematics. <i>Related indicators:</i>				
7.1. Attention to equity.				
7.2. Use of stimulating curricula.				
7.3. Effective teaching.				
7.4. Commitment to learning with understanding.				
7.5. Use of various assessments				
7.6. Use of various teaching tools including technology				
Standard 8. Knowledge of mathematics pedagogy.. Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning. <i>Related indicators:</i>				
8.1. Selects, uses, and determines suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs such as the gifted, challenged, and speakers of other languages				
8.2. Selects and uses appropriate concrete materials for learning mathematics.				
8.3. Uses multiple strategies, including listening to and understanding the ways students think about mathematics, to assess students' mathematical knowledge.				
8.4. Plans lessons, units and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates.				
8.5. Participates in professional mathematics organizations and uses their print and on-line resources.				
8.6. Demonstrates knowledge of research results in the teaching and learning of mathematics.				
8.7. Uses knowledge of different types of instructional strategies in the teaching and learning of mathematics.				
8.8. Demonstrates the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations.				
8.9. Develop lessons that use technology's potential for building understanding of mathematical concepts and developing important mathematical ideas				

WARNER INNOVATIVE UNIT EVALUATION FORM

Candidate's name: _____ **Evaluator's name:** _____

Evaluator's role: __ cooperating teacher; __ university supervisor; __ faculty advisor

Student teaching experience: __ first; __ second

Semester: _____ **Course #** _____

INNOVATIVE UNIT RUBRICS PART III: Warner proficiencies

Please evaluate the extent to which the unit plan and its implementation provides evidence that the candidate has achieved the following proficiencies set by the Warner School as targets for all teacher candidates, using the following rubrics:

1. **Insufficient** – i.e., this proficiency was not met.
2. **Emergent/needs improvement** – i.e., you found some evidence that the candidate demonstrated this proficiency, but it was only partial or inconsistent.
3. **Basic proficiency** – i.e., you found evidence that the candidate demonstrated this proficiency at the minimum acceptable level.
4. **Outstanding performance** – i.e., the unit provided an excellent example that the candidate has achieved proficiency in this area.

We realize that in some cases you may not have had the opportunity to gather pertinent information for all proficiencies listed below. Therefore, we have given the option, whenever appropriate, for you do indicate “n/o” (“not observed”) to clearly distinguish this situation from the one where you had the opportunity to observed relevant behavior and found it lacking. There are some proficiencies, however, for which this is not an option since your evaluation is critical to assessing the candidate on that particular dimension – as indicated by a blackened cell corresponding to the “n/o” option.

<i>Selected Warner School proficiencies as they could be observed in the unit:</i>	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
(WS 1.2) The design of the unit reflects a good understanding of the key concepts, tools of inquiry and structures of the subject matter(s) addressed in the unit.					
(WS 1.3) The goals set for the unit and their discussion address some important principles and concepts delineated in professional, New York State, and Warner School Teaching and Curriculum standards.					
(WS 1.4) The unit included learning experiences that made the subject matter meaningful and relevant for all students in the class.					
(WS 2.2) The unit design and its analysis demonstrate that the candidate understands that all students construct knowledge through active engagement in culturally valued activities.					
(WS 2.3) The unit included learning experiences that took into consideration the students' developmental level and drew on the strengths and resources available in students' prior experiences, as well as the school, family, and community contexts in which they live.					
(WS 3.4) The unit included learning experiences that were culturally relevant and addressed the strengths and needs of all students.					
(WS 4.2) The design and implementation of the unit included a selection or innovative teaching and learning strategies and classroom structures, appropriate					

to achieving the learning goals set for this unit.					
(WS 4.4) The unit took advantage of the potential of technology to support student learning, as appropriate to the goals set for the students.					
(WS 5.3) The activities in the unit and the classroom environment fostered student motivation and learning and the creation of a “community of learners.”					
(WS 6.3) The design and implementation of the unit employed appropriate and effective modes of communication to make the ideas accessible to all students and foster inquiry.					
(WS 6.4) The unit activities incorporated oral, written, visual, and electronic texts as appropriate to facilitate interaction and communication, and provide support for all students’ critical analysis of such texts.					
(WS 7.1) The unit’s activities are appropriate to pursue the learning goals identified (which in turn are consistent with professional and New York State standards).					
(WS 7.2) The unit has a well-defined and high quality plan, which was adequately implemented with appropriate modifications as suggested by the feedback received during the implementation.					
(WS 8.2) Appropriate assessment and evaluation strategies were used to monitor, assess and provide guidance to student learning, including some that are embedded in authentic learning activities and have real audiences and purposes.					
(WS 8.3) The candidate was able to use assessment data to inform instruction by making explicit links in the unit analysis between his/her teaching and student performance, and by either making immediate adjustments in the unit or suggesting changes for future implementations.					
(WS 8.4) Positive effect on the students’ learning is demonstrated through the aggregated data and samples of student work included in the unit report.					
(WS 9.2) The unit analysis demonstrates the candidate’s ability to reflect on his/her practices, constructively use critiques of his/her practice, and draw from theories and research results, in order to make necessary adjustments to enhance student learning.					
(WS 10.1) The unit design sought out and built on parental and community involvement as appropriate.					

Comments:

COMPREHENSIVE PORTFOLIO

COMPREHENSIVE PORTFOLIO

Overview and General Guidelines:

Goals of the portfolio

This “comprehensive portfolio” has been designed to assess the extent to which you have achieved the set of proficiencies, principles and standards we have established as the goal of the teacher preparation programs at Warner. We also expect that creating the portfolio will be a valuable learning experience, as it will require you to look back at your entire experience in the program, reflect on what is required to be a successful teacher, and examine what you have accomplished so far and what you would like to develop further in your practice.

Candidates who do not receive a passing grade on this portfolio will not be able to graduate from their teacher preparation program and be recommended for teaching certification to the New York State Education Department.

Who needs to submit this comprehensive portfolio

All teacher candidates admitted after November 2003 into a Masters’ teacher preparation program leading to NYS Initial teaching certification will need to submit and pass this comprehensive portfolio evaluation in order to graduate and be recommended for teacher certification. This comprehensive portfolio will also serve as the “culminating assessment” required by the University of Rochester of all Master’s students.

Targeted proficiencies

Warner teacher candidates need to demonstrate two sets of complementary proficiencies:

- a. those established by the Warner School for all teacher candidates (regardless of their area of specialization), and
- b. those established by their professional organization specifically for teacher candidates in their area of specialization (also referred to as “SPA” proficiencies/standards hereafter).

Both sets of proficiencies have been reproduced in the “Key Assessments” booklet specific to your area of specialization. When taken together, these proficiencies identify the main skills, dispositions and knowledge that we believe teacher candidates need to have in order to become successful teachers.

The list of “Warner proficiencies” was derived from the standards articulated by the Interstate New Teacher Assessment and Support Consortium (INTASC), our own Warner School conceptual frameworks, the National Council for the Accreditation of Teacher Education (NCATE) standards and New York State Education Department (NYSED) curriculum frameworks. These proficiencies have been organized according to the following ten principles, parallel to those identified by INTASC, and each addressing a key element of teaching:

1. Content principle

2. Learning principle
3. Equity principle
4. Pedagogy principle
5. Learning community principle
6. Communication principle
7. Planning principle
8. Assessment principle
9. Professional practice principle
10. Community principle

Rubrics

For each of the targeted proficiencies (both Warner School and specialization-specific), we have created a holistic rubric that makes explicit what we consider as:

- 5. Insufficient** – i.e., the evidence provided in the portfolio suggests that the candidate has not attained the proficiency in question.
- 3 Basic proficiency**– i.e., the evidence provided in the portfolio suggests that the candidate has attained the targeted proficiency at least at the minimum acceptable level for graduation and certification.
- 4 Outstanding performance** – i.e., the evidence provided in the portfolio suggests that the candidate has attained the targeted proficiency at the level we would ideally like teacher candidates to achieve at the completion of their teacher preparation program or beyond.

Throughout the program, we have been using 4-point rubrics where, in addition to these three levels, we also had an “Emergent” level. The “Emergent” category was used to indicate that, although the candidate had not yet been able to achieve the minimum level expected, good progress towards the targeted proficiency was taking place; as such, it provided both candidates and instructors with valuable information to inform subsequent actions within the program. However, since this portfolio evaluation takes place at the end of your teacher preparation program, and aims to ensure that all our teacher candidates exit the program with at least a minimum level of proficiency in key areas that we have identified as necessary for successful teaching, we have eliminated this category from our comprehensive portfolio rubrics. To maintain consistency with the other rubrics used for candidate evaluation at the other key transition points (i.e., admission, pre-internship and post-internship), while the “Emergent” column will NOT appear in our rubric tables, the other three levels will continue to have the same score, that is:

- 1 – Insufficient**
- 3 – Basic proficiency**
- 4 – Outstanding performance**

Portfolio evaluation process

Each portfolio will be evaluated by two faculty members in Teaching & Curriculum – your advisor and a second reader assigned by the chair of Teaching & Curriculum in consultation with your advisor.

Each reviewer will independently score your portfolio according to the rubrics; if there is disagreement in their evaluation for any proficiency, the two reviewers will discuss it and reach consensus. Whenever an evaluation of “Insufficient” is reached for any proficiency, a detailed explanation of the identified shortcomings and what needs to be done to overcome them will be provided. You will receive the result of the reviewers’ combined evaluation.

You will need to receive an evaluation of 3 or 4 in each of the targeted proficiencies in order to pass this final comprehensive portfolio evaluation and graduate from the program.

If you were marked as “Insufficient” in one or more proficiencies, you will have one chance to revise and resubmit your portfolio. The same original two reviewers will usually review the resubmission.

Portfolio submission dates

Because of its comprehensive nature, this portfolio needs to be submitted at the end of your teacher preparation program, after you have successfully completed all the coursework and internships required for your program, yet with sufficient time to ensure its evaluation before our graduation deadlines. Therefore, there are three deadlines for the submission of the comprehensive portfolio during each academic year, and they are continuously updated on our website.

Portfolios (or re-submission) will not be evaluated at any other time.

Portfolio organization

Your portfolio will need to include the following three main sections:

1. A **Personal Statement**, where you introduce yourself as a teacher and provide all the information that you think would be helpful for a reviewer to know before looking at the rest of the documents included in your portfolio. Among other things, this section should articulate “what kind of teacher” you want to be and why, what you think is required in order to be a “successful teacher” (i.e., your theoretical framework) and to what extent you have achieved these expectations as a result of your experiences up to this point. (You may want to look at the “tips” provided for each section of the portfolio to get more ideas for what you may want to include in this Personal Statement)
2. A **Narrative** section, where you make a case that you have achieved all the targeted proficiencies/standards at least at the basic proficiency level expected. Your narrative will be organized in ten sections, according to each of the ten principles articulated in Section II. In each section, you are expected to identify the extent to which you believe you have achieved each of the proficiencies/standards related to that principle as a result of your experiences in the program. You are also expected to provide evidence to support your claims; in most cases, the evidence will consist of referring to samples of your best work that illustrate that proficiency. For each section, we have prepared some additional guidelines and suggestions (see next section) and also included the rubrics that will be used for our evaluation (see Rubrics section).

3. An **Exhibits** section, where you collect samples of your best work and other relevant artifacts. Collecting all relevant artifacts in one section of the portfolio will enable you to refer to a specific artifact multiple times in your narrative (i.e., cross-reference) without having to reproduce multiple copies of that artifact. Please note that the artifacts included in this section should all be mentioned at some point in your narrative section. Also make sure that it is easy for a reviewer to find specific artifacts as they are referenced in your narrative – whether by numbering the pages in the Exhibits section consecutively, or by clearly labeling sub-sections and numbering the pages consecutively within each sub-section.

NOTE: If your area of specialization accepts or requires electronic portfolios, please ask your advisor for more information.

Required elements in the Exhibit section

While you will select most of the artifacts to be included in the Exhibits section based on the items you choose to refer to in your narrative, there are some important documents that we want to make sure everyone includes in his/her portfolio:

- a. Your **Innovative Unit Paper**, including instructor's comments and graded rubric.
(NOTE: This can be submitted in a separate binder, if appropriate)
- b. The **Student Teaching Final Evaluations** you received from your cooperating teachers and university supervisors at the end of each of your student teaching experiences (both narrative and rubric components).
- c. Your **official results on the relevant NYS licensure tests** – in addition to the results in the LAST and ATS-W exams (common to all teacher candidates applying for NYS Initial Certification), you also need to include the results in the Content Specialty Test (CST) specific to your specialization, that is:
 - For **Elementary/Childhood** and **Early Childhood** candidates: Multiple Subjects CST.
 - For **Mathematics** candidates: Mathematics CST.
 - For **English** candidates: English Language Arts CST.
 - For **Social Studies** candidates: Social Studies CST.
 - For **Science** candidates: Biology, Chemistry, Physics and/or Earth Science CST, depending on the certifications sought.
 - For **Foreign Languages** candidates: French, German, Italian and/or Spanish CST, depending on the certifications sought.
 - For **ESOL** candidates: English for Speakers of Other Languages CST.
 - For **Inclusion** candidates: Disabilities CST.
- d. *(not applicable to early childhood and ESOL candidates)* A copy of your completed **Admissions Content Preparation Review Worksheet** (to be requested from the Office of Student Services), plus a completed **Content Preparation Update Worksheet** (included in this booklet). At the time of your admission into the program, you were asked to complete an Admissions Content Preparation Review Worksheet to help evaluate the extent to which your content preparation fulfilled both New York State and relevant professional organization standards and, when needed,

to identify what additional experiences needed to be completed by graduation in order to meet those requirements. As you are now at the end of your program, we would like you to use the Content Preparation Update Worksheet appropriate to your program to document that you have completed all the additional experiences agreed upon at the time of admissions (if any), and also to identify other learning opportunities you had throughout your program to deepen your proficiency in specific content preparation standards. This will give the reviewer a complete picture of your content preparation at completion of your teacher preparation program.

In addition, other artifacts may be required of candidates in specific areas of specialization – as articulated in the more detailed guidelines provided in the next section.

Other possible sources to consider in gathering artifacts for the Exhibit section

Evidence that you have achieved specific proficiencies can come from many different sources. For each section of the portfolio, in Section II we will provide specific suggestions that are especially relevant to the proficiencies assessed in that part of the portfolio. Below we have provided a more generic list that can give you some ideas about the kinds of artifacts that may be worthwhile for you to collect as you move through your program:

- Written assignments (with instructor’s feedback and evaluation when available)
- Artifacts produced during the “experiences as learners” or inquiry projects you engaged in during your methods courses.
- Lesson plans created as part of your internships.
- Samples of student work.
- Photos with captions.
- Video clips of your teaching (*for electronic portfolios*)
- Correspondence with parents, colleagues and other community members.
- Your journals, field-notes and vignettes.
- Data from your research projects.
- Final evaluations and more informal notes from your cooperating teacher or university supervisor.
- Testimonials from faculty, cooperating teachers, university supervisors, students, parents/ caregivers, colleagues, etc.
- Artifacts from conferences, seminars or community events in which you participated.

Portfolio Checklist

PREPARATION

- **Collect and keep everything.**
- Ask supervisors and cooperating teachers as well as students to give you written feedback on your performance.
- Keep copies of student work; take photographs (or video) in your placements.

ARTIFACT SELECTION & MANAGEMENT

- Number all artifacts individually and clearly for ease of reference; make sure to refer to these artifacts by number in your narrative.
 - When you cite a large artifact (such as the Innovative Unit Plan), refer to specific page numbers or items within this document that specifically address the proficiency.
 - If you are preparing an electronic portfolio, name your documents in ways that clearly indicates to the reader the order in which they first appear in the text.
- Include artifacts in a box, binder, or digital file in order of first mention in the text.
- Innovative Unit should be submitted in a separate binder.
- Don't forget to include REQUIRED pieces - for example, the self-assessed transcript review form and update (except for ESOL).
 - See Portfolio handbook for complete list of required exhibits)
- Please do not enclose each page in plastic sleeves (ok for photographs or artwork).
- Please be sure to include graded rubrics whenever possible, and cite as evidence others' evaluations of your work, as well as your own understanding of that work.
- Common core artifacts include:
 - Transcripts from content coursework (except for ESOL)
 - Final papers in core classes
 - Field based placement evaluations
 - Lesson plans and innovative unit paper
 - Candidate assessment of your students
 - Evaluation of you by your students (if you did this)

NARRATIVE

- Make sure to explain how each artifact illustrates or exemplifies the point you are making (the claim in your argument) in your narrative. Don't just assume that referencing the artifact will suffice for your reader to understand—or believe—what you are saying. Ask yourself whether the narrative would still demonstrate the principles and proficiencies if the evidence were not there.
 - You still need to remember to be concise and focused!
- When referencing a paper you wrote for a class, include a representative quote or quotes from that paper that illustrate the point you are making, and include the

relevant page number. Don't expect your portfolio readers to re-read the whole paper.

- Make sure to address all aspects of the rubric's criteria (each numbered and sub-numbered section) in your narrative. For example, when addressing the use of technology, don't just describe how you used technology, but also discuss the benefits and drawbacks related to using technology in the classroom and what changes about the content or instruction with the use of technology. If you don't have evidence to address a specific point you still need to discuss it in your narrative—for example, if you had no opportunities in your placements to interact with parents, discuss why not.
- Help the reader navigate your narrative by identifying which proficiency you just addressed with parentheses at the end of that section (Proficiency 3.2).
- Focus overall on how you have translated the theories and practice studied in your WS courses into your teaching practice. Use specific references from your coursework to link your teaching practice and artifacts with the theories you have studied and explored. Use formal APA citation format and include a reference list.
- Note the distinctions in the proficiencies within a principle that ask for demonstration of Knowledge (K), Disposition (D) and Skill (S) and choose artifacts appropriately, so as not to create too much redundancy within a principle. For example, proficiencies marked with a (K) might include more coursework-based artifacts and proficiencies marked with an (S) might call for more evidence from Field Experiences and Student Teaching.

SPECIAL ATTENTION TO CONTENT STANDARDS:

- When you address the content principle, address each of the standards or themes for your subject matter content (see additional rubrics for lesson plan and innovative unit assignments). Synthesize and cite works read during BOTH your academic and teacher education coursework in your narrative. You also need to demonstrate through links to lesson plans, student work, vignettes or reflections about classroom events, or artifacts used in the implementation of lessons that you have the ability to facilitate student understanding of these themes, standards and/or performance expectations. Your narrative should be in your own words and not a "carbon copy" of the description of the themes or standards in your content area standards documents.
- Throughout your narrative, you should also synthesize knowledge and habits of mind developed in content-based curriculum courses with foundation curriculum courses.
- Since evaluations alone may be inadequate ways to demonstrate your ability to implement the various standards in your teaching, please consider including vignettes describing classroom events, video clips of interactions in your classroom, and copies of student work to support your claims about your implementation of the principles in your student teaching classes.

DETAILS

- Spell out all acronyms on first use. Don't assume both of your readers will know acronyms, especially the ones specific to your content area.
- Your text should flow well. For example, use transitions from paragraph to paragraph and section to section—don't just amass a collection of chunks of text.
- Finally, **PROOFREAD**—don't just use spell check, but actually read your narrative word for word, or better yet, exchange drafts with a friend for peer review. This document should represent your best professional self.

Detailed Guidelines for Each Section of the Narrative

1. CONTENT PRINCIPLE

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, as identified by relevant professional organizations, and can create learning experiences that make these aspects of subject matter meaningful for all students.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following Warner School target proficiencies:

- 1.1. Candidates have a broad preparation in the subject area(s) taught, consistent with professional and New York State standards.*
- 1.2. Candidates have a good understanding of some of the central concepts, tools of inquiry and structures of the subject matter(s) taught, and have developed strategies and skills to continue their learning in this area.*
- 1.3. Candidates are familiar with the principles and concepts delineated in professional, New York State, and Warner Teaching and Curriculum standards, and their implications for curricular and instructional decisions.*
- 1.4. Candidates can create learning experiences that make the subject matter meaningful and relevant for all students.*

In addition, in this section you also need to make the case that you have achieved the relevant standards (or components/indicators) identified by your professional association that are related to content knowledge. Depending on your area of specialization, these include:

- *For early childhood teacher candidates: NAEYC standard #4c*
- *For elementary (childhood) teacher candidates: ACEI standards #2.1-2.8*
- *For mathematics teacher candidates: NCTM standards #1-6 and #9-15.*
- *For English teacher candidates: NCTE standards #3 (and related components)*
- *For social studies teacher candidates: NCSS interdisciplinary thematic standards #1.1-1.10 (content knowledge component only – see rubrics).*
- *For science teacher candidates: NSTA standards #1a-e, 2a-c, 3a-b, 4a-b, 5b, 5e*
- *For foreign languages teacher candidates: ACTFL standards #1.a-c; 2a-b; 3a, 4a*
- *For ESOL teacher candidates: TESOL standards #1.a-b; 2a-b*

(For more information on the standards and rubrics specific to your area of specialization, see Rubrics)

As you prepare your narrative for this principle, please consider the following:

- **Make sure that your narrative explicitly addresses each of the above proficiencies, as well as the relevant standards set by your professional organization (as identified above).** In particular, early childhood and elementary/childhood teacher candidates

need to address ALL content areas addressed in their professional standards, and social studies candidates need to address ALL ten social studies themes.

- Review the scoring rubrics for the Content Principle provided in Section III of this document to get a better sense of what is expected for this section of the Portfolio.
- In this section we also expect you to address explicitly how you have met the minimum requirements set by New York State with respect to coursework in the subject area(s) you will be teaching (NOTE: all these are articulated in the “Admissions Content Preparation” form created for your area of specialization); even if, like most Warner candidates, you have met these requirements prior to entering your teacher preparation program, we still need you to explicitly address these requirements in your narrative and provide evidence that you met them.
- We are well aware that it would be impossible, within the scope of this portfolio, for you to provide a comprehensive report of what you know about your subject matter. Therefore, what we are looking for in this section are simply some concrete examples that illustrate the depth of your understanding of the subject matter(s) you will teach and your ability to create learning experiences that reflect this understanding.

Required artifacts to be referred to in this section:

- Official results in the relevant Content Specialty Test (CST) and LAST test.
- **(for all candidates except early childhood and ESOL)** Your “Admission Content Preparation Review” and “Content Preparation Update” worksheets
- **(for mathematics candidates who enrolled after Fall 2006 ONLY)** A copy of the Math Knowledge Observation Tool compiled by your methods course instructor(s).
- **(for science candidates who enrolled after Fall 2006 ONLY)** The “Understanding Your Field as a Discipline” (EDU 448 requirement) assignment and “Science as Learners” paper (EDU 487 requirement).
- **(for social studies candidates ONLY)** Instructor’s Summary Evaluation of the Lesson Plan Assignments.

Tips about other sources of artifacts you could use as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes some statements about your beliefs about the subject matter(s) you teach
- Specific assignments in your methods courses (and content courses for MAT students) – especially as they reveal your understanding of specific content, of the nature of the discipline you teach, of specific standards, etc.
- “Experiences as learners” or inquiry projects you engaged in during your methods courses -- especially as they led to you to some new insights about specific topics.
- Analysis of lessons and/or instructional resources – especially as they may reveal your recognition of key concepts, tools of inquiry or structures of the discipline(s) you teach and demonstrate your ability to make content relevant and meaningful for students.
- Lesson plans you designed for your students – especially as they address key concepts, tools of inquiry or structures of the discipline(s) you teach, and make these contents relevant and meaningful for students.

- Samples of student work – especially as they illustrate how the experiences you designed enabled them to engage with significant content and find such content meaningful and relevant.
- Your journals, field-notes and/or vignettes – especially as they record insights you have gained about specific topics or standards.
- Relevant data and conclusions from your research projects.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your understanding of content and/or the quality of the content addressed in your lessons.

2. LEARNING PRINCIPLE

The teacher candidate understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. The teacher candidate understands that learning involves active engagement in culturally valued activities with knowledgeable others and the construction of new knowledge.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

- 2.1. Candidates understand human development and how it is affected by context.***
- 2.2. Candidates understand that all students construct knowledge through active engagement in culturally valued activities and know what is appropriate for their students to learn, based on their age/grade level and the strengths, experiences and resources of their family/community background.***
- 2.3. Candidates are able to provide learning experiences that take into consideration the students' development level and draw on the strengths and resources available in students' prior experiences, as well as the school, family, and community contexts in which they live.***

In addition:

- ***Early childhood candidates*** will also need to make the case here that they have achieved NAEYC standards **#1 & 2**.
- ***Elementary (childhood) candidates*** will also need to make the case here that they have achieved ACEI standard **#1**.

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses each of the above proficiencies (and, for early childhood and elementary candidates, also the SPA standards identified above).
- Review the scoring rubrics for the Learning Principle to get a better sense of what is expected for this section of the Portfolio.
- We are well aware that it would be impossible, within the scope of this portfolio, for you to provide a comprehensive articulation of your understanding of learning and

development. Therefore, what we are looking for in this section are (a) the identification of key principles about learning and development that inform your teaching and (b) some examples that illustrate how these principles have affected your teaching practice.

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes some statements about your beliefs about students’ learning and development
- Specific assignments in your development courses – especially as they demonstrate your understanding of key principles of learning and development, or what is appropriate for students to learn.
- Final project in “Literacy Learning as Social Practice.”
- Relevant reflective papers from “Topics in Teaching & Schooling.”
- “Experiences as learners” and inquiry projects you engaged in during your methods courses – especially as they made you aware of how certain topics can be learned, what is appropriate for students to learn and/or what are good examples of “relevant and meaningful” learning experiences to learn specific topics.
- Lesson plans you designed for your students – especially as they show how you take into consideration learning and development principles, culturally valued activities, the students’ development stage, prior experiences, interests and contexts, etc. in planning your lessons
- Samples of student work – especially as they illustrate how a specific student may construct knowledge of an important concept, how different students may use different learning approaches, how prior experiences and/or knowledge coming from their family or cultural background affected and supported a student’s solution, etc.
- Relevant data and conclusions from your research projects.
- Specific assignments in your methods courses – especially as they reveal your understanding of how students learn specific content, what could be culturally valued activities that can facilitate the learning of specific topics, etc.
- Your journals, field-notes and/or vignettes – especially as they record insights you gained about how students learn.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your understanding of student learning and attention to students’ individual and cultural characteristics in designing lessons.

3. EQUITY PRINCIPLE

The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher candidate understands the role each of us plays in the maintenance and transformation of social and educational practices that engender inequity and is committed to promoting equity and social justice.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

- 3.1. Candidates understand 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.***
- 3.2. Candidates are committed to high moral and ethical standards and respect and value their students' differences in contexts and approaches to learning.***
- 3.3. Candidates are familiar with some of the cultural, linguistic and learning differences and/or disabilities their students may present and their implications for the classroom.***
- 3.4. Candidates are able to provide learning experiences that are culturally relevant and address the strengths and needs of all students.***

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses each of the above proficiencies
- Review the scoring rubrics for the Equity Principle to get a better sense of what is expected for this section of the Portfolio.
- As you articulate what you know or believe, whenever appropriate provide references to relevant literature.

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes some statements about your beliefs about diversity, equity, social justice and inclusion.
- Specific assignments in your development course(s) and “Disability and Schools” – especially as they address learning differences and disabilities.
- Specific assignments in “Race, Class, Gender and Disability in American Education” and “Disability and Schools” – especially as they address issues of equity and social justice.
- Final project in “Literacy Learning as Social Practice.”
- Relevant reflective papers from “Topics in Teaching & Schooling.”
- Specific assignments, “experiences as learners” and inquiry projects in your methods courses – especially as they made you aware of how students may approach learning differently and how lessons could be designed to meet diverse needs.
- Lesson plans you designed for your students – especially as they show how you took into consideration learning and cultural differences and made adaptations for students with special needs.
- Samples of student work – especially as they illustrate specific challenges presented to students with special needs and what students with special needs are capable of doing when appropriately scaffolded.
- Relevant data and conclusions from your research projects.
- Classroom rules and policies you have established; letters to parents articulating your expectations – especially as they illustrate how you set high moral and ethical standards for you and your students.

- Your journals, field notes and vignettes – especially as they record insights you gained about students’ differences and how to meet the diverse needs of your students.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your understanding of students’ differences and your responsiveness to them.

4. PEDAGOGY PRINCIPLE

The teacher candidate understands the link between content and pedagogy. As such, the teacher candidate understands and uses a variety of instructional strategies to encourage all students' development of critical thinking, problem solving, and performance skills that are appropriate for specific topics and subject areas, as identified by the relevant professional organization(s). The teacher candidate is able to use and problematize the various technologies available to facilitate learning.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

- 4.1. Candidates are familiar with a wide array of instructional strategies consistent with professional, NYS and WS program standards, and understand their potential uses, values and limitations for achieving specific learning goals.***
- 4.2. Candidates are able to use a variety of teaching and learning strategies and classroom structures to achieve the learning goals articulated in relevant professional, NYS and WS program standards.***
- 4.3. Candidates understand the potential values as well as problems and limitations of using technology in instruction.***
- 4.4. Candidates are able to use technology in a variety of ways to support student learning within specific content areas.***

In addition, in this section you also need to make the case that you have achieved the relevant standards (or components) identified by your professional association that are related to pedagogy and/or pedagogical content knowledge. Depending on your area of specialization, these include:

- *For early childhood teacher candidates:* NAEYC standards #**4a & 4b**
- *For elementary (childhood) teacher candidates:* ACEI standards #**3.3 & 3.4**
- *For mathematics teacher candidates:* NCTM standards #**8.1-2, 8.7-9**
- *For English teacher candidates:* NCTE standards #**2.2, 2.4-6, 4.1-3, 4.4-9**
- *For social studies teacher candidates:* NONE
- *For science teacher candidates:* NSTA standards #**5a, 5c, 5d, 6a**
- *For foreign languages teacher candidates:* ACTFL standards #**2c, 3a, 3b, 4a-c**
- *For ESOL teacher candidates:* TESOL standards #**3b-c**

(For more information on the standards and rubrics specific to your area of specialization, see Rubrics).

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses each of the above proficiencies, **as well as the relevant standards set by your professional organization** (as identified above).
- Review the scoring rubrics for the Pedagogy Principle provided in Section III to get a better sense of what is expected for this section of the Portfolio.
- As you articulate what you know or believe, whenever appropriate provide references to relevant literature.

Required artifacts to be referred to in this section of the portfolio:

- ***(For science teacher candidates ONLY)***: Get Real! Science Camp paper (EDU 484 requirement)

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes statements about the overall approach to teaching you have assumed, specific strategies that characterize your teaching practice, and/or your position about using technology in instruction.
- Specific assignments, “experiences as learners” and inquiry projects in your methods courses – especially as they made you aware of different instructional strategies (including uses of technology) and led you to a better understanding of their potential benefits and drawbacks.
- Lesson plans you designed for your students – especially as they show how you used different instructional strategies (including uses of technology), appropriate for the learning goals you were trying to achieve.
- Samples of student work – especially as they illustrate how students responded to some innovative instructional strategies you used, provide explicit feedback to you about the instructional strategies used, etc.
- Your journals, field notes and/or vignettes – especially as they record insights you gained about using specific instructional strategies or approaches.
- Relevant data and conclusions from your research projects.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your use of instructional strategies (including technology).

5. LEARNING COMMUNITY PRINCIPLE:

The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all students.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

- 5.1. Candidates understand what may encourage or hinder student's motivation and engagement in learning, based on an analysis of research and practice.*
- 5.2. Candidates are able to construct comfortable and safe classroom environments for all students.*
- 5.3. Candidates are able to construct a classroom environment that supports student motivation and learning and the creation of a "community of learners."*

In addition:

- *Science candidates* will also need to make the case here that they have achieved NSTA standards **#5f and 9a-d**.

As you prepare your narrative for this principle, you may consider the following:

- Make sure that your narrative explicitly addresses each of the above proficiencies
- Review the scoring rubrics for the Learning Community Principle to get a better sense of what is expected for this section of the Portfolio.
- As you articulate what you know or believe, whenever appropriate provide references to relevant literature.
- We are well aware that it would be impossible, within the scope of this portfolio, for you to provide a comprehensive articulation of your understanding of motivation and the role it may play in schools. Therefore, what we are looking for in this section are (a) the identification of key principles about motivation that inform your teaching and (b) some examples that illustrate how these principles have affected your teaching practice.

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes some statements about your beliefs about what motivates students and how you can increase their engagement in learning.
- Specific assignments in your development courses – especially as they demonstrate your understanding of key principles of motivation and their implications for instruction.
- Final project in “Literacy Learning as Social Practice.”
- Relevant reflective papers from “Topics in Teaching & Schooling.”
- “Experiences as learners” and inquiry projects you engaged in during your methods courses – especially as they made you aware of what helps or hinders’ different students’ engagement in specific learning activities.
- Lesson plans you designed for your students – especially as they show how you take into consideration principles of motivation in the design of your activities.
- Relevant data and conclusions from your research projects.

- Your journals, field notes and/or vignettes – especially as they record insights you gained about what motivates and engages students.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your ability to create environments that foster motivation and communities of learners, and your relationship with students.
- Testimonials from students, parents and/or colleagues that address your ability to create environments that foster motivation and communities of learners, and your relationship with students

6. COMMUNICATION PRINCIPLE:

The teacher candidate understands the key role played by language in teaching and learning. The teacher candidate uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

- 6.1. Candidates understand the role of language in teaching and learning.***
- 6.2. Candidates are familiar with and proficient in a wide variety of modes and vehicles for communication that can support learning and inquiry for all students.***
- 6.3. Candidates are able to use effectively a variety of modes of communication to make ideas accessible to all students and foster inquiry.***
- 6.4. Candidates construct curriculum activities that incorporate oral, written, visual, and electronic texts as tools for interaction and communication across multiple contexts, and that facilitate all students' critical analysis of such texts.***

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses each of the above proficiencies
- Review the scoring rubrics for the Communication Principle to get a better sense of what is expected for this section of the Portfolio.
- As you articulate what you know or believe, whenever appropriate provide references to relevant literature.
- In this section of the portfolio you will be expected to address communication-related standards that are specific to your area of specialization, if any are identified by the relevant professional organization and as they relate to specific proficiencies

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes statements about your beliefs about the role of language and communication in teaching and learning.

- Final project in “Literacy Learning as Social Practice” and other relevant papers in “Language and Literacy in Education.”
- Specific assignments, “experiences as learners” and inquiry projects in your methods courses – especially as they made you aware of different modes of communication and led you to a better understanding of their potential benefits and drawbacks.
- Lesson plans you designed for your students – especially as they show how you used different modes of communication (including uses of multi-media), appropriate for the learning goals you were trying to achieve.
- Samples of student work – especially as they illustrate how students responded to different modes of communication you have been using and promoting in class.
- Relevant data and conclusions from your research projects.
- Your journals, field-notes and/or vignettes – especially as they record insights you gained about using specific modes of communication.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your use of a variety of modes of communication (including multimedia).

7. PLANNING PRINCIPLE:

The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

7.1. Candidates are able to align instruction with learning goals consistent with professional and New York State standards.

7.2. Candidates are able to implement lessons according to a well-defined and high quality plan.

In addition, in this section you may also need to make the case that you have achieved the relevant standards (or components) identified by your professional association that are related to planning. Depending on your area of specialization, these include:

- *For **early childhood** teacher candidates:* NAEYC standard #4d
- *For **elementary (childhood)** teacher candidates:* ACEI standard #3.1
- *For **science** teacher candidates:* NSTA standard #6.a, 7a, 7b.
- *For **social studies** teacher candidates:* planning instruction component of NCSS thematic standards #1.1-1.10.
- *For **foreign language** teacher candidates:* ACTFL standard #4.a.
- *For **ESOL** teacher candidates:* TESOL standards #3.a.

(For more information on the standards and rubrics specific to your area of specialization, see Rubrics)

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses each of the above proficiencies, **as well as the relevant standards set by your professional organization** (as identified above).
- Review the scoring rubrics for the Planning Principle to get a better sense of what is expected for this section of the Portfolio.

Required artifacts to be referred to in this section:

- Lesson Plan Assignment
- Innovative Unit Paper

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes statements about how you plan instruction.
- Specific assignments, “experiences as learners” and inquiry projects in your methods courses – especially as they made you aware of what is involved in planning effective lessons.
- Lesson plans and units you designed for your students (implemented and/or not).
- Your journals, field notes and/or vignettes – especially as they record insights you gained about planning lessons.
- Relevant data and conclusions from your research projects.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your practice in planning instruction.

8. ASSESSMENT PRINCIPLE:

The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social and physical development of all learners and to inform instruction. Assessment is embedded in authentic learning activities that are for real audiences and real purposes.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

- 8.1. Candidates understand the multiple purposes of assessment and are familiar with a variety of assessment and evaluation strategies, their purposes and potential uses.***
- 8.2. Candidates are able to use a variety of assessment and evaluation strategies, including some that are embedded in authentic learning activities and have real audiences and purposes, to monitor, assess and provide guidance to student learning over time.***
- 8.3. Candidates are able to use assessment to inform instruction by making links between their teaching and student performance and by adjusting their practice as a result of analysis of and reflection on student assessment data.***

8.4. Candidates are able to have a positive effect on their students' learning.

In addition, in this section you may also need to make the case that you have achieved the relevant standards (or components) identified by your professional association that are related to planning. Depending on your area of specialization, these include:

- *For **early childhood** teacher candidates:* NAEYC standard #**3a-d**
- *For **social studies** teacher candidates:* assessment of student learning and effect on student learning components of NCSS thematic standards #1.1-1.10.
- *For **science** teacher candidates:* NSTA standards #**8a-c**
- *For **foreign languages** teacher candidates:* ACTFL standards #**5a-c**
- *For **ESOL** teacher candidates:* TESOL standards #**4a-c**

(For more information on the standards and rubrics specific to your area of specialization, see Rubrics)

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses each of the above proficiencies, **as well as the relevant standards set by your professional organization** (as identified above).
- Review the scoring rubrics for the Assessment Principle to get a better sense of what is expected for this section of the Portfolio.
- As you articulate what you know or believe, whenever appropriate provide references to relevant literature.

Required artifacts to be referred to in this section of the portfolio:

- Innovative Unit Paper.

Tips about other sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes statements about your beliefs about assessment and your assessment practices.
- Specific assignments, “experiences as learners” and inquiry projects in your methods courses – especially as they made you aware of what is involved in assessing students’ learning and helped you gain a better appreciation of the potential purposes, strengths and weaknesses of specific assessment tools.
- Lesson plans you designed for your students– especially as they illustrate the specific assessment tools, rubrics and systems you designed for your students.
- Samples of student work along with your comments and evaluation – especially as they illustrate your use of specific assessment tools and techniques, show the kind of feedback you provide to your students, and illustrate the impact of your teaching on your students’ learning.
- Testimonials from students, parents, cooperating teachers and/or university supervisors with respect to your assessment practices and effect on students’ learning.
- Your journals, field notes and/or vignettes – especially as they record insights you gained about assessment.
- Relevant data and conclusions from your research projects.

- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address how your practice with respect to assessing students’ learning.

9. PROFESSIONAL PRACTICE PRINCIPLE:

The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally, including staying up to date with research, theories and best practices in his/her field and participating in their professional communities.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

- 9.1. Candidates are committed to continue to learn and improve their practice throughout their teaching career.***
- 9.2. Candidates are able to reflect on their practices, constructively use critiques of their practice, and draw from theories and research results, in order to make necessary adjustments to enhance student learning.***
- 9.3. Candidates recognize the key role played by professional organizations and the importance of participating in these learning communities; this includes knowing and using relevant standards generated by these organizations (including professional ethics standards).***

In addition, in this section you may also need to make the case that you have achieved the relevant standards (or components) identified by your professional association that are related to planning. Depending on your area of specialization, these include:

- *For **early childhood** teacher candidates: NAEYC standards #5a-e*
 - *For **elementary** teacher candidates: ACEI standards #5.1-5.2*
 - *For **foreign languages** teacher candidates: ACTFL standards #6a-b*
 - *For **ESOL** teacher candidates: TESOL standards #5a-c*
- (For more information on the standards and rubrics specific to your area of specialization, see Rubrics)*

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses each of the above proficiencies, **as well as the relevant standards set by your professional organization** (as identified above).
- Review the scoring rubrics for the Professional Practice Principle to get a better sense of what is expected for this section of the Portfolio.
- As you articulate what you know or believe, whenever appropriate provide references to relevant literature.

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes statements about your beliefs about learning to learn, reflecting on your practice, being a member of a professional community, and the practices related to these beliefs.
- Specific assignments in “Topics in Teaching and Schooling” regarding professional ethics standards and professionalism.
- Changes that took place in your lesson plans overtime as a result of receiving feedback and/or reflecting on your practice.
- Your journals, field notes and/or vignettes – especially as they record insights you gained about learning to learn, reflecting on your practice, and being a member of a professional community.
- Relevant data and conclusions from your research projects.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address how your practice about learning new things, receiving feedback from peers and supervisors, reflecting on your own practice, using theory and research to improve your practice, being a member of your professional community.
- Evidence of participation in conferences and seminars, subscription to journals and professional organizations in one’s area of specialization, and/or participation in professional organizations in various roles.

10. COMMUNITY PRINCIPLE:

The teacher candidate fosters relationships with school colleagues, parents/caregivers, and agencies in the larger community to support students’ learning and well-being.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

10.1. Candidates value and seek out parental and community involvement.

10.2. Candidates are able to communicate effectively with parents/caregivers and colleagues.

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses each of the above proficiencies
- Review the scoring rubrics for the Community Principle to get a better sense of what is expected for this section of the Portfolio.
- As you articulate what you know or believe, whenever appropriate provide references to relevant literature.

In addition:

- ***Science candidates*** will also need to make the case here that they have achieved NSTA standards #10d.

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes statements about your beliefs and practices regarding the role of parents and other community members in schools.
- Specific assignments in “Topics in Teaching and Schooling” and “Teaching Curriculum and Change” regarding the role of parents and community in schools.
- Lesson plans you designed for your students– especially as they illustrate an effort to capitalize on families and the local community to enrich students’ learning.
- Your journals, field notes and/or vignettes – especially as they record insights you gained about the role of parents and community in schools.
- Relevant data and conclusions from your research projects.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your practice about relating with parents and making connections with the community.
- Communications with parents and other community members.
- Participation in community events.

WARNER PORTFOLIO EVALUATION FORM

Candidate's name: _____ Evaluator's name: _____

Semester: _____

Portfolio Rubrics

1. Content Principle – Rubrics related to relevant NCTM standards for mathematics teacher candidates

Based on the narrative and artifacts provided by the candidate for this principle, please begin by evaluating the extent to which the candidate has demonstrated the desired level of proficiency in each of the content and process standards identified by NCTM for mathematics teacher candidate. In order to come to this evaluation, we ask that you first mark with an “x” any of the indicators for which you have found some evidence. Then, based on this information, provide your evaluation of the extent to which the candidate has met each of the listed standards by using the following rubrics:

5. **Insufficient** – i.e., the standard in question was not met as you did not find evidence for most of its associated indicators
3. **Basic proficiency**– i.e., the standard in question was essentially met, as you found evidence for most of its indicators
4. **Outstanding performance** – i.e., the standard in question was fully met, as you found evidence for all of its indicators.

<i>NCTM process standard and related indicators:</i>	1	3	4
Standard 1: Knowledge of mathematical problem solving: Candidate knows, understands, and applies the process of mathematical problem solving. <i>Indicators:</i>			
1.1 Apply and adapt a variety of appropriate strategies to solve problems.			
1.2 Solve problems that arise in mathematics and those involving mathematics in other contexts.			
1.3 Build new mathematical knowledge through problem solving.			
1.4 Monitor and reflect on the process of mathematical problem solving.			
Standard 2: Knowledge of reasoning and proof – Candidate reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry. <i>Indicators:</i>			
2.1 Recognize reasoning and proof as fundament aspects of mathematics.			
2.2 Make and investigate mathematical conjectures.			
2.3 Develop and evaluate mathematical arguments and proofs.			
2.4 Select and use various types of reasoning and methods of proof.			

<i>NCTM process standard and related indicators:</i>	1	3	4
Standard 3: Knowledge of mathematical communication – Candidates communicate their mathematical thinking orally and in writing to peers, faculty, and others. <i>Indicators:</i>			
3.1 Communicate their mathematical thinking coherently and clearly to peers,, faculty and others.			
3.2 Use the language of mathematics to express ideas precisely.			
3.3 Organize mathematical thinking through communication.			
3.4 Analyze and evaluate the mathematical thinking and strategies of others.			
Standard 4: Knowledge of mathematical connections – Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding. <i>Indicators:</i>			
4.1 Recognize and use connections among mathematical ideas.			
4.2 Recognize and apply mathematics in context outside of mathematics.			
4.3 Demonstrate how mathematical ideas interconnect and build on one another to produce a coherent whole.			
Standard 5: Knowledge of mathematical representation – Candidates use varied representations of mathematical ideas to support and deepen students’ mathematical understanding. <i>Indicators:</i>			
5.1 Use representations to model and interpret physical, social and mathematical phenomena.			
5.2 Create and use representations to organize, record, and communicate mathematical ideas.			
5.3 Select, apply, and translate among mathematical representations to solve Problems.			
Standard 6: Knowledge of technology – Candidates embrace technology as an essential tool for teaching and learning mathematics. <i>Indicators:</i>			
6.1 Use knowledge of mathematics to select and use appropriate technological tools, such as but not limited to spreadsheets. dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, presentation software			

Additional comments:

<i>NCTM content standards and related indicators:</i>	1	3	4
Standard 9: Knowledge of Numbers and Operation: Candidates demonstrate computational proficiency, including an understanding of numbers, ways of representing number, relationships among number and number systems, and meanings of operations. <i>Indicators:</i>			
9.1 Analyze and explain the mathematics that underlies the procedures used for operations involving integers, rational, real, and complex numbers.			
9.2 Use properties involving number and operations, mental computation, and computational estimation..			
9.3 Provide equivalent representations of fractions, decimals, and percents.			
9.4 Create, solve, and apply proportions.			
9.5 Apply the fundamental ideas of number theory.			
9.6 Make sense of large and small numbers and use scientific notation.			
9.7 Compare and contrast properties of numbers and use scientific notation			
9.8 Represent, use, and apply complex numbers.			
9.9 Recognize matrices and vectors as systems that have some of the properties of the real number system.			
9.10 Demonstrate knowledge of the historical development of number and number systems including contributions from diverse cultures.			
Standard 10: Knowledge of Different Perspectives on Algebra: Candidates emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change. <i>Indicators:</i>			
10.1 Analyze patterns, relationships and functions of one and two variables.			
10.2 Apply fundamental ideas of linear algebra.			
10.3 Apply the major concepts of abstract algebra to justify algebraic operations and formally analyze algebraic structures.			
10.4 Use mathematical models to represent and understand quantitative relationships.			
10.5 Use technological tools to explore algebraic ideas and representations of information in solving problems.			
10.6. Demonstrate knowledge of the historical development of algebra including contributions from diverse cultures.			

<i>NCTM content standards and related indicators:</i>	<i>1</i>	<i>3</i>	<i>4</i>
Standard 11: Knowledge of Geometries: Candidates use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties. <i>Indicators:</i>			
11.1 Demonstrate knowledge of core concepts and principles of Euclidean and non-Euclidean geometries in two and three dimensions from both formal and informal perspectives.			
11.2 Exhibit knowledge of the role of axiomatic systems and proofs in geometry.			
11.3 Analyze characteristics and relationships of geometric shapes and structures.			
11.4 Build and manipulate representations of two and three dimensional objects and visualize objects from different perspectives			
11.5 Specify locations and describe spatial relationships using coordinate geometry, vectors, and other representation systems.			
11.6 Apply transformations and use symmetry, similarity and congruence to analyze mathematical situations.			
11.7 Use concrete models, drawings, and dynamic geometric software to explore geometric ideas and their applications in real-world contexts.			
11.8 Demonstrate knowledge of the historical development of Euclidean and non-Euclidean geometries including contributions from diverse cultures.			
Standard 12: Knowledge of Calculus: Candidates demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a through background in the techniques and applications of calculus. <i>Indicators:</i>			
12.1 Demonstrate a conceptual understanding of and procedural facility with basic calculus concepts.			
12.2 Apply concepts of function, geometry, and trigonometry in solving problems involving calculus.			
12.3 Use the concepts of calculus and mathematical modeling to represent and solve problems taken from real-world contexts			
12.4 Use technological tools to explore and represent fundamental concepts of calculus.			
12.5 Demonstrate knowledge of the historical development of calculus including contributions from diverse cultures.			
Standard 13: Knowledge of Discrete Mathematics: Candidates apply the fundamental ideas of discrete mathematics in the formulation and solution of problems. <i>Indicators:</i>			
13.1 Demonstrate knowledge of basic elements of discrete mathematics such as graph theory, recurrence relations, finite difference approaches, linear programming, and combinatorics.			
13.2 Apply the fundamental ideas of discrete mathematics in the formulation and solution of problems arising from real-world situations.			
13.3 Use technological tools to solve problems involving the use of discrete structures and the application of algorithms.			
13.4 Demonstrate knowledge of the historical development of discrete mathematics including contributions from diverse cultures.			

Standard 14: Knowledge of Data Analysis, Statistics and Probability: Candidates demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability. <i>Indicators:</i>				
14.1	Design investigations, collect data, and use a variety of ways to display data and interpret data representations that may include bivariate data, conditional probability and geometric probability.			
14.2	Use appropriate methods such as random sampling or random assignment of treatments to estimate population characteristics, test conjectured relationships among variables, and analyze data.			
14.3	Use appropriate statistical methods and technological tools to describe shape and analyze spread and center.			
14.4	Use statistical inference to draw conclusions from data.			
14.5	Identify misuses of statistics and invalid conclusions from probability.			
14.6	Draw conclusions involving uncertainty by using hands-on and computer-based simulation for estimating probabilities and gathering data to make inferences and conclusions.			
14.7	Determine and interpret confidence intervals			
14.8	Demonstrate knowledge of the historical development of statistics and probability including contributions from diverse cultures.			
Standard 15: Knowledge of Measurement: Candidates apply and use measurement concepts and tools. <i>Indicators:</i>				
15.1	Recognize the common representations and uses of measurement and choose tools and units for measuring.			
15.2	Apply appropriate techniques, tools, and formulas to determine measurements and their application in a variety of contexts.			
15.3	Completes error analysis through determining the reliability of the numbers obtained from measures.			
15.4	Demonstrate knowledge of the historical development of measurement and measurement systems including contributions from diverse cultures.			

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 – Common rubrics to evaluate Warner School proficiencies:

<i>Prof.</i>	<i>Insufficient (1)</i>	<i>Basic proficiency (3)</i>	<i>Outstanding (4)</i>	<i>Score</i>
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:

<i>Prof.</i>	<i>Insufficient (1)</i>	<i>Basic proficiency (3)</i>	<i>Outstanding (4)</i>	<i>Score</i>
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 NCTM standards for mathematics teacher candidates

Based on the narrative and artifacts provided by the candidate for this principle, please evaluate the extent to which the candidate has demonstrated the desired level of proficiency with respect to each of the following relevant indicators identified by NCTM for mathematics teacher candidate, using the following rubrics and reporting your scores in the table below:

1. **Insufficient** – i.e., you have not found evidence for the behaviors/practices described in this indicator.
3. **Basic proficiency**– i.e., you found evidence that the candidate has demonstrated the behaviors/practices described in this indicator at least once.
4. **Outstanding performance** – i.e., you found evidence that the candidate demonstrates the behaviors/practices described in this indicator consistently and with high proficiency.

<i>NCTM indicators:</i>	<i>1</i>	<i>3</i>	<i>4</i>
7.2. Use stimulating curricula			
8.1. Selects, uses, and determines suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs such as gifted, challenged and speakers of other languages.			
8.2. Selects and uses appropriate concrete materials for learning mathematics.			
8.7. Uses knowledge of different types of instructional strategies in planning mathematics lessons.			
8.8. Demonstrates the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations.			
8.9. Develop lessons that use technology’s potential for building understanding of mathematical concepts and developing important mathematical ideas.			

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:

<i>Prof.</i>	<i>Insufficient (1)</i>	<i>Basic proficiency (3)</i>	<i>Outstanding (4)</i>	<i>Score</i>
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:

<i>Prof.</i>	<i>Insufficient (1)</i>	<i>Basic proficiency (3)</i>	<i>Outstanding (4)</i>	<i>Score</i>
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 – Common rubrics to evaluate Warner School proficiencies:

Prof.	<i>Insufficient (1)</i>	<i>Basic proficiency (3)</i>	<i>Outstanding (4)</i>	<i>Score</i>
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 – Common rubrics to evaluate Warner School proficiencies:

<i>Prof.</i>	<i>Insufficient (1)</i>	<i>Basic proficiency (3)</i>	<i>Outstanding (4)</i>	<i>Score</i>
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 – Common rubrics to evaluate Warner School proficiencies:

<i>Prof.</i>	<i>Insufficient (1)</i>	<i>Basic proficiency (3)</i>	<i>Outstanding (4)</i>	<i>Score</i>
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:

<i>Prof.</i>	<i>Insufficient (1)</i>	<i>Basic proficiency (3)</i>	<i>Outstanding (4)</i>	<i>Score</i>
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.	

**Content Preparation Update Worksheet
Mathematics Teacher Preparation Program**

Applicant Name: _____

Date: _____

At the time of your admission into the program, you were asked to complete an “Admission Transcript Review Worksheet”, to help evaluate the extent to which your preparation in the subject matter you will be teaching fulfilled both New York State certification requirements and relevant professional organization standards and, when needed, to let you know what additional coursework and/or other experiences would need to be completed by graduation. As you are now at the end of your program, we would like you to use this “Update” worksheet to document that you have completed all the additional experiences agreed upon at the time of admissions (if any), and also to identify other learning opportunities you had throughout your program to deepen your proficiency in specific content preparation standards. This will give the reviewer a complete picture of your content preparation at completion of your teacher preparation program.

(A) Relevant Subject Matter Coursework since Admission Review

In the table below, please report the required information for ALL the relevant subject matter coursework that you have completed and/or taken since your admission review, if any (this should include courses M.A.T. students have taken in The College):

Notes	Course Number	Course Title	Credit Hours	Grade	Sem. taken	Institution where the course was taken

Current cumulative total # credit hours in math: _____

(Include in this total relevant credits taken prior to matriculation in the program, as well as those listed in the table above)

(B) Professional Organization Recommendations

In the table below, please indicate relevant experiences that occurred after your admission into the teacher preparation and contributed to your learning with respect to each of the content preparation standards identified by the National Council of Teachers of Mathematics (NCTM):

Content Standard 9: Knowledge of numbers and operation. <i>Prospective mathematics teachers should:</i>	Relevant coursework or other experiences:	Comments
9.1. Analyze and explain the mathematics that underlies the procedures used for operations involving integers, rational, real, and complex numbers.		
9.2. Use properties involving number and operations, mental computation, and computational estimation.		
9.3. Provide equivalent representations of fractions, decimals, and percents.		
9.4. Create, solve, and apply proportions.		
9.5. Apply the fundamental ideas of number theory.		
9.6. Make sense of large and small numbers and use scientific notation.		
9.7. Compare and contrast properties of numbers and use scientific notation.		
9.8. Represent, use, and apply complex numbers.		
9.9. Recognize matrices and vectors as systems that have some of the properties of the real number system.		
9.10. Demonstrate knowledge of the historical development of number and number systems including contributions from diverse cultures.		

Content Standard 10: Knowledge of different perspectives on algebra. <i>Prospective mathematics teachers should:</i>	Relevant coursework or other experiences:	Comments
10.1. Analyze patterns, relationships and functions of one and two variables.		
10.2. Apply fundamental ideas of linear algebra.		
10.3. Apply the major concepts of abstract algebra to justify algebraic operations and formally analyze algebraic structures.		
10.4. Use mathematical models to represent and understand quantitative relationships.		
10.5. Use technological tools to explore algebraic ideas and representations of information in solving problems.		
10.6. Demonstrate knowledge of the historical development of algebra including contributions from diverse cultures.		

Content Standard 11: Knowledge of geometries. <i>Prospective mathematics teachers should:</i>	Relevant coursework or other experiences:	Comments
11.1. Demonstrate knowledge of core concepts and principles of Euclidean and non-Euclidean geometries in two and three dimensions from both formal and informal perspectives.		
11.2. Exhibit knowledge of the role of axiomatic systems and proofs in geometry.		
11.3. Analyze characteristics and relationships of geometric shapes and structures.		
11.4. Build and manipulate representations of two and three dimensional objects and visualize objects from different perspectives		
11.5. Specify locations and describe spatial relationships using coordinate geometry, vectors, and other representation systems.		
11.6. Apply transformations and use symmetry, similarity and congruence to analyze mathematical situations.		
11.7. Use concrete models, drawings, and dynamic geometric software to explore geometric ideas and their applications in real-world contexts.		
11.8. Demonstrate knowledge of the historical development of Euclidean and non-Euclidean geometries including contributions from diverse cultures.		

Content Standard 12: Knowledge of calculus. <i>Prospective mathematics teachers should:</i>	Relevant coursework or other experiences:	Comments
12.1. Demonstrate a conceptual understanding of and procedural facility with basic calculus concepts.		
12.2. Apply concepts of function, geometry, and trigonometry in solving problems involving calculus.		
12.3. Use the concepts of calculus and mathematical modeling to represent and solve problems taken from real-world contexts		
12.4. Use technological tools to explore and represent fundamental concepts of calculus.		
12.5. Demonstrate knowledge of the historical development of calculus including contributions from diverse cultures.		

Content Standard 13: Knowledge of discrete mathematics. <i>Prospective mathematics teachers should:</i>	Relevant coursework or other experiences:	Comments
13.1. Demonstrate knowledge of basic elements of discrete mathematics such as graph theory, recurrence relations, finite difference approaches, linear programming, and combinatorics.		
13.2. Apply the fundamental ideas of discrete mathematics in the formulation and solution of problems arising from real-world situations.		
13.3. Use technological tools to solve problems involving the use of discrete structures and the application of algorithms.		
13.4. Demonstrate knowledge of the historical development of discrete mathematics including contributions from diverse cultures.		

Content Standard 14: Knowledge of data analysis, statistics and probability. <i>Prospective mathematics teachers should:</i>	Relevant coursework or other experiences:	Comments
14.1. Design investigations, collect data, and use a variety of ways to display data and interpret data representations that may include bivariate data, conditional probability and geometric probability.		
14.2. Use appropriate methods such as random sampling or random assignment of treatments to estimate population characteristics, test conjectured relationships among variables, and analyze data.		
14.3. Use appropriate statistical methods and technological tools to describe shape and analyze spread and center.		
14.4. Use statistical inference to draw conclusions from data.		
14.5. Identify misuses of statistics and invalid conclusions from probability.		
14.6. Draw conclusions involving uncertainty by using hands-on and computer-based simulation for estimating probabilities and gathering data to make inferences and conclusions.		
14.7. Determine and interpret confidence intervals.		
14.8. Demonstrate knowledge of the historical development of statistics and probability including contributions from diverse cultures.		

Content Standard 15: Knowledge of measurement. <i>Prospective mathematics teachers should:</i>	Relevant coursework or other experiences:	Comments
15.1. Recognize the common representations and uses of measurement and choose tools and units for measuring.		
15.2. Apply appropriate techniques, tools, and formulas to determine measurements and their application in a variety of contexts.		
15.3. Completes error analysis through determining the reliability of the numbers obtained from measures.		
15.4. Demonstrate knowledge of the historical development of measurement and measurement systems including contributions from diverse cultures.		

Portfolio Evaluation Sign-off

Advisor: _____

Pass

Not Pass

Comments:

Second Reader: _____

Pass

Not Pass

Comments:

NCTM PROGRAM STANDARDS