2017-18
Reading and Literacies Handbook

WARNER
SCHOOL OF EDUCATION
UNIVERSITY OF ROCHESTER
INTRODUCTORY INFORMATION

HANDBOOK PURPOSE

THE WARNER SCHOOL MISSION AND VISION

TEACHING & CURRICULUM CONCEPTUAL FRAMEWORK

INTERNATIONAL READING ASSOCIATION STANDARDS FOR READING PROFESSIONALS

IRA 2010 STANDARDS

STANDARD 1: FOUNDATIONAL KNOWLEDGE
STANDARD 2: CURRICULUM AND INSTRUCTION
STANDARD 3: ASSESSMENT AND EVALUATION
STANDARD 4: DIVERSITY
STANDARD 5: LITERATE ENVIRONMENT
STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP

WARNER SCHOOL PRINCIPLES AND TARGETED PROFICIENCIES FOR TEACHER CANDIDATES

CANDIDATE ABSENCE

COORDINATING TEACHER ABSENCE

PRACTICUM REQUIREMENTS FOR READING SPECIALIST/LITERACY COACH

CHECKLIST OF PRACTICUM EXPERIENCES

ROLES AND RESPONSIBILITIES

ROLES AND RESPONSIBILITIES OF THE CANDIDATE

ROLES AND RESPONSIBILITIES OF THE COOPERATING TEACHER

ROLES AND RESPONSIBILITIES OF THE DIRECTOR OF STUDENT TEACHING

ROLES AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

ROLES AND RESPONSIBILITIES OF WARNER FACULTY

FAQ-ROLES AND RESPONSIBILITIES

LETTER OF EXPECTATIONS

LETTER OF EXPECTATIONS: SPECIFIC REQUIREMENTS

COVER LETTER FOR LETTER OF EXPECTATIONS

DIRECTORY OF WARNER FACULTY AND UNIVERSITY SUPERVISORS

KEY ASSESSMENTS FOR READING AND LITERACIES TEACHER CANDIDATES

ASSESSMENT OVERVIEW

NOTE FOR EVALUATORS

PRACTICUM EVALUATION FORM

GENERAL GUIDELINES

PART I: IRA STANDARDS FOR READING & LITERACIES TEACHER CANDIDATES

PART II: WARNER SCHOOL STANDARDS AND PROFICIENCIES FOR ALL TEACHER CANDIDATES
HANDBOOK PURPOSE

This handbook has been developed to provide a flexible structure within which the cooperating teacher, university supervisor, the candidate, and the university professor can combine their knowledge and interests in developing an experience that is rewarding to all. By clarifying expectations at the outset and evaluating the process throughout the experience, our program ensures that:

Candidates systematically improve their teaching knowledge over the course of their practica by gradually increasing their responsibility and independence in a supportive environment.

Cooperating teachers benefit from the energy and ideas of the candidate, allowing for innovative instructional approaches within the constraints of the curriculum and the procedures at the school.

University supervisors and Warner Faculty develop a better understanding of teaching and teacher preparation by maintaining open and honest relationships with the candidate and the cooperating teacher. This strengthens the relationship between the teacher education courses practica experiences.

This handbook outlines what we believe to be a unique approach to the mentoring and supervision of candidates. Before the beginning of the practicum experience, candidates and cooperating teachers should familiarize themselves with the handbook.

Cooperating teachers should focus especially on:
1. The overview of the program
2. The roles and responsibilities of the cooperating teacher
3. Information regarding the letter of expectations

Candidates should focus especially on:
1. The overview of the program
2. The roles and responsibilities of the candidate
3. Information regarding the letter of expectations
The goal of the program is to develop reflective teachers through a flexible structure involving:

1. **Clear expectations.**
2. Regular observations by both the cooperating teacher and the university supervisor.
3. Regular meetings to review the progress of the candidate and the process as a whole.

While the candidates are doing their practica, they are also taking concurrent, complementary university courses. The purposes of the courses are to provide the candidates with an opportunity for reflection on their field experiences and student teaching, and for guided practices as they interact with Warner faculty, their peers, and the university supervisor who attends these courses.

**TEACHING & CURRICULUM PROGRAM PHILOSOPHY**

At the Warner School, we are committed to educating teachers and researchers who have the courage and conviction to lead struggles for social justice. We prepare teachers who have in-depth knowledge of the subjects they teach and the skills and understanding of teaching and learning needed to help all students develop their potential. Our students learn to approach curricular and pedagogical decisions as thoughtful practitioners with knowledge of the social, cultural, historical, and political contexts of schooling and curriculum. It is our ultimate goal to prepare teachers who can become agents for change in schools and who are committed to higher standards in teaching and learning. Our doctoral students (PhD, EdD, and Accelerated EdD) develop deep understandings of the complex relationship of ontology, epistemology, and theoretical frameworks to research design and interpretation. This rich preparation promotes the construction and use of knowledge for the benefit of human society.

More specifically, Teaching and Curriculum teacher preparation programs are characterized by the following elements:

**Integration of content and pedagogy.**

Effective teachers need to have a solid understanding of the subject matters they teach. They need to confront the fundamental questions of what they should teach, why they should teach it, how it should be taught, and for what purpose. In addition, future teachers need to know what is appropriate for the age/grade level they teach and for the children, families, and
communities in which they teach. Therefore, “teaching methods” are not taught in isolation, but grounded in a research-based understanding of the relationship between content and pedagogy and child development. At the core of each of the Warner School teacher preparation programs are two or more courses that emphasize reflection on the nature of the subject matter to be taught, the goals for teaching it, and the assumptions and implications of choosing specific teaching methods at varying levels.

Integration of theory and practice.
At the Warner School, we believe that theory and practice are deeply and inseparably intertwined. We believe that future teachers should be able to use knowledge gained through both research and practice to construct environments where quality teaching and learning can take place. Warner pre-service teachers have a unique opportunity to understand the relationship between theory and practice throughout their course of study, as field experiences and student teaching take place concurrently with the courses about the teaching and learning of specific subject matters. While challenging for both students and faculty, this approach encourages students to bring insight and questions from their classroom experiences into their course, and vice versa, and to develop the habits of a reflective practitioner.

A commitment to social justice.
Underlying all of our teacher preparation programs is an understanding that social justice concerns are related to processes and relationships that privilege particular groups and marginalize others. Warner School candidates understand that social justice is both an ideology and a goal; that is, both theoretical and practical. Teacher candidates come to see learning as a social practice that is ideological (Street, 1995) in that social meanings and power relationships are enacted through constructing meaning and knowledge. We believe that there is a knowledge base to which one needs to have access in order to be effective as an agent for social change (social justice requires more than good will and good intentions). In addition, our candidates understand their role in the maintenance or transformation of social and educational practices that engender inequality. We strive to encourage candidates to develop a sense of social responsibility through reflections about themselves as raced, classed, gendered and abled individuals. Through their interactions with others whose background is different from their own, candidates develop cross-cultural understandings of the construction and discourse of difference. Courses across our curricula develop candidates’ recognition of the connections between
power/knowledge, education, and teaching and learning and understand that all forms of difference are interrelated, interlocking, and interactive; that is, they are not isolated variables. Coursework promotes the understanding of difference described above and actively engages candidates in understanding difference and explicitly exposes candidates to pedagogical theory and practices designed to promote meaningful student learning.

**A commitment to inclusion of students with disabilities.** We believe that all teachers should be prepared to recognize the diverse needs of their students and they should have strategies to differentiate instruction so as to meet those needs. We believe that all students bring rich and meaningful experiences to school and that those experiences should be resources for curriculum development. Warner School graduates lead efforts to advocate for the full inclusion of all students, particularly students with disabilities, as part of their efforts to reform schools. We view inclusion as a commitment to the education of all students in heterogeneous schools and classrooms within environments that value the various backgrounds and experiences of all students and to maintaining high expectations based on student’s individual strengths, needs, and interests. Inclusion promotes and requires collaboration among school, family, and community while providing students and teachers with the necessary supports and services. All our teacher preparation programs include at least one course designed to develop knowledge of how to facilitate the learning, participation, and belonging of students with disabilities and an understanding of meaningful inclusion. We also make conscious efforts to offer pre-service teachers the opportunity to conduct their field experiences and student teaching in inclusive settings.

**A sociocultural-historical perspective on learning and human development.** The Warner School holds a deep commitment to understanding the diversity of human development in order to maximize student learning in schools. We believe that children and youth learn through active engagement in culturally organized activities involving knowledgeable others (Lave & Wenger, 1991; Rogoff, 1994, 2003; Vygotsky, 1962, 1978; Wertsch, 1991). Communities of practice or communities of learners emerge as organizational systems within which learning is achieved in the context of social relationships. Learning (knowledge) is thus socially constructed. It therefore involves more than acquiring new knowledge; it also involves participating in communities through which knowledge and the processes of generating it are built and negotiated collectively. We see children as active agents who are not only constructed by social and cultural practices and institutions, but who also construct and change the world. Learning involves more than receiving knowledge; it involves constructing new knowledge, in
both the declarative sense (knowing that) and the procedural sense (knowing how). Course assignments and experiences model the construction of a community of learners within which candidates develop an understanding of how to construct meaningful contexts for learning and development.

**Assessment in context of multiple forms of continuous assessment and the role of assessment in informing instruction.**

Warner School teacher candidates explore assessment as an integral part of meaningful instruction that maximizes student learning and supports development. Candidates learn that assessment should be embedded in authentic learning activities for real audiences and real purposes. Assessment should also be tailored to the specific purposes and contexts of learning, so as to support student expression, inquiry, and meaning-making processes. Candidates interrogate the climate of high-stakes testing and the limitations of using single-point-testing instruments to make decisions about student aptitudes and abilities. In response, they develop a variety of assessment modes, including formal and informal, summative, formative, and cumulative. Candidates explore assessments as ways to both develop curriculum and better meet student needs as well as to provide students a variety of ways to demonstrate learning, risk-taking, and growth. Student self-assessment and critical reflection are integral to this model. Carefully crafted assessments should provide both guidelines and feedback for students. Candidates will learn the importance of multiple forms of continuous assessment and the role of assessment in informing instruction.

**A commitment to enhance student learning through technology.**

At the Warner School we believe that a variety of technologies must be an integral part of students' pedagogical content knowledge in the twenty-first century. In our courses technology is viewed and used in distinct ways to enhance students' understanding of the themes and concepts inherent in each of the disciplines and across the curriculum. Candidates interrogate the ways in which technology can both transform and reproduce traditional pedagogical practices and the unequal distribution of resources and knowledge. Thus, we view technology as a social practice that has the potential to change social and power relations in classrooms for good or ill (Knobel & Lankshear, 2010; Larson & Marsh, 2005). Through experiences focused on communicating, collaborating, conducting research, solving problems and disseminating information and knowledge by using technology, candidates learn to use and problematize the various technologies available to support content-specific and cross-curricular learning while enhancing their ability to effectively integrate technology into their teaching. Candidates also become familiar with the various
technologies as well as technology integration strategies used to facilitate communication and learning for students with disabilities. These strategies draw on varied resources students bring to bear. They also embody teachers’ responsibility to provide access to participation and communication in service of a community of learners that benefits from all students’ contributions. Candidates must be prepared to promote ethical, equitable, legal, literate and humane uses of technology resources among their students as means of empowering learners as active citizens in a global society.

**A commitment to use our research and service to improve education.**

As a Teaching and Curriculum program within a research institution, we believe that research, teaching, and service are intertwined and reinforce each other in the work for social change. We define these mutually constituted practices as our praxis. The faculty conducts basic and applied research that builds new knowledge within our fields. This research includes ethnographic studies, qualitative studies, experimental and quasi-experimental studies, and non-empirical or theoretical research. All the above-described characteristics of our conceptual framework are embedded in our research, teaching, and services.

References:


THE WARNER SCHOOL MISSION AND VISION

At the Warner School of Education and Human Development, we believe that education can transform lives and make the world more just. This vision informs our teaching, research and service as a graduate professional school in a research institution, as we strive to:

- Prepare knowledgeable, reflective, skilled and caring educators who can make an impact in the lives of individuals and who are leaders and agents of change;
- Generate and disseminate knowledge to lead to new understandings of development, learning and change, on which more effective educational policies and practices can be grounded;
- Collaborate across disciplines, professions and constituencies -- to promote change that can significantly improve and transform education and support positive human development.

Our diverse work in each of these domains is informed by the underlying beliefs that: the improvement of education is in pursuit of social justice; development and learning shape and are shaped by the socio-historical contexts in which they occur; the complexity of educational problems requires an interdisciplinary and collaborative approach; and best practices are grounded in research and theory, just as theory and research are informed by practice.

INTERNATIONAL LITERACY ASSOCIATION STANDARDS FOR READING PROFESSIONALS

In addition to the standards for teacher preparation identified by the New York State Education Department (NYSED) and the Warner School expectations, the Reading and Literacies program prepares Reading Specialist/Literacy Coach candidates to meet the International Literacy Association Program Standards1 (http://www.reading.org/resources/issues/reports/professional_standards.htm).

1 NOTE: NCATE has slightly different language for the standards in their rubrics, but the goals are the same.
ILA identifies multiple levels of standards labeled as follows: (P) - Para-professional Candidates; (CT) - Classroom Teacher Candidates; (RS) - Reading Specialist/Literacy Coach. Each progressive level requires that candidates meet the standards for the previous level. Reading Specialist/Literacy Coach candidates must meet standards at all three levels.

Reading Specialists/Literacy Coaches are professionals whose goal is to improve reading achievement in their assigned school or district positions. Their responsibilities and titles often differ based on the context in which they work, and their teaching and educational experiences. Their responsibilities may include teaching, coaching, and leading school reading programs. Reading Specialists/Literacy Coaches may also serve as a resource in reading and writing for educational support personnel, administrators, teachers, and the community, provide professional development based on historical and current literature and research, work collaboratively with other professionals to build and implement reading programs for individuals and groups of students, and serve as advocates for students who struggle with reading. Many of these professionals have a specific focus that further defines their duties, such as serving as a teacher for students experiencing reading difficulties, as a reading or literacy coach, as a coordinator of reading and writing programs at the school or district level, or in several combinations of these roles. Explanations for these roles follow:

- The Reading Specialist/Literacy Coach may have primary responsibility for working with students who struggle with reading and may provide intensive, supplemental instruction to students who struggle with reading at all levels in pre-K–12. Such instruction may be provided either within or outside the students’ classrooms. At times, these specialists may provide literacy intervention instruction designed to meet the specific needs of students, or instruction that enables them to meet the requirements of the classroom reading program, or both.
- This specialist may have primary responsibility for supporting teacher learning. These professionals, often known as literacy or reading coaches, provide coaching and other professional development support that enables teachers to think reflectively about improving student learning and implementing various instructional programs and practices. Often, they provide essential leadership for the school’s entire literacy program by helping and creating long-term staff development that supports both the development and implementation of a literacy program over months and years. Such work requires these specialists to work with individuals and groups of teachers (e.g., working with grade-level teams and leading study groups).
• These specialists may have primary responsibility for developing, leading, or evaluating the school or district pre-K–12 reading and writing program. These professionals may assume some of the same responsibilities as the specialists who work primarily with teachers but have additional responsibilities that require them to work with systemic change at the school and district levels. These individuals need to have experiences that enable them to work effectively as coordinators and develop and lead effective professional development programs. As coordinators, they may work with special educators, psychologists, and various teachers to develop plans for meeting the needs of all students in the school (e.g., grouping arrangements, assessments, and instructional approaches).

For certification, a Reading Specialist/Literacy Coach Candidate must have the following:

• A valid teaching certificate
• Previous teaching experience
• A master’s degree with a concentration in reading and writing education
• Program experiences that build knowledge, skills, and dispositions related to working with students, supporting or coaching teachers, and leading the school reading program
• Typically, the equivalent of 21–27 graduate semester hours in reading, language arts, and related courses: The program must include a supervised practicum experience, typically the equivalent of 6 semester hours.

The supervised practicum experience should require working with students who struggle with reading, as well as collaborative and coaching experiences with teachers. Note: It is expected that candidates completing the Reading Specialist/Literacy Coach program will be at a novice or entry level of expertise (see Issues in Reading Education).

Note: The role of the Reading Specialist/Literacy Coach remains as one role because ILA expects to see evidence of both in this candidate: reading specialist and literacy coach.
### ILA Standards

#### Standard 1: Foundational Knowledge

Reading Specialist/Literacy Coach Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction. As a result, candidates:

<table>
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<tr>
<th>Elements</th>
<th>Evidence that demonstrates competence may include, but is not limited to</th>
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<tbody>
<tr>
<td>1.1: Understand major theories and empirical research that describe the</td>
<td>Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.</td>
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<td>cognitive, linguistic, motivational, and sociocultural foundations of</td>
<td>Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).</td>
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<td>reading and writing development, processes, and components, including</td>
<td>Demonstrate a critical stance toward the scholarship of the profession.</td>
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<tr>
<td>word recognition, language comprehension, strategic knowledge, and</td>
<td>Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).</td>
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<td>reading-writing connections.</td>
<td>Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.</td>
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<tr>
<td>1.2: Understand the historically shared knowledge of the profession and</td>
<td>Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers.</td>
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<td>changes over time in the perceptions of reading and writing development,</td>
<td>Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.</td>
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<td>processes, and components.</td>
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<tr>
<td>1.3: Understand the role of professional judgment and practical</td>
<td>• Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.</td>
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<tr>
<td>knowledge for improving all students’ reading development and</td>
<td>• Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.</td>
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<td>achievement.</td>
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## Standard 2: Curriculum and Instruction

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. As a result, candidates:

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</table>
| 2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.] | • Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all pre-K-12 students.  
• Develop and implement the curriculum to meet the specific needs of students who struggle with reading.  
• Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students.  
• Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K-12. |
| 2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. [McKenna and Stahl (2009) define reading as including word recognition, language comprehension, and strategic knowledge (see the Glossary for their definition of cognitive model of reading).] | • Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.  
• Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.  
• Support classroom teachers and education support personnel to implement instructional approaches for all students.  
• As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write. |
| 2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources. | • Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.  
• Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners. [Reading specialists may provide support through modeling, coteaching, observing, planning, and providing resources.]  
• Lead collaborative school efforts to evaluate, select, and use a variety of instructional |
Standard 3: Assessment and Evaluation
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. As a result, candidates:

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| 3.1: Understand types of assessments and their purposes, strengths, and limitations. | • Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.  
• Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.  
• Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).  
• Explain district and state assessment frameworks, proficiency standards, and student benchmarks. |
| 3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.] | • Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.  
• Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students.  
• Lead school-wide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students. |
| 3.3: Use assessment information to plan and evaluate instruction. | • Use multiple data sources to analyze individual readers’ performance and to plan instruction and intervention.  
• Analyze and use assessment data to examine the effectiveness of specific intervention practices and students’ responses to instruction.  
• Lead teachers in analyzing and using classroom, individual, grade-level, or school-wide assessment data to make instructional decisions.  
• Plan and evaluate professional development initiatives using assessment data. |
| 3.4: Communicate assessment results and implications to a variety of audiences. | • Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability. |
### Elements

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<tr>
<th>Evidence that demonstrates competence may include, but is not limited to</th>
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<tr>
<td>• Demonstrate the ability to communicate results of assessments to various audiences.</td>
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### Standard 4: Diversity

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society. As a result, candidates:

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<tr>
<td>4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]</td>
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<tr>
<td>Evidence that demonstrates competence may include, but is not limited to</td>
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<tr>
<td>• Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.</td>
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<td>• Assist teachers in developing reading and writing instruction that is responsive to diversity.</td>
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<td>• Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development.</td>
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<td>• Engage the school community in conversations about research on diversity and how diversity impacts reading and writing development.</td>
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<tr>
<th>4.2: Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.</th>
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<tr>
<td>• Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.</td>
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<td>• Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.</td>
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<td>• Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students’ diverse backgrounds.</td>
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<td>• Collaborate with others to build strong home-to-school and school-to-home literacy connections.</td>
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<tr>
<td>• Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.</td>
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### Elements

**4.3: Develop and implement strategies to advocate for equity.**

- Provide students with linguistic, academic, and cultural experiences that link their communities with the school.
- Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.
- Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.
- Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.

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### Standard 5: Literate Environment

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, candidates:

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<tr>
<td>5.1: Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.</td>
<td>Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same. Modify the arrangements to accommodate students’ changing needs.</td>
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<td>5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]</td>
<td>Create supportive social environments for all students, especially those who struggle with reading and writing. Model for and support teachers and other professionals in doing the same for all students. Create supportive environments where English learners are encouraged and given many opportunities to use English.</td>
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### Elements

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<th><strong>5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).</strong></th>
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<td><strong>Evidence that demonstrates competence may include, but is not limited to</strong></td>
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<tr>
<td>Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.</td>
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<tr>
<td>Create effective routines for all students, especially those who struggle with reading and writing.</td>
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<tr>
<td>Support teachers in doing the same for all readers.</td>
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<tr>
<th><strong>5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.</strong></th>
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<tr>
<td><strong>Evidence that demonstrates competence may include, but is not limited to</strong></td>
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<tr>
<td>Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.</td>
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<tr>
<td>Support teachers in doing the same for all students.</td>
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### Standard 6: Professional Learning and Leadership

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility. As a result, candidates:

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<th><strong>Elements</strong></th>
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<td><strong>6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.</strong></td>
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<tr>
<td><strong>Evidence that demonstrates competence may include, but is not limited to</strong></td>
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<tr>
<td>Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals.</td>
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<td>Use knowledge of students and teachers to build effective professional development programs.</td>
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<td>Use the research base to assist in building an effective, school-wide professional development program.</td>
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<tr>
<th><strong>6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.</strong> [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]</th>
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<tr>
<td><strong>Evidence that demonstrates competence may include, but is not limited to</strong></td>
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Warner School Principles and Targeted Proficiencies

WARNER SCHOOL PRINCIPLES AND TARGETED PROFICIENCIES FOR TEACHER CANDIDATES

NOTE:
Each principle is one of the Interstate New Teacher Assessment and Support Consortium (INTASC) principles, “augmented” with additions and/or qualifiers derived from our Warner School Teaching and Curriculum framework and National Council for the Accreditation of Teacher Education (NCATE) Standards. Note that each principle addresses a key area/component within teaching (as suggested by its title) and essentially states what we think is most important within that area/component for our teacher candidates.

The “candidate proficiencies” listed after each principle are more concretely what we want candidates to achieve by the end of our program with respect to that particular area/component of teaching. Each principle has been articulated in such a way that it can be measured, and includes a combination of knowledge (K), skills (S), and dispositions (D).

In wording candidate proficiencies (and related holistic rubrics) we have been careful to keep in mind that these principles articulate what we value in teaching as we would hope to see in the practice of experienced practitioners—yet here we are dealing with teacher candidates who are just entering the profession. Therefore, we can only expect candidates to: have developed a certain set of understandings and dispositions; have learned a sub-set of what they eventually need to know while developing expectations, skills and strategies to continue in what will be a life-long learning process; and, 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 (e.g., candidates “are able to…” means that they have shown us at least once that they can do something).
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.

Related candidates’ proficiencies:
Candidates have a broad preparation in the subject area(s) taught, consistent with professional and New York State standards. (K)
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. (K)
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. (K)
Candidates are able to create learning experiences that make the subject matter meaningful and relevant for all students. (S)

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.

Related candidates’ proficiencies:
Candidates understand human development and how it is affected by context. (K)
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. (K)
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. (S)

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.
Related candidates’ proficiencies:
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. (K)
Candidates are committed to high moral and ethical standards and respect and value their students’ differences in contexts and approaches to learning. (D)
Candidates are familiar with some of the cultural, linguistic and learning differences and disabilities their students may present and their implications for the classroom. (K)
Candidates are able to provide learning experiences that are culturally relevant and address the strengths and needs of all students. (S)

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.

Related candidates’ proficiencies:
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. (K)
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. (S)
Candidates understand the potential values as well as problems and limitations of using technology in instruction. (K)
Candidates are able to use technology in a variety of ways to support student learning within specific content areas. (S)

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.

Related candidates’ proficiencies:
Candidates understand what may encourage or hinder student’s motivation and engagement in learning, based on an analysis of research and practice. (K)

Candidates are able to construct comfortable and safe classroom environments for all students. (S)

Candidates are able to construct a classroom environment that supports student motivation and learning and the creation of a “community of learners.” (S)

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.

Related candidates’ proficiencies:
Candidates understand the role of language in teaching and learning. (K)
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. (K)
Candidates are able to use effectively a variety of modes of communication to make ideas accessible to all students and foster inquiry. (S)
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 facilitate students’ critical analysis of such texts. (S)

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

Related candidates’ proficiencies:
Candidates are able to align instruction with learning goals consistent with professional and New York State standards. (S)
Candidates are able to implement lessons according to a well-defined and high quality plan. (S)

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.
Related candidates’ proficiencies:
Candidates understand the multiple purposes of assessment and are familiar with a variety of assessment and evaluation strategies, their purposes and potential uses. (K)
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. (S)
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. (S)
Candidates are able to have a positive effect on their students’ learning. (S)

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.

Related candidates’ proficiencies:
Candidates are committed to continue to learn and improve their practice throughout their teaching career. (D)
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. (S)
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). (D)

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.

Related candidates’ proficiencies:
Candidates value and seek out parental and community involvement. (D)
Candidates are able to communicate effectively with parents/caregivers and colleagues. (S)
PRACTICUM REQUIREMENTS FOR READING SPECIALIST/LITERACY COACH

First Practicum

EDF 422 Childhood (grades 1 - 6) or
EDF 424Middle/Adolescent (grades 5 - 9 or 7 - 12)

Time: 100 hours over the Fall or Spring Semester
       (Depending on when you start your program and complete prerequisites)

Observations: 3 by university field supervisor
              1 by faculty member

Second Practicum

EDF 423 Childhood (grades 1 - 6)
EDF 425 Middle/Adolescent grades (5 - 9 or 7 - 12, opposite of first practicum)

Time: 100 hours during the Fall or Spring Semester after
       successfully completing first practicum

Observations: 3 by university field supervisor
              1 by faculty member
ROLES AND RESPONSIBILITIES OF THE CANDIDATE

There are two major aspects to the candidate's role during the two required practicum experience: his/her activities in the classroom or school, and participation in the weekly seminar on teaching in his/her subject area. Only the activities in the classroom are discussed here. Also, please read the entire student teacher handbook.

At the beginning of each practicum experience the candidate should:

Discuss with his/her cooperating teacher(s):
The school layout, its resources, and the overall philosophy of the school.

b. The nature of the community in which the school is located and the ways in which parents are involved in school affairs.

c. Personal philosophies of teaching and personal/professional backgrounds.

d. Curriculum content and curriculum materials.

e. Individual students.

f. The classroom schedule, routines, and procedures.

g. The decision making process as it will affect the candidate.

h. How the candidate will be introduced to the class.

Within the first week of the placement, write the letter of expectations in conjunction with the cooperating teacher(s) and the university supervisor and submit to Warner faculty member and the Director of Student Teaching.

Give the university supervisor a detailed schedule for the practicum experience before the end of the second week of the experience. Make sure to be able to contact the supervisor/faculty in the event of a school closing day in which an observation is scheduled (e.g., a snow day).

Required experiences for practica:

1. Classroom responsibility: Reading specialist positions vary among districts and school buildings. Candidates should gradually assume the responsibilities of the reading specialist/cooperating teacher as appropriate, but leave sufficient time for thorough preparation and reflection. Initially, the candidate should spend time observing, researching, and assisting in class.

2. Lesson plans: The cooperating teacher and/or the university supervisor will require written lesson plans according to the Warner School format. Make
sure to plan lessons that are in accordance with the Warner School lesson plan requirements.

3. Candidates are required to complete various assignments for courses accompanying practica. These include an Innovative unit, Lesson Plan for Literacy Coaches, Professional Development Plan, and a Case Study among others.

**Recommended experiences:**

Teaching in one-to-one, small group, multiple small group, and large group settings.
Planning and teaching lessons in all relevant content areas that are taught by his/her cooperating teacher.
Designing and implementing lessons using a variety of instructional techniques and instructional media.
Constructing, administering, and interpreting teacher made tests, and in keeping records of student growth.
Participating in parent/teacher conferences, teacher/specialist conferences, and in open-house programs.
Observing teachers in the same and other subjects.
Checklist of Practicum Experiences

Reading Specialist/ Literacy Coach

The experiences listed below are suggested activities meant to help the candidate acquire and develop the set of proficiencies established as the ultimate goal of our teacher preparation programs and meet ILA standards for reading specialists/literacy coaches. Evidence that demonstrates competence may include these activities, but is not limited to the provided suggestions. Please refer to the Reading and Literacies Handbook for a complete list of the roles and responsibilities of the candidate and cooperating teacher.

Participation in these experiences should be under the supervision of the Cooperating Teacher (CT). Naturally, opportunities to complete the entire list will not be available in every situation. Experiences will vary according to the placement. They may also vary because of differences in the ability and readiness of the Candidate. Where the experience does not pertain, or may not be engaged in, leave it blank.

Candidate’s Name _________________________________________

Circle one: First Practicum   Second Practicum

Check when completed:

I. Prior to and beginning the practicum experience

- Holds conferences with CT/ and Classroom Teachers/Paras/Staff to review roles and responsibilities and Reading and Literacies Handbook
- Within the first week, write letter of expectation with CT and university professor

Become familiar with school procedures and routines, suggestions:
• Assists in library
• Assists with extra class activities
• Assists with a classroom school trip
• Supervises a study hall
• Leans homeroom/school routines
• Eats lunch in school cafeteria
• Writes letter of introduction to parents of the class(es)
• Visits staff room and interacts with staff
• Interacts with administrators
• Works with staff/committees
• Learns school policies (e.g.: fire drills, discipline, duties)
• Takes roll and records attendance
• Learns attendance register procedure
• Attends school related community functions

I. Foundational Knowledge- IRA Standard 1 - Reading Specialist/Literacy Coach Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

Evidence that demonstrates competence may include, but is not limited to the following suggestions:

• Analyzes classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).
• Demonstrates a critical stance toward the scholarship of the profession.
• Reads and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).
• Informs other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.
• Other (describe)...........................................................................................................
1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

- Interprets and summarizes historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers.
- Informs educators and others about the historically shared knowledge base in reading and writing and its role in reading education.
- Other (describe) ________________________________

1.3: Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.

- Models fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.
- Communicates the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.
- Other (describe) ________________________________

II. Curriculum and Instruction- IRA Standard 2 - Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

- Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all pre-K–12 students.
- Develop and implement the curriculum to meet the specific needs of students who struggle with reading.
- Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students.
- Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K–12.
2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections. [McKenna and Stahl (2009) define reading as including word recognition, language comprehension, and strategic knowledge (see the Glossary for their definition of cognitive model of reading).]

- Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.
- Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.
- Support classroom teachers and education support personnel to implement instructional approaches for all students.
- As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.

Other (describe)______________________________________________

2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

- Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.
- Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners. [Reading specialists may provide support through modeling, coteaching, observing, planning, and providing resources.]
- Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners.

Other (describe)______________________________________________

III. Assessment and Evaluation—Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
3.1: Understand types of assessments and their purposes, strengths, and limitations.

- Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.
- Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
- Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).
- Explain district and state assessment frameworks, proficiency standards, and student benchmarks.
- Other (describe) ____________________________________________

3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

- Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.
- Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students.
- Lead schoolwide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students.
- Other (describe) ____________________________________________

3.3: Use assessment information to plan and evaluate instruction.

- Use multiple data sources to analyze individual readers’ performance and to plan instruction and intervention.
- Analyze and use assessment data to examine the effectiveness of specific intervention practices and students’ responses to instruction.
- Lead teachers in analyzing and using classroom, individual, grade-level, or schoolwide assessment data to make instructional decisions.
- Plan and evaluate professional development initiatives using assessment data.
3.4: Communicate assessment results and implications to a variety of audiences.

- Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.
- Demonstrate the ability to communicate results of assessments to various audiences.
- Other (describe)______________________________

IV. Diversity - IRA Standard 4 - Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

- Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.
- Assist teachers in developing reading and writing instruction that is responsive to diversity.
- Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development.
- Engage the school community in conversations about research on diversity and how diversity impacts reading and writing development.
- Other (describe)______________________________

4.2: Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.

- Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.
- Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.
• Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students’ diverse backgrounds.
• Collaborate with others to build strong home-to-school and school-to-home literacy connections.
• Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.
• Other (describe)______________________________________________

4.3: Develop and implement strategies to advocate for equity.

• Provide students with linguistic, academic, and cultural experiences that link their communities with the school.
• Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.
• Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.
• Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.
• Other (describe)______________________________________________

V. Literate Environment- IRA Standard 5

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

5.1: Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.

• Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.
• Modify the arrangements to accommodate students’ changing needs.
• Other (describe)______________________________________________

5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read
and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

- Create supportive social environments for all students, especially those who struggle with reading and writing.
- Model for and support teachers and other professionals in doing the same for all students.
- Create supportive environments where English learners are encouraged and given many opportunities to use English.
- Other (describe)______________________________________________

5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).

- Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.
- Create effective routines for all students, especially those who struggle with reading and writing.
- Other (describe)______________________________________________

5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

- Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.
- Support teachers in doing the same for all students.
- Other (describe)______________________________________________

V1. Professional Learning and Leadership - IRA Standard 6
Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
• Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals.
• Use knowledge of students and teachers to build effective professional development programs.
• Use the research base to assist in building an effective, schoolwide professional development program.
• Other (describe)______________________________________________

6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]

• Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.
• Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.
• Join and participate in professional literacy organizations, symposia, conferences, and workshops.
• Demonstrate effective interpersonal, communication, and leadership skills.
• Other (describe)______________________________________________

6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

• Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, coplanning, coteaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning).
• Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings.
• Support teachers in their efforts to use technology in literacy assessment and instruction.
• Demonstrate effective use of technology for improving student learning.
• Other (describe)______________________________________________

6.4: Understand and influence local, state, or national policy decisions.

• Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.
• Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.
• Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.
• Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.
• Other (describe)______________________________________________

ROLES AND RESPONSIBILITIES OF THE COOPERATING TEACHER

At the Warner Graduate School of Education and Human Development, a cooperating teacher’s primary role is to serve as a vital member of a community of pre-service teacher educators. In collaboration with Warner faculty and university supervisors, cooperating teachers play a critical role in achieving the first part of the Warner vision, which is to: Prepare knowledgeable, reflective, skilled, and caring educators who can make an impact in the lives of individuals and who are leaders and agents of change.

To this end, the following activities have been outlined:

General:

Help make the student teaching experience enjoyable and productive for all involved.
Discuss ideas, make suggestions, and provide practical information to aid the candidate.
Make arrangements for the candidate to visit other classes and to participate in various school meetings.
Evaluate lesson plans before the candidate delivers the lessons and provide constructive feedback.
Understand that the participant/candidate is taking methods courses in conjunction with their practica experience.
Provide time for the candidate to implement practica-based assignments required in the concurrent methods courses.
Read the Student Teaching Handbook and sign the letter of expectations accordingly.

**Specific:**

**At the beginning of the placement:**
Develop a letter of expectations with the candidate within the first week of the placement. This required letter outlines the expectations of the candidate, the cooperating teacher, the inclusion cooperating teacher, if applicable, the university supervisor and Warner faculty for the practica experience. (See the section of this handbook titled “Letter of Expectations” for format.)
Give the candidate a clear understanding of your classroom procedures and curriculum as well as relevant school and district policies and procedures.
Plan instruction with the candidate.
Discuss what choices were made about the curriculum and classroom procedures so the candidate understands the rationale for these choices.
Discuss the mechanics of the position (e.g., absences, fire drills, substitutes).

**During all placements:**
Use your ideas and experiences to help the candidate develop his/her thinking about teaching and learning.
Give the candidate a variety of classroom activities to observe, analyze, and discuss.
Observe the candidate's performance with the students.
Allow the candidate to develop his/her own style.
Provide the candidate with the opportunity to teach his/her own lessons. Allow the candidate to teach solo when being observed by university supervisor/faculty member. Confer with the university supervisor and/or faculty member as appropriate. Complete and return all assessments to the Director of Student Teaching. Rubrics are included in this handbook. Returning the assessment rubrics triggers your payment from the Warner School. Monitor candidate absence and tardiness, and report concerns to the university supervisor or Warner faculty.

During the practica placements:

Specify in the letter of expectations when the candidate will take up full responsibility for teaching, assessing, fulfilling administrative assignments, and maintaining contact with parents for up to five of your classes. Support the development of and approve candidate’s lesson plans/units, including the Innovative Unit, Lesson Plan for Literacy Coaches, Case Study and Professional Development Plan (and other assignments) that candidates are required to implement during practica experiences. Candidates may need to supplement required textbooks or materials in order to fulfill the requirements of their concurrent methods courses.

Plan to leave the classroom in the candidate’s hands frequently enough so students understand that the candidate is in charge, especially when the candidate is being observed by university supervisor/faculty. Return Warner School assessment rubrics by specified dates in order for candidates to be assessed by university faculty and for your payment to be triggered.
ROLES AND RESPONSIBILITIES OF THE DIRECTOR OF STUDENT TEACHING

At the Warner Graduate School of Education and Human Development, the Director of Student Teaching’s primary role is to serve as a vital member of a community of pre-service teacher educators. In collaboration with cooperating teachers, university supervisors, and Warner faculty, the Director of Student Teaching plays a critical role in achieving the first part of the Warner vision, which is to:

Prepare knowledgeable, reflective, skilled, and caring educators who can make an impact in the lives of individuals and who are leaders and agents of change.

To this end, the following activities have been outlined:

The Director of Student Teaching is responsible for leading the placement of all T&C masters students in collaboration with faculty, supervisors, cooperating teachers, and district personnel. The Director of Student Teaching will:

- Collect and maintain accurate candidate contact information and placement requirements.
- Maintain candidate files.
- Collaborate with Warner faculty and university supervisors to identify appropriate cooperating teachers.
- Set and implement practica placement calendar.
- Handle all procedures required by local schools districts associated with finalizing placements.
- Maintain constant communication between the Warner School, local districts, building principals, candidates, and cooperating teachers.
- Ensure Warner faculty are aware of communications related to placements.
- Organize and host the summer “Foundations in field placements and student teaching” workshop.
ROLES AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

At the Warner Graduate School of Education and Human Development a supervisor’s primary role is to serve as a vital member of a community of pre-service teacher educators. In collaboration with Warner faculty and cooperating teachers, university supervisors play a critical role in achieving the first part of the Warner vision, which is to:
Prepare knowledgeable, reflective, skilled, and caring educators who can make an impact in the lives of individuals and who are leaders and agents of change.

To this end, the following activities have been outlined:

1. Negotiate the required Letter of Expectations with the candidate and the designated cooperating teacher(s) at the beginning of each placement.
2. Formally observe each candidate as indicated in the relevant “Internships Requirements” section.
3. Arrange appointments for each observation. Before the classroom observation, discuss objectives and outcomes with the candidate, and meet with the candidate after the lesson to debrief it.
   Write a formal evaluation narrative after each observation that includes strengths, weaknesses and recommendations for improvement. Include observations, criticisms and suggestions, to help the candidate become a reflective teacher and improve her/his practice. Give a copy of this to the candidate, the cooperating teacher, the Director of Student Teaching, and to the methods course professor.
4. Facilitate candidate placement and troubleshoot problems that may arise. Alert the Director of Student Teaching and Warner faculty responsible for the concurrent methods course of any problems that may need intervention.
5. Meet with Warner faculty responsible for the concurrent methods course separately to discuss candidate progress. Provide the professor with the final formal evaluation of each candidate observed.
6. Read the Student Teaching Handbook and sign the letter of expectations accordingly.

Last updated 8/28/2017
If requested by the candidate, write a letter of recommendation at the end of the semester. Make certain the Director of Student Teaching receives copies of all observations and evaluations.
ROLES AND RESPONSIBILITIES OF WARNER FACULTY

At the Warner Graduate School of Education and Human Development the faculty who teach the concurrent methods courses and reflective seminars’ primary role is to serve as a vital member of a community of pre-service teacher educators. In collaboration with cooperating teachers and university supervisors, Warner faculty play a critical role in achieving the first part of the Warner vision, which is to:

Prepare knowledgeable, reflective, skilled, and caring educators who can make an impact in the lives of individuals and who are leaders and agents of change.

To this end, the following activities have been outlined:

Facilitate candidate placement in coordination with university supervisors and Director of Student Teaching and be available to mediate problems that may arise.
Observe each candidate at least once during each practicum experience.
Maintain communication among university supervisors, cooperating teachers, and the director of student teaching.
Teach the concurrent Theory and Practice.
Lead the Reflective Seminar in collaboration with the university supervisors.
Evaluate candidate progress and performance in coursework and practica experiences. Make final determination about candidate advancement.
If requested by candidate, write a letter of recommendation at the end of the candidate’s program.
Roles and Responsibilities-FAQ

As the cooperating teacher, how do I handle issues with the behavior of the candidate? It is best to recognize an issue when it is at its beginning stages, rather than wait until the problem has escalated. If there is an issue with the behavior of the candidate, the cooperating teacher first needs to discuss the issue with the candidate. If after that conversation, the issue continues or is not resolved, the cooperating teacher needs to contact the university supervisor and clearly identify what the issue is and what has been already been done in an attempt to resolve it.

As the university supervisor, I have changed the candidate’s practicum placement. Who do I notify? When a candidate’s practicum placement changes, the university supervisor needs to notify the Director of Student Teaching and the candidate’s advisor.

I want to change my practicum placement. Who do I talk to about this? Every effort is made not to disrupt the original placement. If you are in a situation where you want to change your practicum placement, you must first discuss this with your university supervisor. Under no circumstances should you leave a placement without prior approval from your university supervisor.

What if I have a problem with the cooperating teacher? It is best to recognize an issue when it is at its beginning stages, rather than wait until the problem has escalated. If you have a concern with the cooperating teacher, consult with your university supervisor.
Letter of Expectations

LETTER OF EXPECTATIONS: SPECIFIC REQUIREMENTS

The Letter of Expectations is designed to ensure that all parties’ needs and expectations are met during the practica experiences. The Letter of Expectations is written by the candidate and approved by the university faculty. Please be sure to include all sections outlined below, answering the question in each heading.

**General Expectations:** What do the cooperating teacher(s) and the candidate expect to occur during the practicum experience?

**II. Specific Requirements:** In as detailed language as possible, explain the duties of each participant in the practicum experience.

A. **Candidate:** What will the candidate do in terms of observation, lesson planning, teaching, evaluation and assessment, parent contact, administrative contact, working with other teachers (or candidates), one-on-one student instruction, administrative duties, after school duties, etc.?

B. **Cooperating teacher(s):** What will the cooperating teacher(s) do in terms of observation, assisting with unit and lesson planning, modeling teaching, critiquing and advising, and acting as a liaison between the candidate and other teachers, administrators, and parents?

**University supervisor:** The university supervisor will be available to the candidate and the cooperating teacher to facilitate the field experience and student teaching processes. The supervisor will observe as indicated in the relevant “Internship Requirements” section. Detail times when the university supervisor will meet with the cooperating teacher and candidate after each observation to discuss the observation and the candidate's progress.

**III. Schedule:**

A. What time is the candidate expected to arrive? Until what time is the candidate expected to stay?

B. **Specific commitments for the practicum experience:**

When will the candidate begin to assume partial or full responsibility for teaching duties?

Which classes will the candidate co-teach with the cooperating teacher?

Which other classes/teachers will the candidate observe?

Include a timeline of responsibilities over the course of the placement.

**Lesson Plans:** How often will the candidate review his or her learning activity or lesson plans with the cooperating teacher(s)? When will the cooperating teacher and candidate review lesson plans?
V. **Meetings:**

A. How often will the candidate and cooperating teacher(s) meet? When will these meetings take place? What will be the focus of these meetings (review lesson plans, problem solve, critique, advice, etc.)?

B. Will the candidate and cooperating teacher(s) be able to meet at other times if the need arises? How will these meetings be arranged?

The candidate, cooperating teacher(s), and university supervisor will meet as soon as possible after each observation by the supervisor.

VI. **Observations:**

When will the cooperating teacher(s) observe the candidate (e.g., before the university supervisor/faculty come to observe)?

When will the university supervisor observe the candidate?

VII. **Possible Situations:**

A. What will the candidate do if the cooperating teacher(s) is absent? *

B. What will the cooperating teacher(s) do if the candidate is absent?

C. How will each party inform the other of absences?

D. What will be done in case of snow days or emergencies?

*Note: A copy of the completed Letter of Expectations must be submitted to the Director of Student Teaching within the first two weeks of the placement.*
COVER LETTER FOR LETTER OF EXPECTATIONS

Candidate name: ________________________________
Candidate phone number: __________________________
Candidate email: ________________________________
Cooperating teacher name: ________________________
Cooperating teacher phone number: ________________
Cooperating teacher email address: ________________

School telephone number: ________________________
University supervisor name: ______________________
University supervisor phone number: ________________
University supervisor email: _______________________

PLEASE FILL OUT ALL PARTS OF THIS FORM!

All parties have read and agree with the objectives and requirements outlined in this Letter of Expectations and have read the entire Student Teaching Handbook.

Candidate: ________________________________ Date: ______________
Cooperating Teacher: _________________________ Date: ______________
University Supervisor: ________________________ Date: ______________
<table>
<thead>
<tr>
<th>Department Leadership</th>
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<tbody>
<tr>
<td><strong>Department Chair</strong></td>
</tr>
<tr>
<td><strong>Director of Teacher Education</strong></td>
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<tr>
<td><strong>Director of Student Teaching and Candidate Support</strong></td>
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<tr>
<th>Early Childhood</th>
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<tr>
<td><strong>Faculty</strong></td>
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<td><strong>Supervisor</strong></td>
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<tr>
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<td><strong>Supervisor</strong></td>
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<tr>
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<td><strong>Faculty</strong></td>
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<tr>
<th>Elementary Science</th>
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<td><strong>Faculty</strong></td>
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<th>Elementary Social Studies</th>
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<td><strong>Faculty</strong></td>
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<table>
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<tr>
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<tr>
<td><strong>Faculty</strong></td>
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<table>
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<tr>
<th>Foreign Language, TESOL</th>
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<tbody>
<tr>
<td><strong>Faculty</strong></td>
</tr>
<tr>
<td><strong>Supervisors</strong></td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>Nancy Stocker</td>
</tr>
<tr>
<td>Barbara Moynihan</td>
</tr>
<tr>
<td>(c) 585-703-3394</td>
</tr>
<tr>
<td>FL Supervisor</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Inclusive Childhood Education**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynn Gatto</td>
<td>585-273-5443</td>
<td><a href="mailto:lgatto@warner.rochester.edu">lgatto@warner.rochester.edu</a></td>
</tr>
</tbody>
</table>

**Inclusive Early Childhood Education**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martha Mock</td>
<td>585-276-3363</td>
<td><a href="mailto:mmock@warner.rochester.edu">mmock@warner.rochester.edu</a></td>
</tr>
<tr>
<td>Supervisor Marcy Berger</td>
<td>585-330-3549</td>
<td><a href="mailto:Marcy.berger@gmail.com">Marcy.berger@gmail.com</a></td>
</tr>
</tbody>
</table>

**Reading and Literacies**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carol St. George</td>
<td>585-275-0967</td>
<td><a href="mailto:cstgeorge@warner.rochester.edu">cstgeorge@warner.rochester.edu</a></td>
</tr>
<tr>
<td>Supervisor Kathleen Spitz</td>
<td>585-613-6170</td>
<td><a href="mailto:kbask30@hotmail.com">kbask30@hotmail.com</a></td>
</tr>
<tr>
<td>Wendy Wright</td>
<td>585-314-1689</td>
<td><a href="mailto:dwright5@rochester.rr.com">dwright5@rochester.rr.com</a></td>
</tr>
</tbody>
</table>

**Secondary English**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jayne Lammers</td>
<td>585-276-6020</td>
<td><a href="mailto:jlammers@warner.rochester.edu">jlammers@warner.rochester.edu</a></td>
</tr>
<tr>
<td>Supervisor Holly Cook</td>
<td>585-255-0619</td>
<td><a href="mailto:Hmcook1246@gmail.com">Hmcook1246@gmail.com</a></td>
</tr>
</tbody>
</table>

**Secondary Mathematics**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeffrey Choppin</td>
<td>585-273-4913</td>
<td><a href="mailto:jchoppin@warner.rochester.edu">jchoppin@warner.rochester.edu</a></td>
</tr>
<tr>
<td>Supervisor Zenon Borys</td>
<td>585-704-8329</td>
<td><a href="mailto:zenon.borys@warner.rochester.edu">zenon.borys@warner.rochester.edu</a></td>
</tr>
</tbody>
</table>

**Secondary Science**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>April Luehmann</td>
<td>585-275-3010</td>
<td><a href="mailto:aluehmann@warner.rochester.edu">aluehmann@warner.rochester.edu</a></td>
</tr>
<tr>
<td>Supervisors James Davidson</td>
<td>585-704-7734</td>
<td><a href="mailto:jdavidson6710@gmail.com">jdavidson6710@gmail.com</a></td>
</tr>
<tr>
<td>Mort Stein</td>
<td>(h) 585-442-6828 (c) 585-766-3073</td>
<td><a href="mailto:scidoc@rochester.rr.com">scidoc@rochester.rr.com</a></td>
</tr>
</tbody>
</table>

**Secondary Social Studies**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kevin Meuwissen</td>
<td>585-273-5940</td>
<td><a href="mailto:kmeuwissen@warner.rochester.edu">kmeuwissen@warner.rochester.edu</a></td>
</tr>
</tbody>
</table>

**Secondary Special and Inclusive Education**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martha Mock</td>
<td>585-276-3363</td>
<td><a href="mailto:mmock@warner.rochester.edu">mmock@warner.rochester.edu</a></td>
</tr>
<tr>
<td>Supervisors Kim Garrison</td>
<td>508-360-7667</td>
<td><a href="mailto:kimgarrison19@gmail.com">kimgarrison19@gmail.com</a></td>
</tr>
<tr>
<td>Diane Santiago</td>
<td>585-414-5729</td>
<td><a href="mailto:diane57350@gmail.com">diane57350@gmail.com</a></td>
</tr>
</tbody>
</table>
NCATE accreditation requires institutions to systematically assess candidates’ performance at four key stages of their program – i.e., at admissions; before practicum; after practicum, 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 and the standards set by the relevant professional organization – in this case, the International Literacy Association (ILA). Both Warner and ILA Standards are referenced in the key assessments.

<table>
<thead>
<tr>
<th>Key assessment</th>
<th>When it is administered</th>
<th>What decision(s) it inform</th>
<th>Who grades it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall admissions evaluation</td>
<td>At admissions</td>
<td>Whether the candidate should be admitted into the program</td>
<td>Interviewer; program admissions committee</td>
</tr>
<tr>
<td>Innovative Unit Project</td>
<td>Second methods course</td>
<td>Whether the candidate can pass the practicum</td>
<td>Course instructor</td>
</tr>
<tr>
<td>Practicum Evaluation</td>
<td>End of EACH practicum experience</td>
<td>Whether the candidate can pass the practicum</td>
<td>Cooperating teacher; University supervisor</td>
</tr>
<tr>
<td>Case-Study</td>
<td>EDU 495 – Theory &amp; Practice for Reading Professionals</td>
<td>Course Grade</td>
<td>Course Instructor</td>
</tr>
<tr>
<td>Professional Learning, Leadership and Advocacy</td>
<td>EDU 495 – Theory &amp; Practice for Reading Professionals</td>
<td>Course Grade</td>
<td>Course Instructor</td>
</tr>
<tr>
<td>Lesson plan for Literacy Coaches</td>
<td>Second methods course</td>
<td>Whether the candidate can pass the practicum</td>
<td>University supervisor</td>
</tr>
<tr>
<td>Reflective Narrative</td>
<td>Prior to graduation</td>
<td>Whether the candidate can pass the practicum</td>
<td>Faculty Supervisor</td>
</tr>
<tr>
<td>NYS Licensure Tests (including Reading CST)</td>
<td>Any time during the program</td>
<td>Whether the candidate can graduate and get certified</td>
<td>NYSED</td>
</tr>
</tbody>
</table>
All the key assessments relevant to Reading and Literacies teacher candidates have been summarized in the table below - please note, however, that assessment guidelines and accompanying rubrics can be found on the Warner web site, only the practicum evaluation is included in this handbook:

**NOTE FOR EVALUATORS**

We have developed the following rubrics based on the Warner School Principles and Targeted Proficiencies, NCATE, and the various specialist professional standards. 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 practicum 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 the practicum, 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 practicum in order to continue to improve.

Thank you for helping us to build an exemplary group of new teachers for the profession.
University of Rochester Warner School of Education  
**Practicum Evaluation Final** Reading Elementary: SR1,NR1

Candidate:  
Evaluator:  
Semester and Year(required):  
Course #:  
Date:  
Description:

**General Guidelines**
This practicum 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, ILA 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 space at the end of the form, and/or by attaching a narrative evaluation at the end.

Part I - ILA Standards for READING & LITERACIES

Based on your observation of the candidate throughout his/her practicum experience, please evaluate the extent to which the candidate has met each of the following standards identified by the International Literacy Association (ILA) for teacher candidates in reading and literacies, using the following rubrics:

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

1. **Insufficient** – i.e., this standard was not met.

2. **Emergent** – i.e., there is only partial evidence that this standard was addressed or
   the standard was only partially addressed; more evidence is needed before
determining proficiency with respect to this standard.

3. **Basic proficiency** – i.e., there is sufficient evidence of addressing this standard at
   least at a basic level

4. **Outstanding performance** – i.e., the candidate has demonstrated outstanding
   proficiency in addressing this standard.

To arrive to this overall evaluation, please refer to the more detailed explanations
provided by ILA for each specific standard (see [http://www.literacyworldwide.org/get-
resources/standards/standards-for-reading-professionals](http://www.literacyworldwide.org/get-
resources/standards/standards-for-reading-professionals) as well as the Practicum
Checklist (organized by ILA standards).

**ILA 1.0 2010 Foundation Knowledge** Candidates understand the theoretical and
evidence-based foundations of reading and writing processes and instruction.

**ILA1.1(2010) Theoretical basis** Candidates understand
major theories and empirical research that describe the
cognitive, linguistic, motivational, and sociocultural
foundations of reading and writing development,
processes, and components, including word recognition,
language comprehension, strategic knowledge, and
reading–writing connections. Evidence that demonstrates
competence may include, but is not limited to, the
following: 1. Interpret major theories of reading and writing __n/o __1 __2 __3 __4
processes and development to understand the needs of
all readers in diverse contexts. 2. Analyze classroom
environment quality for fostering individual motivation to
read and write (e.g., access to print, choice, challenge,
and interests). 3. Demonstrate a critical stance toward the
scholarship of the profession. 4. Read and understand the
literature and research about factors that contribute to
reading success (e.g., social, cognitive, and physical). 5.
Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English. 6. Other (describe in comments)

<table>
<thead>
<tr>
<th>1) Unacceptable / Insufficient</th>
<th>2) Needs Improvement / Emerging</th>
<th>3) Basic Proficiency</th>
<th>4) Outstanding Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate does not demonstrate an understanding of the major theories and empirical research that describe the foundations of reading and writing development, process and components by including none of the indicators.</td>
<td>Candidate demonstrates an emerging understanding of the major theories and empirical research that describe the foundations of reading and writing development, process and components by including evidence of at least 2 of the indicators.</td>
<td>Candidate demonstrates basic proficiency in understanding of the major theories and empirical research that describe the foundations of reading and writing development, process and components by including evidence of successfully completing at least 3 of the indicators.</td>
<td>Candidate demonstrates an outstanding understanding of the major theories and empirical research that describe the foundations of reading and writing development, process and components by including evidence of successfully completing at least 3 of the indicators.</td>
</tr>
</tbody>
</table>

**ILA1.2(2010) Historical basis** Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

Evidence that demonstrates competence may include, but is not limited to, the following: 1. Interpret and summarize historically shared knowledge (e.g., instructional _n/o _1 _2 _3 _4
strategies and theories) that addresses the needs of all readers. 2. Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education. 3. Other (describe in comments)

(1) Unacceptable / Insufficient
Candidate does not demonstrate understanding of knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components, includes no evidence of completing any indicators.

(2) Needs Improvement / Emerging
Candidate demonstrates an emerging understanding of knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components by including evidence of completing 1 indicator.

(3) Basic Proficiency
Candidate demonstrates a basic understanding of knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components by including evidence of 2 indicators.

(4) Outstanding Performance
Candidate demonstrates an outstanding understanding of knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components by including evidence of 3 indicators.

ILA1.3(2010) Professional role Candidates understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals. 2. Communicate the importance of fair-mindedness,
empathy, and ethical behavior in literacy instruction and professional behavior. 3. Other (describe in comments)

(1) Unacceptable / Insufficient
Candidate does not demonstrate a basic understanding of the role of professional judgement and practical knowledge as indicated by not including evidence of indicators 1, or 2 or 3.

(2) Needs Improvement / Emerging
Candidate demonstrates an emerging basic understanding of the role of professional judgement and practical knowledge as indicated by including evidence of 1 of the indicators.

(3) Basic Proficiency
Candidate demonstrates a basic understanding of the role of professional judgement and practical knowledge as indicated by including evidence of 2 of the indicators.

(4) Outstanding Performance
Candidate demonstrates an outstanding understanding of the role of professional judgement and practical knowledge as indicated by including evidence of 3 indicators.

**ILA 2.0 2010 Curriculum and Instruction** Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

**ILA2.1(2010) Curriculum design** Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students. 2. Develop and implement the curriculum to meet the specific needs of students who struggle with reading. 3. Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students.
students. 4. Work with teachers and other personnel in
developing a literacy curriculum that has vertical and
horizontal alignment across pre-K–12. 5. Other (describe
in comments)

(2) Needs Improvement / (3) Basic Proficiency
(1) Unacceptable / Emerging Candidate Candidate
Insufficient
Candidate does not demonstrate ability to use foundational knowledge to design and implement quality curriculum as indicated by not including evidence of the indicators.

(2) Needs Improvement / Emerging Candidate
Candidate demonstrates an emerging ability to use foundational knowledge to design and implement quality curriculum as indicated by including evidence of 1 of the indicators.

(3) Basic Proficiency
Candidate demonstrates a basic ability to use foundational knowledge to design and implement quality curriculum as indicated by including evidence of 2 of the indicators.

(4) Outstanding Performance
Candidate demonstrates an outstanding ability to use foundational knowledge to design and implement quality curriculum as indicated by including evidence of 3 or more of the indicators.

ILA2.2(2010) Instructional approaches Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing. 2. Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing. 3. Support classroom teachers and education support personnel to implement instructional
approaches for all students. 4. As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write. 5. Other (describe in comments)

(2) Needs Improvement / Emerging
(1) Unacceptable / Insufficient
Candidate does not demonstrate ability to use research supported, or appropriate instructional practices, approaches, and methods, as indicated by not including evidence of the indicators.

(3) Basic Proficiency
Candidate demonstrates an emerging ability to use a range of research supported, appropriate instructional practices, approaches, and methods, as indicated by including evidence of 1 of the indicators.

(4) Outstanding Performance
Candidate demonstrates outstanding ability to use a wide range of research supported, appropriate instructional practices, approaches, and methods, as indicated by including evidence of 3 or more of the indicators.

ILA2.3(2010) Use of a wide range of texts/material
Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources. 2. Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners. 3. Lead
collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners. 4. Other (describe in comments)

(2) Needs Improvement / (3) Basic Proficiency (4) Outstanding Performance

(1) Unacceptable / Insufficient Candidate
Candidate does not demonstrate an ability to use and incorporation of a wide range of varied texts and genres for including on line resources and is able to support other professionals as indicated by not including evidence of the indicators.

(2) Needs Improvement / Emerging Candidate
demonstrates emerging ability to use and incorporation of a varied texts and genres for including on line resources and is able to support other professionals as indicated by including evidence of only 1 of the indicators.

(3) Basic Proficiency Candidate
demonstrates basic ability to use and incorporation of a range of varied texts and genres for including on line resources with a critical stance and demonstrates ability to take a critical stance on materials and an outstanding ability to support other professionals as indicated by including evidence of 2 of the indicators.

(4) Outstanding Performance Candidate
demonstrates outstanding ability to use and incorporation of a wide range of varied texts and genres including on line resources and demonstrates ability to take a critical stance on materials and an outstanding ability to support other professionals as indicated by including evidence of 3 or more of the indicators.

ILA 3.0 2010 Assessment and Evaluation Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

ILA 3.1(2010) Fundamental knowledge Candidates understand types of assessments and their purposes, strengths, and limitations. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Demonstrate an understanding of the literature and research related to assessments and their uses and misuses. 2. Demonstrate an understanding of

____1  ____2  ____3  ____4
established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes. 3. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity). 4. Explain district and state assessment frameworks, proficiency standards, and student benchmarks. 5. Other (describe in comments)

(1) Unacceptable / Insufficient
Candidate does not demonstrate understanding of types of assessments and their purposes, strengths and limitations. No indicators are included.

(2) Needs Improvement / Emerging
Candidate demonstrates a limited understanding of types of assessments as indicated by including evidence of only 1 of the indicators.

(3) Basic Proficiency
Candidate demonstrates a basic understanding of types of assessments and their purposes, strengths and limitations as indicated by including evidence of 2 of the indicators.

(4) Outstanding Performance
Candidate demonstrates a thorough and sophisticated understanding of types of assessments their purposes, strengths and limitations as indicated by including evidence of 3 or more of the indicators.

ILA3.2(2010) Develop, administer & interpret
Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing. 2. Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students. 3. Lead schoolwide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading,
writing, and language growth of all students. 4. Other (describe in comments)

(2) Needs Improvement / Emerging
Candidate demonstrates a limited ability to select, develop, administer and interpret data as indicated by including evidence of only 1 of the indicators.

(3) Basic Proficiency
Candidate demonstrates a basic ability to select, develop, administer and interpret data as indicated by including evidence of 2 of the indicators.

(4) Outstanding Performance
Candidate demonstrates a sophisticated ability to select, develop, administer and interpret data indicated by including evidence of 3 or more of the indicators.

ILA3.3(2010) Utilization for planning/evaluating instruction
Candidates use assessment information to plan and evaluate instruction. Evidence that demonstrates competence may include, but is not limited to, the following:

1. Use multiple data sources to analyze individual readers’ performance and to plan instruction and intervention.
2. Analyze and use assessment data to examine the effectiveness of specific intervention practices and students’ responses to instruction.
3. Lead teachers in analyzing and using classroom, individual, grade-level, or schoolwide assessment data to make instructional decisions.
4. Plan and evaluate professional development initiatives using assessment data.
5. Other (describe in comments)

(1) Unacceptable / Insufficient
Candidate does not demonstrate ability to select, develop, administer and analyzes the data. No indicators are included.

(2) Needs Improvement / Emerging
Candidate demonstrates a limited ability to select, develop, administer and interpret data as indicated by including evidence of only 1 of the indicators.

(3) Basic Proficiency
Candidate demonstrates a basic ability to select, develop, administer and interpret data as indicated by including evidence of 2 of the indicators.

(4) Outstanding Performance
Candidate demonstrates a sophisticated ability to select, develop, administer and interpret data indicated by including evidence of 3 or more of the indicators.
to use data sources to plan and evaluate instruction. No indicators are included.

ILAS4.4(2010) Assessment communication
Candidates communicate assessment results and implications to a variety of audiences. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability. 2. Demonstrate the ability to communicate results of assessments to various audiences. 3. Other (describe in comments)

(1) Unacceptable / Insufficient
Candidate demonstrates an unacceptable ability to communicate results and conclusions for various audiences as indicated by including no indicators.

(2) Needs Improvement / Emerging
Candidate demonstrates emerging skill in communicating results and implications for various audiences as indicated by including only one indicator

(3) Basic Proficiency
Candidate demonstrates basic ability to effectively communicate results and implications for various audiences by including numbers 1 and 2 (communicating to some audiences) and/or other indicators

(4) Outstanding Performance
Candidate demonstrates outstanding ability to communicate results and conclusions for various audiences as indicated by including both indicators 1 and 2 (communicating with multiple audiences) and/or other indicators
**ILA 4.0 2010 Diversity** Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

**ILA4.1(2010) Recognition & appreciation** Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Demonstrate an understanding of the ways in which diversity influences the reading and writing development of all students, especially those who struggle with reading and writing. 2. Assist teachers in developing reading and writing instruction that is responsive to diversity. 3. Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development. 4. Engage the school community in conversations about research on diversity and how diversity impacts reading and writing development. 5. Other (describe in comments)

(1) Unacceptable / Insufficient Candidate does not demonstrate an understanding of the ways in which diversity influences the reading and writing development, No indicators included.

(2) Needs Improvement / Emerging Candidate demonstrates a limited understanding of the ways in which diversity influences the reading and writing development by __1__ __2__ __3__ __4__

(3) Basic Proficiency Candidate demonstrates basic understanding of the ways in which diversity influences the reading and writing development by including evidence of 2 of the indicators.

(4) Outstanding Performance Candidate demonstrates an outstanding understanding of the ways in which diversity influences the reading and writing development by including evidence of 3 or more of the indicators.
including evidence 1 of the indicators.

**ILA4.2(2010) Curriculum engagement** Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity. 2. Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning. 3. Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students’ diverse backgrounds. 4. Collaborate with others to build strong home-to-school and school-to-home literacy connections. 5. Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning. 6. Other (describe in comments)

1. **Unacceptable / Insufficient** Candidate does not demonstrate use of differentiated instruction or instructional materials that capitalize on diversity. No indicators included.

2. **Needs Improvement / Emerging** Candidate demonstrates limited use of differentiated instruction or instructional materials that capitalize on diversity.

3. **Basic Proficiency** Candidate demonstrates a basic ability to provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.

4. **Outstanding Performance** Candidate demonstrates an outstanding ability to use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity by including evidence of 3
diversity and limited ability to support other professionals by including evidence of only 1 indicator.

digital, and online resources that capitalize on diversity and demonstrates ability to support other professionals by including evidence of 2 indicators.

ILA4.3(2010) Strategic advocacy Candidates develop and implement strategies to advocate for equity. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Provide students with linguistic, academic, and cultural experiences that link their communities with the school. 2. Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups. 3. Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum. 4. Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy. 5. Other (describe in comments)

(1) Unacceptable / Insufficient Candidate does not demonstrate an ability to develop and implement strategies to advocate for equity. (2) Needs Improvement / Emerging Candidate demonstrates an emergent ability to develop and implement strategies to advocate for equity. (3) Basic Proficiency Candidate demonstrates a basic ability to develop and implement strategies to advocate for equity. (4) Outstanding Performance Candidate demonstrates an outstanding ability to develop and implement strategies to advocate for equity by including evidence of 3 or more indicators.
No indicators included. Strategies to advocate for equity by including evidence of only 1 of the indicators.

ILA 5.0 2010 Literate Environment Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

ILA5.1(2010) Physical design Candidates design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same. 2. Modify the arrangements to accommodate students’ changing needs. 3. Other (describe in comments)

(1) Unacceptable / Insufficient Candidate does not demonstrate ability to design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.

(2) Needs Improvement / Emerging Candidate demonstrates an emerging ability to design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.

(3) Basic Proficiency Candidate demonstrates a basic ability to design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.

(4) Outstanding Performance Candidate demonstrates an outstanding ability to design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction by including evidence of numbers 1 and #2 and #3 of...
reading and writing instruction. No indicators included.

traditional print, digital, and online resources in reading and writing instruction by including evidence of only one indicator.

**ILA5.2(2010) Social environment** Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Create supportive social environments for all students, especially those who struggle with reading and writing. 2. Model for and support teachers and other professionals in doing the same for all students. 3. Create supportive environments where English learners are encouraged and provided with many opportunities to use English. 4. Other (describe in comments)

(1) Unacceptable / Insufficient
Candidate does not demonstrate ability to design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read

(2) Needs Improvement / Emerging
Candidate demonstrates an emerging ability to design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize

(3) Basic Proficiency
Candidate demonstrates a good ability to design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize

(4) Outstanding Performance
Candidate demonstrates an outstanding ability to design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write by including evidence of 3 or more indicators.
and write. No indicators included.

ILAO.3(2010) Supportive routines Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback). Evidence that demonstrates competence may include, but is not limited to, the following: 1. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources. 2. Create effective routines for all students, especially those who struggle with reading and writing. 3. Support teachers in doing the same for all readers. 4. Other (describe in comments)

(1) Unacceptable / Insufficient Candidate does not demonstrate an ability to use routines to support reading and writing instruction. No indicators included.

(2) Needs Improvement / Emerging Candidate demonstrates an emerging ability to use routines to support reading and writing instruction by including evidence of only one indicator.

(3) Basic Proficiency Candidate demonstrates a basic ability to use routines to support reading and writing instruction by including evidence of 2 of the indicators.

(4) Outstanding Performance Candidate demonstrates an outstanding ability to use routines to support reading and writing instruction by including evidence of 3 or more of the indicators.

ILAO.4(2010) Classroom configurations to differentiate instruction Candidates use a variety of classroom

__1  __2  __3  __4
configurations (i.e., whole class, small group, and individual) to differentiate instruction. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing. 2. Support teachers in doing the same for all students. 3. Other (describe in comments)

(1) Unacceptable / Insufficient
Candidate does not demonstrate ability to use evidence-based grouping practices. No indicators included.

(2) Needs Improvement / Emerging
Candidate demonstrates an emerging ability to use evidence-based grouping practices by including evidence of only one indicator.

(3) Basic Proficiency
Candidate demonstrates good ability to use evidence-based grouping practices by including evidence of indicators number 1, and number 2(some groupings) or #3.

(4) Outstanding Performance
Candidate demonstrates an outstanding ability to use evidence-based grouping practices to meet the needs of all students by including evidence of number 1, and #2 (multiple groupings) and #3 of the indicators.

ILA 6.0 2010 Professional Learning and Leadership
Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

ILA6.1(2010) Foundational / theoretical knowledge
Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers
and other professionals. 2. Use knowledge of students and teachers to build effective professional development programs. 3. Use the research base to assist in building an effective, schoolwide professional development program. 4. Other (describe in comments)

(2) Needs Improvement / Emerging
Candidate demonstrates an emerging knowledge of adult learning theories and related research about organizational change, professional development, and school culture by including evidence of only 1 indicator.

(3) Basic Proficiency
Candidate demonstrates basic knowledge of adult learning theories and related research about organizational change, professional development, and school culture by including evidence of 2 indicators.

(4) Outstanding Performance
Candidate demonstrates an outstanding knowledge of adult learning theories and related research about organizational change, professional development, and school culture by including evidence of 3 or more indicators.

ILA6.2(2010) Role modeling & personal development
Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of

1 2 3 4
parents, guardians, and the community. 2. Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians. 3. Join and participate in professional literacy organizations, symposia, conferences, and workshops. 4. Demonstrate effective interpersonal, communication, and leadership skills. 5. Demonstrate effective use of technology for improving student learning. 6. Other (describe in comments)

(2) Needs Improvement / Emerging
Candidate demonstrates an emerging ability to display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. No indicators included.

(1) Unacceptable / Insufficient
Candidate does not demonstrate an ability to display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. No indicators included.

(3) Basic Proficiency
Candidate demonstrates a basic ability to display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors by including evidence of 2 indicators.

(4) Outstanding Performance
Candidate demonstrates an outstanding ability to display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors by including evidence of 3 or more indicators.
ILA6.3(2010) Professional development participation Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Collaborate in, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, coplanning, coteaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning). 2. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings. 3. Support teachers in their efforts to use technology in literacy assessment and instruction. 4. Other (describe in comments)

(1) Unacceptable / Insufficient Candidate does not demonstrate ability to plan, lead and evaluate professional development activities for individuals and groups of teachers. No indicators included.

(2) Needs Improvement / Emerging Candidate demonstrates an emerging ability to participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs by including evidence of 1 indicator.

(3) Basic Proficiency Candidate demonstrates a basic ability to participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs by including evidence of 2 indicators.

(4) Outstanding Performance Candidate demonstrates an outstanding ability to participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs by including evidence of 3 or more indicators.
**ILA6.4(2010) Professional policy involvement**
Candidates understand and influence local, state, or national policy decisions. Evidence that demonstrates competence may include, but is not limited to, the following:  
1. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.  
2. Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.  
3. Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.  
4. Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.  
5. Other (describe in comments)  

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<td>(1) Unacceptable / Insufficient</td>
<td>Candidate does not demonstrate understanding and ability to influence local, state, or national policy decisions</td>
<td>No indicators included.</td>
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<td>(2) Needs Improvement / Emerging</td>
<td>Candidate demonstrates an emerging understanding and ability to influence local, state, or national policy decisions</td>
<td>Evidence of 1 indicator.</td>
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<td>(3) Basic Proficiency</td>
<td>Candidate demonstrates a basic understanding and ability to influence local, state, or national policy decisions by including evidence of 2 indicators.</td>
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<td>(4) Outstanding Performance</td>
<td>Candidate demonstrates an outstanding understanding and ability to influence local, state, or national policy decisions by including evidence of 3 or more indicators.</td>
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**Part II - Warner School standards and proficiencies for all teacher candidates**
Based on your observation of the candidate throughout his/her practicum 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 practicum 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 practicum 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 practicum
experience and graduate from the program.

**Warner School 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.

**WS 1.1 Candidate background in subject matter** Candidates have a broad preparation in the subject area(s) taught, consistent with professional and New York State standards.

**WS 1.2 Subject matter understanding** 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.

**WS 1.3 Curriculum standards** 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.

**WS 1.4 Meaningful learning experiences** Candidates are able to create learning experiences that make the subject matter meaningful and relevant for all students.

**Warner School 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.

**WS 2.1 Understand human development** Candidates understand human development and how it is affected by context.

**WS 2.2 Knowledge construction & culture** 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

**WS 2.3 Building on students' experiences** 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.

**Warner School 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.

**WS 3.1 Equity principles** 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.

**WS 3.2 Respect of diversity** Candidates are committed to high moral and ethical standards and respect and value their students' differences in contexts and approaches to learning.

**WS 3.3 Understanding differences & disabilities** 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.

**WS 3.4 Culturally relevant learning experiences** Candidates are able to provide learning
experiences that are culturally relevant and address the strengths and needs of all students.

**Warner School 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.

**WS 4.1 Knowing a variety of instructional strategies** 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.

**WS 4.2 Using innovative strategies** 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.

**WS 4.3 Understand value and limitations of technology** Candidates understand the potential values as well as problems and limitations of using technology in instruction.

**WS 4.4 Use Technology** Candidates are able to use technology in a variety of ways to support student learning within specific content areas.

**Warner School 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.
WS 5.1 Understand student motivation Candidates understand what may encourage or hinder student motivation and engagement in learning, based on an analysis of research and practice. __1 __2 __3 __4

WS 5.2 Create safe classroom environment Candidates are able to construct comfortable and safe classroom environments for all students. __n/o __1 __2 __3 __4

WS 5.3 Foster community of learners Candidates are able to construct a classroom environment that supports student motivation and learning and the creation of a "community of learners." __n/o __1 __2 __3 __4

Warner School 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.

WS 6.1 Understand role of language Candidates understand the role of language in teaching and learning. __n/o __1 __2 __3 __4

WS 6.2 Proficient in various modes of communication 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. __n/o __1 __2 __3 __4

WS 6.3 Uses communication to support learning Candidates are able to use effectively a variety of modes of communication to make ideas accessible to all students and foster inquiry. __1 __2 __3 __4

WS 6.4 Use of varied media 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. __1 __2 __3 __4
Warner School 7 PLANNING PRINCIPLE The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

WS 7.1 Standards-based planning Candidates are able to align instruction with learning goals consistent with  _1  _2  _3  _4 professional and New York State standards.

WS 7.2 Unit planning and implementation Candidates are able to implement lessons according to a well-defined  _1  _2  _3  _4 and high quality plan.

Warner School 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.

WS 8.1 Knows multiple assessments Candidates understand the multiple purposes of assessment and are familiar with a variety of assessment and evaluation strategies, their purposes and potential uses.  _n/o  _1  _2  _3  _4

WS 8.2 Use appropriate assessments 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,  _1  _2  _3  _4 to monitor, assess and provide guidance to student learning.

WS 8.3 Using assessment inform instruction 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.  _1  _2  _3  _4

WS 8.4 Positive effect on students'  _1  _2  _3  _4

Last updated 8/28/2017
Candidates are able to have a positive effect on their students' learning.

**Warner School 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.

**WS 9.1 Committed to improvement** Candidates are committed to continue to learn and improve their practice. 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.

**WS 9.2 Reflection on practice** 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).

**Warner School 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.

**WS10.1 Valuing community involvement** Candidates value and seek out parental and community involvement.

**WS10.2 Communicate effectively** Candidates are able to communicate effectively with parents/caregivers and colleagues.

Notes: