KEY ASSESSMENTS FOR EARLY CHILDHOOD TEACHER CANDIDATES
CANDIDATE ASSESSMENT OVERVIEW

NCATE accreditation requires institutions to systematically assess candidates’ performance at four key stages of their program – i.e., at admissions; before student teaching; after student teaching, and at graduation – and to do so through a set of key assessments, each graded by using an agreed-upon set of rubrics. Furthermore, when taken as a whole, these assessments need to evaluate each candidate’s progress with respect to both the institutional standards set by the Warner School for all its teacher candidates (included in the Student Teaching Handbook) AND the standards set by the relevant professional organization – in this case, the National Association for the Education of Young Children (NAEYC), reproduced at the end of your Key Assessments notebook and also available on-line at http://www.naeyc.org/faculty/college.asp#2001.

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

<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>Admissions transcript review</td>
<td>At admissions</td>
<td>Whether the candidate has the necessary content prerequisites</td>
<td>Interviewer/Advisor</td>
</tr>
<tr>
<td>Content Specialty Test (multi-subject)</td>
<td>As soon as possible after admission</td>
<td>Whether the candidate has sufficient background in the subject matter</td>
<td>NYSED</td>
</tr>
<tr>
<td>NYS Licensure Tests</td>
<td>Any time during the program</td>
<td>Whether the candidate can graduate and get certified</td>
<td>NYSED</td>
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<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>Lesson plan assignment</td>
<td>First methods course</td>
<td>Whether the candidate can proceed to student teaching</td>
<td>Course instructor</td>
</tr>
<tr>
<td>Field Experiences Evaluation</td>
<td>End of field experiences</td>
<td>Whether the candidate can proceed to student teaching</td>
<td>Cooperating teacher; University supervisor; Faculty supervisor</td>
</tr>
<tr>
<td>Innovative Unit Project</td>
<td>Second methods course</td>
<td>Whether the candidate can pass student teaching</td>
<td>Course instructor</td>
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<tr>
<td>Student Teaching Evaluation</td>
<td>End of EACH student teaching experience</td>
<td>Whether the candidate can pass student teaching</td>
<td>Cooperating teacher; University supervisor; Faculty supervisor</td>
</tr>
<tr>
<td>Comprehensive Portfolio</td>
<td>End of program</td>
<td>Whether the candidate can graduate and get certified</td>
<td>Advisor Another Warner faculty</td>
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</table>
NOTE TO EVALUATORS

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

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

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

Thank you for helping us to build an exemplary group of new teachers for the profession.
FIELD EXPERIENCES EVALUATION FORM
THE WARNER SCHOOL
End of Field Experience Assessment

Teacher Candidate: ____________________________________________________________

Placement: ________________________________________________________________

Cooperating Teacher/Supervisor/Faculty Member: ________________________________

Grade Level: __________ Date: __________

(Circle one)

The purpose of this evaluation is to determine whether the teacher candidate is capable of going on to student teaching. Please assess the candidate on the set of characteristics, knowledge, and skills listed below.

<table>
<thead>
<tr>
<th>PROFESSIONAL CHARACTERISTICS</th>
<th>Not Observed</th>
<th>Serious Concerns (1)</th>
<th>Work Needed (2)</th>
<th>Acceptable Progress (3)</th>
<th>Highly Capable (4)</th>
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<td>Attendance</td>
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<td>Receptiveness to criticism</td>
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<td>Appropriate dress and</td>
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(please place a check mark next to the appropriate level for each characteristic, and then indicate the appropriate grade level and date on the right side of the form.)
<table>
<thead>
<tr>
<th>KNOWLEDGE AND SKILLS</th>
<th>Not Observed</th>
<th>Serious Concerns</th>
<th>Work Needed</th>
<th>Acceptable Progress</th>
<th>No Concerns</th>
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<tbody>
<tr>
<td>Content knowledge - Has sound knowledge of content in area/s of specialization</td>
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<tr>
<td>Organization, planning, and preparation - Consistently prepared for teaching each day</td>
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<td>Lesson planning - Lessons follow a clearly articulated plan</td>
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<td>Constructs a safe learning environment (management) - Supports all students’ learning and motivation</td>
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<td>Classroom presence - Maintains a confident stance; is aware of all classroom activities</td>
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<td>Resourcefulness - Accesses and uses multiple and creative resources to plan curriculum for all learners</td>
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<td>Rapport with students - Understands students’ strengths/needs and constructs positive relationships with all students</td>
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<td>Can construct an inclusive context for learning - Consistently considers all students’ strengths/needs in planning and instruction</td>
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<td>Relations with staff and other faculty - Establishes professional relationships with school personnel</td>
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<td>Relations with parents - Interacts with parents respectfully and in a professional manner</td>
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<td>Can follow school procedures - Knows and follows school policies and procedures</td>
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<td>Knowledge of system of the school - Understands how the school works</td>
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</table>
If candidate does not receive a “3” or “4” in any category, please provide detailed recommendations for what must be done to remedy the concern:

Please use this section to provide additional comments you feel will enhance our understanding of the candidate’s strengths and/or needs:

________________________________________
Signature
**Explanation of rating scale**

**Not observed:**
You cannot make a judgment about this criterion because it is not within the types of proficiencies you would observe given your role.

(1) – **Serious Concerns:**
It is clear to you that the candidate has not met this criterion, and you are not confident that extending the internship experience would have a significant impact on her/his performance. The candidate’s inability to demonstrate this proficiency is likely to: harm students or compromise their ability to learn in the classroom; disrupt the work of the cooperating teacher in her/his field placement, and/or be detrimental to the relationship between the cooperating school and the Warner School. In relation to this criterion, you have serious concerns about the candidate and would not recommend she/he move on to the student teaching placement.

(2) – **Work Needed:**
Your professional opinion suggests that this candidate has the potential to demonstrate this proficiency, but you have not seen evidence of her/his ability. You believe that extending the candidate’s internship would provide her/him with the time and opportunity to become proficient in this area. You are reluctant to categorize this candidate’s progress as acceptable because her/his performance in this area has been variable and inconsistent. The candidate needs to work on this aspect of her/his practice and you would not recommend she/he move on to the student teaching placement.

(3) – **Acceptable Progress:**
The candidate is able to demonstrate this criterion in ways that one would expect from a novice/beginning teacher. Her/his ability is likely to improve during the field placement, and there is no worry that she/he will be a danger to students, or a burden to a cooperating teacher. The candidate has made acceptable progress in this area, and you are confident that with additional experiences she/he will continue to improve. The candidate is well on her/his way to target proficiency in this area and you recommend she/he continue on to the student teaching placement.

(4) – **Highly Capable:**
The candidate is highly capable in this area. Her/his performance has been consistent, skillful and at times, outstanding. There is no concern that this candidate will not succeed in her/his field placement, nor are there any worries that she/he will be a danger to children or a burden to a cooperating teacher. The candidate has demonstrated target proficiency in this area and you recommend she/he continue on to the student teaching placement without reservations.
STUDENT TEACHING ASSESSMENT
Warner School of Education – University of Rochester
STUDENT TEACHING EVALUATION FORM

General guidelines

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

We have organized this evaluation form in two main parts to reflect the fact that our candidates need to meet two sets of standards:
I. The standards set by the professional organization relevant to their area of specialization (i.e., NAEYC, ACEI, NCTE, NCTM, NSTA, NCSS, ACTFL, TESOL, IRA and/or CEC)
II. The target proficiencies identified by the Warner School for all our teacher candidates.

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

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

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

Candidate’s name: ____________________  Evaluator’s name: ____________________
Evaluator’s role: __ Cooperating teacher; __ University supervisor; __ Faculty supervisor
Student teaching experience: __ first; __ second
Semester:____________________   Course # _______________

Part I: NAEYC standards for EARLY CHILDHOOD teacher candidates

Based on your observation of the candidate throughout his/her student teaching experience, please evaluate the extent to which the candidate has met each of the following standards identified by the National Association for the Education of Young Children (NAEYC) for early childhood teacher candidates, using the following rubrics:

1. **Insufficient** – i.e., you have observed behavior that indicates that this standard/element was not met.
2. **Emergent/needs improvement** – i.e., you have observed behavior that indicates that this standard/element was partially met or met inconsistently.
3. **Basic proficiency** – i.e., you have observed behavior consistent with this standard/element at least once.
4. **Outstanding performance** – i.e., you have observed behavior consistent with this standard/element consistently.

To arrive at this evaluation, please refer to the more detailed explanations and rubrics provided by the NAEYC association for each specific standard and related key elements (included in the “Early Childhood Teacher Candidates Standards and Rubrics” document you received from the Warner School and also available at [http://www.naeyc.org/faculty/college.asp#2001](http://www.naeyc.org/faculty/college.asp#2001)). Please note that we are asking you to provide both an evaluation of the extent to which the candidate met each key element AND an overall evaluation of how the candidate met each standard. And, while your overall evaluation of each standard should be based on and consistent with your evaluation of the candidate’s performance with respect to the related key elements, it does not need to be the “average” of the scores assigned to each related element, but rather represent a more qualitative “overall” evaluation of how the candidate meets that standard as a whole.

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<tr>
<th>NAEYC Standards</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>1. Promoting Child Development and Learning. Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.</td>
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<tr>
<td><strong>Key elements:</strong></td>
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<tr>
<td>1a. Knowing and understanding young children’s characteristics and needs.</td>
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<td>1b. Knowing an understanding the multiple influences on development and learning.</td>
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<td>1c. Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.</td>
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</table>
### NAEYC Standards

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<tr>
<th>2. Building Family and Community Relationships.</th>
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<th>2</th>
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<tbody>
<tr>
<td>Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.</td>
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<td><strong>Key elements:</strong></td>
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<tr>
<td>2a. Knowing about and understanding family and community characteristics.</td>
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<tr>
<td>2b. Supporting and empowering families and communities through respectful, reciprocal relationships.</td>
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<tr>
<td>2c. Involving families and communities in their children’s development and learning.</td>
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<tr>
<th>3. Observing, Documenting, and Assessing to Support Young Children and Families.</th>
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<th>2</th>
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</thead>
<tbody>
<tr>
<td>Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.</td>
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<td><strong>Key elements:</strong></td>
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<tr>
<td>3a. Understanding the goals, benefits and uses of assessment.</td>
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<td>3b. Knowing about and using observation, documentation, and other appropriate assessment and approaches.</td>
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<td>3c. Understanding and practicing responsible assessment.</td>
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<td>3d. Knowing about assessment partnerships with families and other professionals.</td>
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<tr>
<th>4. Teaching and Learning.</th>
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<tbody>
<tr>
<td>Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.</td>
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<td><strong>Key elements:</strong></td>
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<tr>
<td>4a. Connecting with children and families. Candidates know, understand and use positive relationships and supportive interactions as the foundation for their work with young children.</td>
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<td>4b. Using developmentally effective approaches. Candidates know, understand and use a wide array of appropriate, effective approaches to support young children’s development and learning.</td>
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<td>4c. Understanding content knowledge in early childhood education. Candidates understand the importance of each content area in young children’s learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.</td>
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<td>4d. Building meaningful curriculum. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.</td>
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<tr>
<td>NAEYC Standards</td>
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<td>5. Growing as a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</td>
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<td><strong>Key elements:</strong></td>
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<tr>
<td>5a. Identifying and involving oneself with the early childhood field.</td>
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<tr>
<td>5b. Knowing about and upholding ethical standards and other professional guidelines.</td>
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<tr>
<td>5c. Engaging in continuous, collaborative learning to inform practice.</td>
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<td>5d. Integrating knowledgeable, reflective, and critical perspectives on early childhood education.</td>
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<td>5e. Engaging in informed advocacy for children and the profession.</td>
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</table>
WARNER STUDENT TEACHING EVALUATION FORM

Candidate’s name: ____________________ Evaluator’s name: ____________________
Evaluator’s role: __ cooperating teacher; __ university supervisor; __ faculty advisor
Student teaching experience: __ first __ second
Semester: ___________________ Course # _____________________

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

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

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

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

1. **Insufficient** – i.e., the candidate has not attained the proficiency in question and you are not confident that further experience would have a significant impact on his/her performance; furthermore, the candidate’s inability to demonstrate this performance is likely to: harm students or compromise their ability to learn in the classroom; disrupt the work of the cooperating teacher and/or be detrimental to the relationship between the cooperating school and Warner.

2. **Emergent/needs improvement** – i.e., your professional opinion suggests that the candidate has the potential to demonstrate this proficiency, but you have not seen evidence of its achievement yet, or performance in this area has been variable and inconsistent (but you have no worry that the candidate will be a danger for students or a burden to a cooperating teacher).

3. **Basic proficiency** – i.e., the candidate is able to demonstrate the target proficiency at a minimum level, to the extent that one would expect from a novice/beginning teacher.

4. **Outstanding performance** – i.e., the candidate has demonstrated the target proficiency in a consistent and skillful way, thus demonstrating that he/she is highly capable in this area and exceeds the minimum expectations for a novice/beginning teacher.

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

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

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

Additional comments:

2. LEARNING PRINCIPLE

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

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

Additional comments:
### 3. EQUITY PRINCIPLE

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

<table>
<thead>
<tr>
<th>Proficiency:</th>
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<th>1</th>
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<tbody>
<tr>
<td>3.1. Candidates understand equity and social justice principles, including everyone’s right to have an opportunity to learn and what constitutes equitable and socially just behavior and treatment for themselves and others.</td>
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<tr>
<td>3.2. Candidates are committed to high moral and ethical standards and respect and value their students’ differences in contexts and approaches to learning.</td>
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<tr>
<td>3.3. Candidates are familiar with some of the cultural, linguistic and learning differences and/or disabilities their students may present and their implications for the classroom.</td>
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<tr>
<td>3.4. Candidates are able to provide learning experiences that are culturally relevant and address the strengths and needs of all students.</td>
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Additional comments:

### 4. PEDAGOGY PRINCIPLE

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

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


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

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<tr>
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<tbody>
<tr>
<td>5.1. Candidates understand what may encourage or hinder student motivation and engagement in learning, based on an analysis of research and practice.</td>
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<tr>
<td>5.2. Candidates are able to construct comfortable and safe classroom environments for all students.</td>
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<tr>
<td>5.3. Candidates are able to construct a classroom environment that supports student motivation and learning and the creation of a “community of learners.”</td>
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Additional comments:

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

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<tbody>
<tr>
<td>6.2. Candidates are familiar with and proficient in a wide variety of modes and vehicles for communication that can support learning and inquiry for all students.</td>
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<tr>
<td>6.3. Candidates are able to use effectively a variety of modes of communication to make ideas accessible to all students and foster inquiry.</td>
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<tr>
<td>6.4. Candidates are able to construct curriculum activities that incorporate oral, written, visual, and electronic texts as tools for interaction and communication across multiple contexts, and that facilitate all students’ critical analysis of such texts.</td>
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Additional comments:
7. PLANNING PRINCIPLE:
The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

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<tbody>
<tr>
<td>7.1. Candidates are able to align instruction with learning goals consistent with professional and New York State standards.</td>
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<td>7.2. Candidates are able to implement lessons according to a well-defined and high quality plan.</td>
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Additional comments:

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

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<tr>
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</thead>
<tbody>
<tr>
<td>8.1. Candidates understand the multiple purposes of assessment and are familiar with a variety of assessment and evaluation strategies, their purposes and potential uses.</td>
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<tr>
<td>8.2. Candidates are able to use a variety of assessment and evaluation strategies, including some that are embedded in authentic learning activities and have real audiences and purposes, to monitor, assess and provide guidance to student learning.</td>
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<td>8.3. Candidates are able to use assessment to inform instruction by making links between their teaching and student performance and by adjusting their practice as a result of analysis of and reflection on student assessment data.</td>
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<td>8.4. Candidates are able to have a positive effect on their students’ learning.</td>
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Additional comments:
9. PROFESSIONAL PRACTICE PRINCIPLE:
The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally, including staying up to date with research, theories and best practices in his/her field.

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

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

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<tr>
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<tbody>
<tr>
<td>10.1. Candidates value and seek out parental and community involvement.</td>
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<tr>
<td>10.2. Candidates are able to communicate effectively with parents/caregivers and colleagues.</td>
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Additional comments:

Feel free to attach additional pages with your narrative evaluation if you wish
LESSON PLAN ASSIGNMENT
LESSON PLAN DESCRIPTION

Standard Lesson Plan Heading:

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

Definitions of Standard Lesson Plan Criteria:

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

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

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

4. **National and/or New York State Standards:**
   Candidates should identify the specific national (professional organization) and NYS standards or performance indicators they will address in the lesson. This section should be written as a narrative, and should not be presented as a list of standards.

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

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

7. **Procedure:**
   Candidate should describe: (1) how the lesson will begin, (2) the activities that will help students to achieve the learning objectives of the lesson, (3) the duration of each of the main components of the lesson, (4) how transitions will be made between the major components of the lesson, (5) strategies
for altering the procedure if the lesson does not go as planned, and (6) how they will conclude the lesson.

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

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

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

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

Candidate _______________________________ Date __________
Cooperating Teacher ___________________________ Grade Level ______
Subject Area ________________________________ Duration ______
Title of unit (of which this lesson is a part) ____________________________
Lesson Title __________________________________________

Lesson Planning

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

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

Objectives:
What specific objectives do you want your students to achieve? What will your students do to accomplish the goal/s of the lesson? (e.g. Students will create a graphic organizer to …)
National and New York State Standards:
What are the specific national (professional organization) and/or state standards, key ideas, performance indicators, and major understandings that you will address in this lesson? Explain how this lesson meets these standards in a brief narrative.

Assessment:
Summative
a. How will you know students have learned what you wanted them to learn, that the objectives have been accomplished, and that the goals have been achieved? What will count as evidence of learning? How does this summative assessment of the lesson link to your summative unit and/or curriculum assessments?
Formative
b. How will your assessment inform instruction on an ongoing basis? How will you assess in the process of student learning throughout the lesson and how will you make adjustments? Contextualize the answer to this question to include possible scenarios that could take place during the lesson.

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

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

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

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

Personal Reflection:
Evaluation of lesson: What went well? What would you change? What did you learn about the students? What did you learn about yourself? How did you construct a meaningful learning community?
Lesson Plan Rubric – Part I

<table>
<thead>
<tr>
<th>Lesson Components</th>
<th>(1) Unacceptable/ Insufficient</th>
<th>(2) Needs Improvement/Emerging</th>
<th>(3) Basic Proficiency</th>
<th>(4) Outstanding Performance</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content Area</td>
<td>The content are identified is not predominant in the lesson.</td>
<td>The predominant content area of the lesson has been identified. In cases where connections have been made to other content areas, these links are vague or confusing.</td>
<td>The predominant content area has been identified. In cases where connections have been made to other content areas, these links are described in broad, general terms.</td>
<td>The predominant content area has been identified. In cases where connections have been made to other content areas, these links are well articulated and detailed.</td>
<td></td>
</tr>
<tr>
<td>2. Purpose/Goals</td>
<td>The candidate has described what students will learn from the lesson, but the explanation about why the goals are important, how they relate to other areas of study, and the “big idea” of the lesson are absent or not well articulated.</td>
<td>The candidate has described what the students will learn from the lesson by articulating its goals and why they are important. These goals are not articulated in relation to other areas of study, or these connections are unclear/confusing. The candidate has identified the “big idea”, but it is not clear how they will use it to engage students in meaningful learning, or help them to understand difficult ideas, or correct misconceptions.</td>
<td>The candidate has described what the students will learn from the lesson by describing its goals and why they are important. Other areas of study have been briefly mentioned and there is a brief articulation of their relationship to the goals of the lesson. The candidate has identified the “big idea”, but is not able to fully articulate how the lesson will engage students in meaningful learning, help them to understand difficult ideas, and correct misconceptions.</td>
<td>The candidate has clearly explained what the students will learn from the lesson by describing its goals and why they are important. These goals have also been articulated in relation other areas of study. The candidate has explained how the “big idea” of the lesson will engage students in meaningful learning, help them to understand difficult ideas, and correct misconceptions.</td>
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<tr>
<td>Lesson Components</td>
<td>(1) Unacceptable/Insufficient</td>
<td>(2) Needs Improvement/Emerging</td>
<td>(3) Basic Proficiency</td>
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<td>Score</td>
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<tr>
<td>3. Objectives</td>
<td>Objectives are missing, unclear, or unrelated to standards. Objectives are inappropriate for the intended grade level, and are not likely to be accomplished by most students in the time allotted.</td>
<td>Objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. There is a weak relationship between the objectives and the learning standards, and/or some, but not all, are appropriate for the intended grade level. It is unlikely that the objectives will be accomplished by students in the time allotted.</td>
<td>Objectives provide a sense of what students will know and be able to do as a result of the lesson. There is some relationship between the objectives and the learning standards. Most of the objectives are appropriate for the intended grade level. Objectives are likely to be accomplished by most of the students in the time allotted.</td>
<td>Objectives provide a clear sense of what students will achieve as a result of the lesson. This section also clearly describes how students will demonstrate what they have learned. There is a strong relationship between the objectives and the learning standards. All of the objectives and activities are appropriate for the intended grade level. Objectives are likely to be accomplished by almost all students in the time allotted.</td>
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<tr>
<td>4. National and/or NYS Standards</td>
<td>Specific national and/or State standards are not accurately presented or absent, and there is no mention of the ways they connect to the objectives of the lesson.</td>
<td>The national and/or NYS standards or performance indicators to be addressed in the lesson are mentioned in general terms. There is no explanation of the relationship between the standards and the objectives, or these connections have been written as a list.</td>
<td>The specific national and/or NYS standards or performance indicators to be addressed in the lesson are mentioned, but the explanation of their relationship to the objectives does not have a narrative quality.</td>
<td>The specific national and/or NYS standards or performance indicators to be addressed in the lesson are clearly identified, and their relationship to the objectives has been written as a narrative.</td>
<td></td>
</tr>
<tr>
<td>Lesson Components</td>
<td>(1) Unacceptable/Insufficient</td>
<td>(2) Needs Improvement/Emerging</td>
<td>(3) Basic Proficiency</td>
<td>(4) Outstanding Performance</td>
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<tr>
<td>5. Assessment</td>
<td>The suggested assessment strategies are unrelated to objectives and/or standards of the lesson.</td>
<td>The methods and strategies to be used to measure student learning are only provided for the conclusion of the lesson. The candidate has made poor choices of examples of “evidence” of student learning. The connections between the assessment in the lesson and more summative assessments are absent or unclear, and it is not apparent that the candidate is able to make these connections. The candidate has not provided ideas about how the assessment in the lesson will inform instruction on an ongoing basis or these connections are not well developed.</td>
<td>The methods and strategies for measuring student learning throughout the lesson and at its conclusion are clearly articulated. The candidate has provided several examples of what they will consider as “evidence” of student learning. The connections between the assessment in the lesson and more summative assessments are vague or underdeveloped, but it is clear that the candidate is able to make these connections. The candidate has provided a few ideas about how the assessment in the lesson will inform instruction on an ongoing basis.</td>
<td>The methods and strategies for measuring student learning throughout the lesson and at its conclusion are clearly articulated. The candidate has explained what they will consider as “evidence” of learning. The connections between the assessment in the lesson and more summative assessments are clearly articulated. The candidate has provided ideas about how the assessment in the lesson will inform instruction on an ongoing basis.</td>
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<tr>
<td>Lesson Components</td>
<td>(1) Unacceptable/Insufficient</td>
<td>(2) Needs Improvement/Emerging</td>
<td>(3) Basic Proficiency</td>
<td>(4) Outstanding Performance</td>
<td>Score</td>
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<td>6. Community Knowledge and Experience</td>
<td>The strategies for the recognition and incorporation of students’ knowledge and experiences are absent or vague.</td>
<td>The ways in which the candidate will account for, or incorporate, students’ knowledge and experiences in the lesson have been described.</td>
<td>The ways in which the candidate will account for, or incorporate, students’ knowledge and experiences in the lesson have been described.</td>
<td>The ways in which the candidate will account for, or incorporate, students’ knowledge and experiences in the lesson have been clearly articulated.</td>
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<td></td>
<td>It is clear that the candidate does not understand what it means to view oneself as a “member of the learning community” in the classroom.</td>
<td>It is not evident that the candidate understands what it means to be “a member of the learning community” in the classroom, and they are not able to talk about themselves as a learner in the classroom.</td>
<td>It is evident that the candidate understands what it means to be “a member of the learning community” in the classroom, and s/he has described strategies/ideas for integrating their knowledge and experience into the lesson.</td>
<td>It is evident that the candidate understands what it means to be “a member of the learning community” in the classroom, and s/he has articulated the ways in which their knowledge and experience will be shared and included in the lesson.</td>
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<td>7. Procedure</td>
<td>The candidate’s description of the progression of the lesson, including how it will begin, end, and/or how they will transition between major components of the lesson is unclear or confusing.</td>
<td>The candidate has described all of the activities of the lesson, but it is not clear how the lesson will begin, end and/or how they will transition between major components of the lesson.</td>
<td>The candidate has described how the lesson will begin and end, and how they will transition between major components of the lesson.</td>
<td>The candidate has clearly articulated how the lesson will begin and end, and how they will transition between major components of the lesson.</td>
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<td></td>
<td>Most of the activities described in the lesson are not likely to help students achieve the objectives of the lesson.</td>
<td>Some of the activities described in the lesson are not likely to help students achieve the objectives of the lesson.</td>
<td>The activities described in the lesson begin to provide an explanation of how the students will achieve the objectives of the lesson.</td>
<td>The activities described in the lesson provide an explanation of how the students will achieve the objectives of the lesson.</td>
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<td>The examples of strategies that the candidate will use to alter the lesson if it does not go as planned are absent or not likely to be successful.</td>
<td>The examples of strategies that the candidate will use to alter the lesson if it does not go as planned are absent or not likely to be successful.</td>
<td>The candidate has provided a few examples of strategies that s/he will use to alter the lesson if it does not go as planned, some of which are not likely to be effective.</td>
<td>The candidate has provided good examples of strategies that s/he will use to alter the lesson if it does not go as planned.</td>
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<tr>
<td>Lesson Components</td>
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<td>8. Resources</td>
<td>No supporting materials are identified in the lesson plan, or these appear to be unrelated or irrelevant to the purposes of the lesson. There is no description of how resources will be used or distributed, or this description suggests strategies that are likely to result in chaos.</td>
<td>Supporting human and material resources have been identified, but their relevance to the lesson is unclear. The candidate has not described how the resources will be used or, when applicable, how they will be distributed. The resources do not appear to be critical to the lesson or are unnecessary and not likely to enhance learning.</td>
<td>Supporting human and material resources have been identified. The candidate has briefly described how these will be used to enhance learning and, when applicable, how they will be distributed. The resources are likely to enhance learning.</td>
<td>Supporting human and material resources have been identified. The candidate has clearly articulated how these will be used to enhance learning and, when applicable, how they will be distributed. The resources are likely to enhance learning significantly.</td>
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<tr>
<td>9. Applications Connections and Extensions</td>
<td>Descriptions of how the lesson will help students apply, connect or extend their learning are poorly articulated, confusing or absent.</td>
<td>The candidate has described how she/he will help students apply what they have learned in the lesson, however, their suggestions do not make connections between the lesson and other topics, concepts or ideas, and are not likely to extend student learning beyond the classroom.</td>
<td>The candidate has described how she/he will help students apply what they have learned in the lesson. At least one of their ideas is designed to help students make connections between the lesson and other topics, concepts or ideas. At least one of their ideas is designed to help students extend their learning beyond the classroom.</td>
<td>The candidate has described creative and thoughtful ideas for how she/he will help students apply what they have learned in the lesson. Some of these ideas will help students make connections between the lesson and other topics, concepts or ideas. Several of these ideas have been designed to help students extend their learning beyond the classroom.</td>
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<tr>
<td>Lesson Components</td>
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<td>10. Inclusive Instruction</td>
<td>The lesson is not inclusive of all the students, and no differentiated activities have been suggested. It is not evident that the candidate has thought about how to address student diversity.</td>
<td>The candidate has described how the lesson will be inclusive of all students, but there is no explanation of how activities will be differentiated. The candidate understands, and can describe the ways in which diversity can be addressed in the lesson, but ideas/strategies to support inclusion are not apparent in the lesson.</td>
<td>The candidate has described how the lesson will be inclusive of all students. Some of the differentiated activities are interesting, and they have been integrated throughout the lesson. It is evident that the candidate has thought about how to address student diversity, but s/he is only able to recognize/account for a few characteristics in general ways.</td>
<td>The candidate has articulated how the lesson will be inclusive of all the students by describing strategies/activities that are creative and thoughtful. Differentiated activities are well integrated throughout the lesson, and likely to be interesting and challenging to students with special needs and abilities. It is evident that the candidate has thought about how to address student diversity, and the lesson includes an explanation of how the procedure will recognize/account for characteristics most apparent in the student population.</td>
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<tr>
<td>11. Personal Reflection</td>
<td>In cases where the lesson has been taught, the candidate has not demonstrated her/his ability to reflect on the lesson, and is unable to identify strengths and limitations or insights about the things she/he has learned about their students and themselves.</td>
<td>In cases where the lesson has been taught, the candidate has demonstrated her/his ability to reflect on the lesson, but was unable to address efforts to construct a meaningful learning community. The candidate has identified the strengths and limitations of the lesson, but has not offered ideas about how it could be revised in the future. The candidate has mentioned some of the things they learned about their students and themselves, but these do not appear to be insightful or informed.</td>
<td>In cases where the lesson has been taught, the candidate has demonstrated her/his ability to reflect on the lesson, including their efforts to construct a meaningful learning community. The candidate has identified the strengths and limitations of the lesson, and has some general ideas about how it could be revised in the future. The candidate has identified insights they have learned about their students and themselves.</td>
<td>In cases where the lesson has been taught, the candidate has demonstrated her/his ability to reflect on the lesson, including their efforts to construct a meaningful learning community. The candidate has identified the strengths and limitations of the lesson, and has made suggestions for how it could be revised in the future. The candidate has identified insights they have learned about their students and themselves, and these demonstrate considerable thought and reflection.</td>
<td>Score</td>
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WARNER LESSON PLAN EVALUATION FORM

Candidate’s name: ____________________  Evaluator’s name: _____________________
Semester: __________________________  Course # ________________________________

Part II: NAEYC Standards for EARLY CHILDHOOD teacher candidates

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

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

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

3. **Basic proficiency** – i.e., the lesson plan provide sufficient evidence of addressing this standard/element at least at the minimum acceptable level

4. **Outstanding performance** – i.e., the lesson plan provides an excellent example of addressing this standard/element.

To arrive to this evaluation, please refer to the more detailed explanations and rubrics provided by the NAEYC association for each specific standard and related key elements (included in the “Early Childhood Teacher Candidates Standards and Rubrics” document you received from the Warner School and also available at [http://www.naeyc.org/faculty/college.asp#2001](http://www.naeyc.org/faculty/college.asp#2001)). Please note that we are asking you to provide both an evaluation of the extent to which the candidate met each key element AND an overall evaluation of how the candidate met each standard. And, while your overall evaluation of each standard should be based on and consistent with your evaluation of the candidate’s performance with respect to the related key elements, it does not need to be the “average” of the scores assigned to each related element, but rather represent a more qualitative “overall” evaluation of how the candidate meets that standard as a whole.

<table>
<thead>
<tr>
<th>NAEYC Standards</th>
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<tr>
<td>4. <strong>Teaching and Learning</strong>. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children. <strong>Key elements:</strong></td>
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<tr>
<td>4a. Connecting with children and families. Candidates know, understand and use positive relationships and supportive interactions as the foundation for their work with young children.</td>
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<td>4b. Using developmentally effective approaches. Candidates know, understand and use a wide array of appropriate, effective approaches to support young children’s development and learning.</td>
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<td>4c. Understanding content knowledge in early childhood education. Candidates understand the importance of each content area in young children’s learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.</td>
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<td>4d. Building meaningful curriculum. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.</td>
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INNOVATIVE UNIT
Guidelines for teacher candidates

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

**Required Unit Components:**

1. **Introduction:** This section should provide a brief description of the unit that gives a context for the components of the unit, including an essential question and/or topic addressed if appropriate. Include a clear description of the context of implementation for the unit, including grade level, racial, ethnic and gender make-up of students and teachers, a description of the school and classroom, and whether the implementation occurred in the first or second student teaching/practicum experience.

2. **Theoretical framework:** Provide a clear, well thought out theoretical framework that both guides and provides a foundation for, the unit, using course readings (and outside readings where appropriate). Candidates should state their definition of the content area addressed and their theory of learning. In other words, how does your definition of [literacy, language, science, math, English, social studies] and theory of learning frame the unit? This section should also include a clear rationale for the unit (e.g. why is this unit important? Why will student learning be meaningful and relevant in this unit?).

3. **Goals/Professional Standards:** Describe the overarching goal/s of the unit and connect the goal/s to the larger curriculum in your class (e.g. an integrated curriculum in elementary or the specific content area in secondary). Discuss the professional and/or state standards this unit addresses. Make explicit the specific content addressed and connections to the theoretical framework, curriculum, and overarching unit goal/s.

4. **Objectives:** Clearly articulate the specific unit objectives and connect these objectives to the unit goals and professional standards.

5. **Assessment of Student Learning over Time:** Describe the multiple forms of assessment used across the unit. Include formative, summative, formal, and informal assessments. Explicitly connect your assessment to the theoretical framework, unit goals and objectives, and professional standards. In other words, how will your assessments help you scaffold
student learning over time and how will you know you have accomplished your goals? How will your assessments inform instruction?

6. **Pedagogy**: Describe the series of connected lessons and/or experiences in the unit. Include your detailed lesson plans for selected lessons in this section using the lesson plan format given to you. Describe in detail how you will scaffold and support student learning over time, and address any relevant safety considerations.

7. **Unit Implementation**: Describe what happened when you implemented this unit, with particular attention to students’ responses to its main activities. Reflect on what went well and what you would change in future implementations.

8. **Analysis of student learning**: Report the results of a systematic analysis of what your students learned as a result of the unit, making explicit references to goals and objectives, and using data from formal assessments and classroom observations (see number 5 above). Refer as appropriate to the assessment results and student work in an appendix to support your claims.

9. **Unit Analysis**: This section is a detailed analysis of the implementation of the unit that brings together content, theory, and practice. Describe how you have integrated the components of the unit into a coherent whole that produces meaningful and relevant student learning and addresses the goals articulated in Part 2 and 3 of the rubric. Connect the unit implementation with the larger curriculum and theoretical framework described in the introduction.

10. **Appendix**: Include: 1) text of key assignments and assessments, including rubrics or handouts given to students; 2) aggregate assessment data; 3) samples of student work with your comments.

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

There are three parts to this evaluation:

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

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

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

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

We expect both the candidate and the instructor to independently complete this evaluation.
Candidate’s name: ________________________Evaluator’s name: ________________________________________________
Evaluator’s role: __ cooperating teacher; __ university supervisor; __ faculty advisor
Student teaching experience: __ first __ second Semester: ___________________ Course #: ____________________

INNOVATIVE UNIT RUBRICS – PART I:

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

1. **Insufficient**: The criteria described are not met. In order to obtain a passing grade in this assignment, the candidate must redo all or part of the unit as directed by the course professor.

2. **Emergent/needs improvement**: The criteria described are partially met. Minor revisions in the paper are called for to address the shortcomings identified and should be completed before the candidate can “pass” this assignment.

3. **Basic proficiency**: The criteria described are essentially met. The Innovative Unit report can be used as evidence that the candidate is able to plan, implement and evaluate worthwhile instructional units.

4. **Outstanding performance**: The unit fully meets the criteria described and provides an outstanding example that the candidate is able to plan, implement and evaluate worthwhile and innovative instructional units.

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<tr>
<th>Category</th>
<th>(1) Unacceptable/Insufficient</th>
<th>(2) Needs Improvement/Emerging</th>
<th>(3) Basic Proficiency</th>
<th>(4) Outstanding Performance</th>
<th>Score</th>
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<tbody>
<tr>
<td>1. Introduction</td>
<td>The description of the unit does not provide a context for the components of the unit and does not include an essential question and/or topic addressed. The description of the context of implementation is inadequate.</td>
<td>The description of the unit gives some context for the components of the unit and includes an essential question and/or topic addressed where appropriate. The description of the context of implementation is partial or incomplete.</td>
<td>The description of the unit gives a sufficient context for the components of the unit and includes an essential question and/or topic addressed where appropriate. The description of the context of implementation is clear, but some specifics are not present.</td>
<td>The description of the unit gives a clear context for the components of the unit and includes an essential question and/or topic addressed where appropriate. The description of the context of implementation is clear and rich and includes grade level, racial, ethnic, and gender make-up of students and teachers, a description of the school and classroom, and indicated to which student teaching experience the unit applies.</td>
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<td>2. Theoretical Framework</td>
<td>The theoretical framework is not articulated. Candidate has not adequately used course readings. The definition of the content area addressed and the theory of learning are unclear. The rationale for the unit is not clearly stated with little or no articulation of the importance of the unit to meaningful and relevant student learning.</td>
<td>The theoretical framework is somewhat articulated. Candidate has used some course readings where appropriate. The definition of the content area addressed and the theory of learning are unclear. The rationale for the unit provides some articulation of the importance of the unit to meaningful and relevant student learning.</td>
<td>The theoretical framework sufficiently guides, and provides a foundation for, the unit. Candidate has used course readings where appropriate. There is both a definition of the content area addressed and a theory of learning with some connections to the larger curriculum. The rationale for the unit sufficiently explains the importance of the unit to meaningful and relevant student learning.</td>
<td>The theoretical framework is clear and well thought out. It clearly guides, and provides a foundation for, the unit. Candidate has used course readings and has included some outside readings where appropriate. There is both a definition of the content area addressed and a theory of learning. The rationale for the unit clearly explains the importance of the unit to meaningful and relevant student learning.</td>
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<td>3. Goals/Professional Standards</td>
<td>The overarching goal/s and/or larger curriculum are not adequately described and no connections are made. The specific goals for the unit are not adequately described. Few, if any, links to a discussion of the professional standards this unit addresses are provided. There are no connections to the content addressed, the theoretical framework, curriculum, theoretical framework and overarching unit goal/s.</td>
<td>The overarching goal/s and the larger curriculum are described but the connections are unclear. The specific goals for the unit are vaguely described. Some links to a discussion of the professional standards this unit addresses are provided. There are a few connections to the content addressed, the theoretical framework, curriculum, theoretical framework and overarching unit goal/s.</td>
<td>The overarching goal/s and connections to the larger curriculum are sufficiently described. The specific goals for the unit are sufficiently stated and are linked to a discussion of the professional standards this unit addresses. There are some connections to the content addressed, the theoretical framework, curriculum, theoretical framework and overarching unit goal/s.</td>
<td>The overarching goal/s and connections to the larger curriculum are clearly articulated. The specific goals for the unit are clearly stated and are explicitly linked to a thorough discussion of the professional standards this unit addresses. Explicit connections to the content addressed, the theoretical framework, curriculum, and overarching unit goal/s are richly described.</td>
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<td>4. Objectives</td>
<td>Specific unit objectives are not clearly stated and connections between these objectives and the unit goals and professional standards are not described.</td>
<td>Some specific unit objectives are stated and connections between these objectives and the unit goals and professional standards are briefly described.</td>
<td>Specific unit objectives are articulated and connections between these objectives and the unit goals and professional standards are sufficiently discussed.</td>
<td>Specific unit objectives are clearly articulated and connections between these objectives and the unit goals and professional standards are thoroughly discussed.</td>
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<tr>
<td>5. Assessment</td>
<td>The multiple forms of assessment used across the unit are not described and do not include an appropriate range of assessments. Assessments are not connected to the theoretical framework, unit goals and objectives, and professional standards. How assessments will facilitate the scaffolding of student learning over time is not described, nor is how assessment will inform instruction.</td>
<td>The multiple forms of assessment used across the unit are described somewhat and include either formative/summative or formal/informal assessments. Assessments are loosely connected to the theoretical framework, unit goals and objectives, and professional standards. How assessments will facilitate the scaffolding of student learning over time is unclear, as is how assessment will inform instruction.</td>
<td>The multiple forms of assessment used across the unit are sufficiently described and include formative, summative, formal, and informal assessments. Assessments are connected to the theoretical framework, unit goals and objectives, and professional standards. How assessments will facilitate the scaffolding of student learning over time is stated, as is how assessment will inform instruction.</td>
<td>The multiple forms of assessment used across the unit are described in detail and include formative, summative, formal, and informal assessments. Assessments are explicitly connected to the theoretical framework, unit goals and objectives, and professional standards. How assessments will facilitate the scaffolding of student learning over time is described in detail, as is how assessment will inform instruction.</td>
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The series of connected lessons and/or experiences in the unit are thoroughly described. Detailed lesson plans of selected lessons are included. Strategies for scaffolding and supporting student learning over time are unclear, and relevant safety considerations are minimally addressed.

The series of connected lessons and/or experiences in the unit are vaguely described. Selected lesson plans are included (with most relevant materials, e.g. rubrics, handouts, etc.) and are somewhat consistent with the lesson plan format given. Strategies for scaffolding and supporting student learning over time are not mentioned, and relevant safety considerations are not addressed.

The series of connected lessons and/or experiences in the unit are described. Sufficiently detailed lesson plans of selected lessons are included (with some relevant materials, e.g. rubrics, handouts, etc.) and are consistent with the lesson plan format given. Strategies for scaffolding and supporting student learning over time are described, and relevant safety considerations are addressed.

The series of connected lessons and/or experiences in the unit are poorly described. Some lesson plans are included (with few relevant materials, e.g. rubrics, handouts, etc.) and are not consistent with the lesson plan format given. Strategies for scaffolding and supporting student learning over time are not mentioned, and relevant safety considerations are not addressed.

The series of connected lessons and/or experiences in the unit are minimally described. Some lesson plans are included (with few relevant materials, e.g. rubrics, handouts, etc.) and are not consistent with the lesson plan format given. Strategies for scaffolding and supporting student learning over time are not mentioned, and relevant safety considerations are not addressed.

The series of connected lessons and/or experiences in the unit are clearly articulated. How the candidate integrated the components of the unit into a coherent whole that produces meaningful and relevant student learning is unclear. Connections between the unit implementation and the larger curriculum and theoretical framework are not mentioned.

The series of connected lessons and/or experiences in the unit are clearly articulated. How the candidate integrated the components of the unit into a coherent whole that produces meaningful and relevant student learning is described. Connections between the unit implementation and the larger curriculum and theoretical framework are adequately described.

The series of connected lessons and/or experiences in the unit are richly detailed. Relevant safety considerations are addressed. The candidate reflected in detail on what went well and what he/she would change in future implementations.

Unclear description of what happened when the unit was implemented, with little attention to students’ responses to its main activities. Includes no reflection on what went well and what he/she would change in future implementations.

Some description of what happened when the unit was implemented, with particular attention to students’ responses to its main activities. Includes some reflection on what went well and what he/she would change in future implementations.

Good description of what happened when the unit was implemented, with particular attention to students’ responses to its main activities. Candidate reflected on what went well and what he/she would change in future implementations.

Clearly describes what happened when the unit was implemented, with particular attention to students’ responses to its main activities. Candidate reflected in detail on what went well and what he/she would change in the future.

Analysis of student learning is absent and there is no reference to unit goals and objectives. There is little or no supporting evidence in student work.

Analysis of student learning is present but not systematic or complete and there is little reference to unit goals and objectives. Supporting evidence in student work is inconsistent.

Systematic analysis of student learning with sufficient reference to unit goals and objectives. Includes sufficient analysis of assessments that is supported by evidence in student work.

A thorough systematic analysis of student learning with explicit reference to unit goals and objectives. Includes clear and succinct analysis of multiple forms of assessment that is supported by evidence in student work.

Analysis of the implementation of the unit that brings together content, theory, and practice is not articulated. How the candidate integrated the components of the unit into a coherent whole that produces meaningful and relevant student learning is not described. Connections between the unit implementation and the larger curriculum and theoretical framework are not mentioned.

Analysis of the implementation of the unit that brings together content, theory, and practice is somewhat articulated. How the candidate integrated the components of the unit into a coherent whole that produces meaningful and relevant student learning is unclear. Connections between the unit implementation and the larger curriculum and theoretical framework are mentioned with some detail.

Analysis of the implementation of the unit that brings together content, theory, and practice is sufficiently articulated. How the candidate integrated the components of the unit into a coherent whole that produces meaningful and relevant student learning is described. Connections between the unit implementation and the larger curriculum and theoretical framework are adequately described.

A richly detailed analysis of the implementation of the unit that brings together content, theory, and practice is clearly articulated. How the candidate integrated the components of the unit into a coherent whole that produces meaningful and relevant student learning is thoroughly described. Connections between the unit implementation and the larger curriculum and theoretical framework are clearly described.

Few of the suggested items are included.

Most suggested items are included.

All suggested items are included.

All suggested items are included and some additional evidence added.

Revised 7/2/08 38
WARNER INNOVATIVE UNIT EVALUATION FORM

Candidate’s name: ____________________  Evaluator’s name: ____________________
Semester:____________________   Course # ________________

Part II: NAEYC Standards for EARLY CHILDHOOD teacher candidates

Based on the innovative unit paper submitted, evaluate the extent to which the candidate provided evidence of meeting the each of the specific NAEYC standards and related key elements listed below, using the following rubrics:

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

To arrive at this evaluation, please refer to the more detailed explanations and rubrics provided by the NAEYC association for each specific standard and related key elements (included in the “Early Childhood Teacher Candidates Standards and Rubrics” document you received from the Warner School and also available at [http://www.naeyc.org/faculty/college.asp#2001](http://www.naeyc.org/faculty/college.asp#2001)). Please note that we are asking you to provide both an evaluation of the extent to which the candidate met each key element AND an overall evaluation of how the candidate met each standard. And, while your overall evaluation of each standard should be based on and consistent with your evaluation of the candidate’s performance with respect to the related key elements, it does not need to be the “average” of the scores assigned to each related element, but rather represent a more qualitative “overall” evaluation of how the candidate meets that standard as a whole.

<table>
<thead>
<tr>
<th>NAEYC Standards</th>
<th>1</th>
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<th>3</th>
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<tbody>
<tr>
<td><strong>3. Observing, Documenting, and Assessing to Support Young Children and Families.</strong> Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.</td>
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<tr>
<td>Key elements:</td>
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<tr>
<td>3a. Understanding the goals, benefits and uses of assessment.</td>
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<td>3b. Knowing about and using observation, documentation, and other appropriate assessment and approaches.</td>
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<td>3c. Understanding and practicing responsible assessment.</td>
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<tr>
<td>3d. Knowing about assessment partnerships with families and other professionals.</td>
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<tr>
<td>NAEYC Standards</td>
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<tr>
<td><strong>4. Teaching and Learning.</strong> Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children. <strong>Key elements:</strong></td>
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<tr>
<td><strong>4a. Connecting with children and families.</strong> Candidates know, understand and use positive relationships and supportive interactions as the foundation for their work with young children.</td>
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<td><strong>4b. Using developmentally effective approaches.</strong> Candidates know, understand and use a wide array of appropriate, effective approaches to support young children’s development and learning.</td>
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<tr>
<td><strong>4c. Understanding content knowledge in early childhood education.</strong> Candidates understand the importance of each content area in young children’s learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.</td>
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<td><strong>4d. Building meaningful curriculum.</strong> Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.</td>
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WARNER INNOVATIVE UNIT EVALUATION FORM

Candidate’s name: ___________________ Evaluator’s name: ___________________
Evaluator’s role: __ cooperating teacher; __ university supervisor; __ faculty advisor
Student teaching experience: __ first; __ second
Semester: __________________________ Course #: ___________________

INNOVATIVE UNIT RUBRICS PART III: Warner proficiencies

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

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

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

<table>
<thead>
<tr>
<th><em>Selected Warner School proficiencies as they could be observed in the unit:</em></th>
<th>n/o</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>(WS 1.2) The design of the unit reflects a good understanding of the key concepts, tools of inquiry and structures of the subject matter(s) addressed in the unit.</td>
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<tr>
<td>(WS 1.3) The goals set for the unit and their discussion address some important principles and concepts delineated in professional, New York State, and Warner School Teaching and Curriculum standards.</td>
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<tr>
<td>(WS 1.4) The unit included learning experiences that made the subject matter meaningful and relevant for all students in the class.</td>
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<td>(WS 2.2) The unit design and its analysis demonstrate that the candidate understands that all students construct knowledge through active engagement in culturally valued activities.</td>
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<td>(WS 2.3) The unit included learning experiences that took into consideration the students’ developmental level and drew on the strengths and resources available in students’ prior experiences, as well as the school, family, and community contexts in which they live.</td>
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<td>(WS 3.4) The unit included learning experiences that were culturally relevant and addressed the strengths and needs of all students.</td>
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<td>(WS 4.2) The design and implementation of the unit included a selection of innovative teaching and learning strategies and classroom structures, appropriate to achieving the learning goals set for this unit.</td>
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<td>(WS 4.4) The unit took advantage of the potential of technology to support student learning, as appropriate to the goals set for the students.</td>
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<tr>
<td>(WS 5.3) The activities in the unit and the classroom environment fostered student motivation and learning and the creation of a “community of learners.”</td>
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<tr>
<td>(WS 6.3) The design and implementation of the unit employed appropriate and effective modes of communication to make the ideas accessible to all students and foster inquiry.</td>
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<tr>
<td>(WS 6.4) The unit activities incorporated oral, written, visual, and electronic texts as appropriate to facilitate interaction and communication, and provide support for all students’ critical analysis of such texts.</td>
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<tr>
<td>(WS 7.1) The unit’s activities are appropriate to pursue the learning goals identified (which in turn are consistent with professional and New York State standards).</td>
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<td>(WS 7.2) The unit has a well-defined and high quality plan, which was adequately implemented with appropriate modifications as suggested by the feedback received during the implementation.</td>
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<td>(WS 8.2) Appropriate assessment and evaluation strategies were used to monitor, assess and provide guidance to student learning, including some that are embedded in authentic learning activities and have real audiences and purposes.</td>
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<tr>
<td>(WS 8.3) The candidate was able to use assessment data to inform instruction by making explicit links in the unit analysis between his/her teaching and student performance, and by either making immediate adjustments in the unit or suggesting changes for future implementations.</td>
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<td>(WS 8.4) Positive effect on the students’ learning is demonstrated through the aggregated data and samples of student work included in the unit report.</td>
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<td>(WS 9.2) The unit analysis demonstrates the candidate’s ability to reflect on his/her practices, constructively use critiques of his/her practice, and draw from theories and research results, in order to make necessary adjustments to enhance student learning.</td>
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<tr>
<td>(WS 10.1) The unit design sought out and built on parental and community involvement as appropriate.</td>
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Comments:
COMPREHENSIVE PORTFOLIO
COMPREHENSIVE PORTFOLIO

Overview and General Guidelines:

Goals of the portfolio

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

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

Who needs to submit this comprehensive portfolio

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

Targeted proficiencies

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

a. those established by the Warner School for all teacher candidates (regardless of their area of specialization), and

b. those established by their professional organization specifically for teacher candidates in their area of specialization (also referred to as “SPA” proficiencies/standards hereafter).

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

The list of “Warner proficiencies” was derived from the standards articulated by the Interstate New Teacher Assessment and Support Consortium (INTASC), our own Warner School conceptual frameworks, the National Council for the Accreditation of Teacher Education (NCATE) standards and New York State Education Department (NYSED) curriculum frameworks. These proficiencies have been organized according to the following ten principles, parallel to those identified by INTASC, and each addressing a key element of teaching:
1. Content principle
2. Learning principle
3. Equity principle
4. Pedagogy principle
5. Learning community principle
6. Communication principle
7. Planning principle
8. Assessment principle
9. Professional practice principle
10. Community principle

Rubrics

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

1. **Insufficient** – i.e., the evidence provided in the portfolio suggests that the candidate has not attained the proficiency in question.

2. **Basic proficiency** – i.e., the evidence provided in the portfolio suggests that the candidate has attained the targeted proficiency at least at the minimum acceptable level for graduation and certification.

3. **Outstanding performance** – i.e., the evidence provided in the portfolio suggests that the candidate has attained the targeted proficiency at the level we would ideally like teacher candidates to achieve at the completion of their teacher preparation program or beyond.

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

1 – Insufficient
3 – Basic proficiency
4 – Outstanding performance

Portfolio evaluation process

Each portfolio will be evaluated by two faculty members in Teaching & Curriculum – your advisor and a second reader assigned by the chair of Teaching & Curriculum in consultation with your advisor.
Each reviewer will independently score your portfolio according to the rubrics; if there is disagreement in their evaluation for any proficiency, the two reviewers will discuss it and reach consensus. Whenever an evaluation of “Insufficient” is reached for any proficiency, a detailed explanation of the identified shortcomings and what needs to be done to overcome them will be provided. You will receive the result of the reviewers’ combined evaluation.

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

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

**Portfolio submission dates**

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

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

**Portfolio organization**

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

1. A **Personal Statement**, where you introduce yourself as a teacher and provide all the information that you think would be helpful for a reviewer to know before looking at the rest of the documents included in your portfolio. Among other things, this section should articulate “what kind of teacher” you want to be and why, what you think is required in order to be a “successful teacher” (i.e., your theoretical framework) and to what extent you have achieved these expectations as a result of your experiences up to this point. (You may want to look at the “tips” provided for each section of the portfolio to get more ideas for what you may want to include in this Personal Statement)

2. A **Narrative** section, where you make a case that you have achieved all the targeted proficiencies/standards at least at the basic proficiency level expected. Your narrative will be organized in ten sections, according to each of the ten principles articulated in Section II. In each section, you are expected to identify the extent to which you believe you have achieved each of the proficiencies/standards related to that principle as a result of your experiences in the program. You are also expected to provide evidence to support your claims; in most cases, the evidence will consist of referring to samples of your best work that illustrate that proficiency. For each section, we have prepared some additional guidelines and suggestions (see next section) and also included the rubrics that will be used for our evaluation (see Rubrics section).
3. An Exhibits section, where you collect samples of your best work and other relevant artifacts. Collecting all relevant artifacts in one section of the portfolio will enable you to refer to a specific artifact multiple times in your narrative (i.e., cross-reference) without having to reproduce multiple copies of that artifact. Please note that the artifacts included in this section should all be mentioned at some point in your narrative section. Also make sure that it is easy for a reviewer to find specific artifacts as they are referenced in your narrative – whether by numbering the pages in the Exhibits section consecutively, or by clearly labeling sub-sections and numbering the pages consecutively within each sub-section.

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

Required elements in the Exhibit section

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

a. Your Innovative Unit Paper, including instructor’s comments and graded rubric.  
   (NOTE: This can be submitted in a separate binder, if appropriate)

b. The Student Teaching Final Evaluations you received from your cooperating teachers and university supervisors at the end of each of your student teaching experiences (both narrative and rubric components).

c. Your official results on the relevant NYS licensure tests – in addition to the results in the LAST and ATS-W exams (common to all teacher candidates applying for NYS Initial Certification), you also need to include the results in the Content Specialty Test (CST) specific to your specialization, that is:
   • For Elementary/Childhood and Early Childhood candidates: Multiple Subjects CST.
   • For Mathematics candidates: Mathematics CST.
   • For English candidates: English Language Arts CST.
   • For Social Studies candidates: Social Studies CST.
   • For Science candidates: Biology, Chemistry, Physics and/or Earth Science CST, depending on the certifications sought.
   • For Foreign Languages candidates: French, German, Italian and/or Spanish CST, depending on the certifications sought.
   • For ESOL candidates: English for Speakers of Other Languages CST.
   • For Inclusion candidates: Disabilities CST.

d. (not applicable to early childhood and ESOL candidates) A copy of your completed Admissions Content Preparation Review Worksheet (to be requested from the Office of Student Services), plus a completed Content Preparation Update Worksheet (included in this booklet). At the time of your admission into the program, you were asked to complete an Admissions Content Preparation Review Worksheet to help evaluate the extent to which your content preparation fulfilled both New York State and relevant professional organization standards and, when needed,
to identify what additional experiences needed to be completed by graduation in order to meet those requirements. As you are now at the end of your program, we would like you to use the Content Preparation Update Worksheet appropriate to your program to document that you have completed all the additional experiences agreed upon at the time of admissions (if any), and also to identify other learning opportunities you had throughout your program to deepen your proficiency in specific content preparation standards. This will give the reviewer a complete picture of your content preparation at completion of your teacher preparation program.

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

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

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

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

PREPARATION

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

ARTIFACT SELECTION & MANAGEMENT

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

NARRATIVE

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

- Make sure to address all aspects of the rubric’s criteria (each numbered and sub-numbered section) in your narrative. For example, when addressing the use of technology, don’t just describe how you used technology, but also discuss the benefits and drawbacks related to using technology in the classroom and what changes about the content or instruction with the use of technology. If you don’t have evidence to address a specific point you still need to discuss it in your narrative—for example, if you had no opportunities in your placements to interact with parents, discuss why not.

- Help the reader navigate your narrative by identifying which proficiency you just addressed with parentheses at the end of that section (Proficiency 3.2).

- Focus overall on how you have translated the theories and practice studied in your WS courses into your teaching practice. Use specific references from your coursework to link your teaching practice and artifacts with the theories you have studied and explored. Use formal APA citation format and include a reference list.

- Note the distinctions in the proficiencies within a principle that ask for demonstration of Knowledge (K), Disposition (D) and Skill (S) and choose artifacts appropriately, so as not to create too much redundancy within a principle. For example, proficiencies marked with a (K) might include more coursework-based artifacts and proficiencies marked with an (S) might call for more evidence from Field Experiences and Student Teaching.

SPECIAL ATTENTION TO CONTENT STANDARDS:

- When you address the content principle, address each of the standards or themes for your subject matter content (see additional rubrics for lesson plan and innovative unit assignments). Synthesize and cite works read during BOTH your academic and teacher education coursework in your narrative. You also need to demonstrate through links to lesson plans, student work, vignettes or reflections about classroom events, or artifacts used in the implementation of lessons that you have the ability to facilitate student understanding of these themes, standards and/or performance expectations. Your narrative should be in your own words and not a "carbon copy" of the description of the themes or standards in your content area standards documents.

- Throughout your narrative, you should also synthesize knowledge and habits of mind developed in content-based curriculum courses with foundation curriculum courses.

- Since evaluations alone may be inadequate ways to demonstrate your ability to implement the various standards in your teaching, please consider including vignettes describing classroom events, video clips of interactions in your classroom, and copies of student work to support your claims about your implementation of the principles in your student teaching classes.
DETAILS

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

1. CONTENT PRINCIPLE

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

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

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

1.2. Candidates have a good understanding of some of the central concepts, tools of inquiry and structures of the subject matter(s) taught, and have developed strategies and skills to continue their learning in this area.

1.3. Candidates are familiar with the principles and concepts delineated in professional, New York State, and Warner Teaching and Curriculum standards, and their implications for curricular and instructional decisions.

1.4. Candidates can create learning experiences that make the subject matter meaningful and relevant for all students.

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

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

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

- Make sure that your narrative explicitly addresses each of the above proficiencies, as well as the relevant standards set by your professional organization (as identified above). In particular, early childhood and elementary/childhood teacher candidates
need to address ALL content areas addressed in their professional standards, and
social studies candidates need to address ALL ten social studies themes.

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

Required artifacts to be referred to in this section:

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

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

- Your personal statement – especially if it includes some statements about your beliefs
about the subject matter(s) you teach
- Specific assignments in your methods courses (and content courses for MAT
students) – especially as they reveal your understanding of specific content, of the
nature of the discipline you teach, of specific standards, etc.
- “Experiences as learners” or inquiry projects you engaged in during your methods
courses -- especially as they led to you to some new insights about specific topics.
- Analysis of lessons and/or instructional resources – especially as they may reveal
your recognition of key concepts, tools of inquiry or structures of the discipline(s)
you teach and demonstrate your ability to make content relevant and meaningful for
students.
- Lesson plans you designed for your students – especially as they address key
concepts, tools of inquiry or structures of the discipline(s) you teach, and make these
contents relevant and meaningful for students.
• Samples of student work – especially as they illustrate how the experiences you
designed enabled them to engage with significant content and find such content
meaningful and relevant.
• Your journals, field-notes and/or vignettes – especially as they record insights you
have gained about specific topics or standards.
• Relevant data and conclusions from your research projects.
• Final evaluations or more informal notes from your cooperating teacher or university
supervisor – especially as they address your understanding of content and/or the
quality of the content addressed in your lessons.

2. LEARNING PRINCIPLE

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

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

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

2.2. Candidates understand that all students construct knowledge through active
engagement in culturally valued activities and know what is appropriate for
their students to learn, based on their age/grade level and the strengths,
experiences and resources of their family/community background.

2.3. Candidates are able to provide learning experiences that take into
consideration the students’ development level and draw on the strengths and
resources available in students’ prior experiences, as well as the school, family,
and community contexts in which they live.

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

As you prepare your narrative for this principle, please consider the following:
• Make sure that your narrative explicitly addresses each of the above proficiencies
(and, for early childhood and elementary candidates, also the SPA standards
identified above).
• Review the scoring rubrics for the Learning Principle to get a better sense of what is
expected for this section of the Portfolio.
• We are well aware that it would be impossible, within the scope of this portfolio, for
you to provide a comprehensive articulation of your understanding of learning and
development. Therefore, what we are looking for in this section are (a) the identification of key principles about learning and development that inform your teaching and (b) some examples that illustrate how these principles have affected your teaching practice.

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

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

3. EQUITY PRINCIPLE

The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher candidate understands the role each of us plays in the maintenance and transformation of social and educational practices that engender inequity and is committed to promoting equity and social justice.
In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

3.1. Candidates understand equity and social justice principles, including everyone’s right to have an opportunity to learn and what constitutes equitable and socially just behavior and treatment for themselves and others.

3.2. Candidates are committed to high moral and ethical standards and respect and value their students’ differences in contexts and approaches to learning.

3.3. Candidates are familiar with some of the cultural, linguistic and learning differences and/or disabilities their students may present and their implications for the classroom.

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

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

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

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

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

4. PEDAGOGY PRINCIPLE

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

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

4.1. Candidates are familiar with a wide array of instructional strategies consistent with professional, NYS and WS program standards, and understand their potential uses, values and limitations for achieving specific learning goals.

4.2. Candidates are able to use a variety of teaching and learning strategies and classroom structures to achieve the learning goals articulated in relevant professional, NYS and WS program standards.

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

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

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

• For early childhood teacher candidates: NAEYC standards #4a & 4b
• For elementary (childhood) teacher candidates: ACEI standards #3.3 & 3.4
• For mathematics teacher candidates: NCTM standards #8.1-2, 8.7-9
• For English teacher candidates: NCTE standards #2.2, 2.4-6, 4.1-3, 4.4-9
• For social studies teacher candidates: NONE
• For science teacher candidates: NSTA standards #5a, 5c, 5d, 6a
• For foreign languages teacher candidates: ACTFL standards #2c, 3a, 3b, 4a-c
• For ESOL teacher candidates: TESOL standards #3b-c
As you prepare your narrative for this principle, please consider the following:
- Make sure that your narrative explicitly addresses each of the above proficiencies, as well as the relevant standards set by your professional organization (as identified above).
- Review the scoring rubrics for the Pedagogy Principle provided in Section III to get a better sense of what is expected for this section of the Portfolio.
- As you articulate what you know or believe, whenever appropriate provide references to relevant literature.

Required artifacts to be referred to in this section of the portfolio:
- *(For science teacher candidates ONLY):* Get Real! Science Camp paper (EDU 484 requirement)

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

**5. LEARNING COMMUNITY PRINCIPLE:**

The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all students.
In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

5.1. **Candidates understand what may encourage or hinder student’s motivation and engagement in learning, based on an analysis of research and practice.**

5.2. **Candidates are able to construct comfortable and safe classroom environments for all students.**

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

In addition:

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

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

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

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

- Your personal statement – especially if it includes some statements about your beliefs about what motivates students and how you can increase their engagement in learning.
- Specific assignments in your development courses – especially as they demonstrate your understanding of key principles of motivation and their implications for instruction.
- Final project in “Literacy Learning as Social Practice.”
- Relevant reflective papers from “Topics in Teaching & Schooling.”
- “Experiences as learners” and inquiry projects you engaged in during your methods courses – especially as they made you aware of what helps or hinders’ different students’ engagement in specific learning activities.
- Lesson plans you designed for your students – especially as they show how you take into consideration principles of motivation in the design of your activities.
- Relevant data and conclusions from your research projects.
• Your journals, field notes and/or vignettes – especially as they record insights you gained about what motivates and engages students.
• Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your ability to create environments that foster motivation and communities of learners, and your relationship with students.
• Testimonials from students, parents and/or colleagues that address your ability to create environments that foster motivation and communities of learners, and your relationship with students

6. COMMUNICATION PRINCIPLE:

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

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


6.2. Candidates are familiar with and proficient in a wide variety of modes and vehicles for communication that can support learning and inquiry for all students.

6.3. Candidates are able to use effectively a variety of modes of communication to make ideas accessible to all students and foster inquiry.

6.4. Candidates construct curriculum activities that incorporate oral, written, visual, and electronic texts as tools for interaction and communication across multiple contexts, and that facilitate all students’ critical analysis of such texts.

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

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

7. PLANNING PRINCIPLE:

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

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

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

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

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

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

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

As you prepare your narrative for this principle, please consider the following:
• Make sure that your narrative explicitly addresses each of the above proficiencies, as well as the relevant standards set by your professional organization (as identified above).
• Review the scoring rubrics for the Planning Principle to get a better sense of what is expected for this section of the Portfolio.

Required artifacts to be referred to in this section:
• Lesson Plan Assignment
• Innovative Unit Paper

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

8. ASSESSMENT PRINCIPLE:

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

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

8.1. Candidates understand the multiple purposes of assessment and are familiar with a variety of assessment and evaluation strategies, their purposes and potential uses.

8.2. Candidates are able to use a variety of assessment and evaluation strategies, including some that are embedded in authentic learning activities and have real audiences and purposes, to monitor, assess and provide guidance to student learning over time.

8.3. Candidates are able to use assessment to inform instruction by making links between their teaching and student performance and by adjusting their practice as a result of analysis of and reflection on student assessment data.

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

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

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

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

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

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

- Innovative Unit Paper.

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

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

9. PROFESSIONAL PRACTICE PRINCIPLE:

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

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

9.1. Candidates are committed to continue to learn and improve their practice throughout their teaching career.

9.2. Candidates are able to reflect on their practices, constructively use critiques of their practice, and draw from theories and research results, in order to make necessary adjustments to enhance student learning.

9.3. Candidates recognize the key role played by professional organizations and the importance of participating in these learning communities; this includes knowing and using relevant standards generated by these organizations (including professional ethics standards).

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

• For early childhood teacher candidates: NAEYC standards #5a-e
• For elementary teacher candidates: ACEI standards #5.1-5.2
• For foreign languages teacher candidates: ACTFL standards #6a-b
• For ESOL teacher candidates: TESOL standards #5a-c

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

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

• Make sure that your narrative explicitly addresses each of the above proficiencies, as well as the relevant standards set by your professional organization (as identified above).
• Review the scoring rubrics for the Professional Practice Principle to get a better sense of what is expected for this section of the Portfolio.
• As you articulate what you know or believe, whenever appropriate provide references to relevant literature.
Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

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

10. COMMUNITY PRINCIPLE:

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

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

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

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

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

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

In addition:

- Science candidates will also need to make the case here that they have achieved NSTA standards #10d.
Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

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

Candidate’s name: ___________________Evaluator’s name: ___________________
Semester: ____________________

Portfolio Rubrics

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

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

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

<table>
<thead>
<tr>
<th>NAEYC standard:</th>
<th>1</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>4c. Understanding content knowledge in early childhood education. Candidate understand the importance of each content area in young children’s learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

   *Additional comments:*
### 1. Content Principle – Common rubrics to evaluate Warner School proficiencies:

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

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

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

### NAEYC standard:

<table>
<thead>
<tr>
<th>1. Promoting Child Development and Learning.</th>
<th>1a. Knowing and understanding young children’s characteristics and needs.</th>
<th>1b. Knowing and understanding the multiple influences on development and learning.</th>
<th>1c. Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Building Family and Community Relationships.</td>
<td>2a. Knowing about and understanding family and community characteristics.</td>
<td>2b. Supporting and empowering families and communities through respectful, reciprocal relationships.</td>
<td>2c. Involving families and communities in their children’s development and learning.</td>
</tr>
</tbody>
</table>

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

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

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

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

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

<table>
<thead>
<tr>
<th>NAEYC standard:</th>
<th>1</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. Connecting with children and families. Candidates know, understand and use positive relationships and supportive interactions as the foundation for their work with young children.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4b. Using developmentally effective approaches. Candidates know, understand and use a wide array of appropriate, effective approaches to support young children’s development and learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Prof.</th>
<th>Insufficient (1)</th>
<th>Basic proficiency (3)</th>
<th>Outstanding (4)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Candidate’s narrative and related documentation identify some major gaps or misconceptions in the candidate’s understanding of student motivation.</td>
<td>Candidate’s narrative and related documentation demonstrate a basic understanding of what may encourage or hinder students’ motivation and engagement in learning.</td>
<td>Candidate’s narrative and related documentation demonstrate an in-depth understanding of what may encourage or hinder students’ motivation and engagement in learning, and awareness of relevant research literature.</td>
<td></td>
</tr>
<tr>
<td>5.2</td>
<td>Candidate’s narrative and related documentation raise concerns about the candidate’s capability of constructing a comfortable and safe classroom environment.</td>
<td>Candidate’s narrative and related documentation provide evidence that the candidate is able to construct a comfortable and safe classroom environment, at least most of the time and for most of the students in his/her class.</td>
<td>Candidate’s narrative and related documentation provide evidence that the candidate is able to construct a comfortable and safe classroom environment for all students in his/her class.</td>
<td></td>
</tr>
<tr>
<td>5.3</td>
<td>Candidate’s narrative and related documentation raise concerns about the candidate’s capability of creating a classroom environment that fosters students’ motivation and learning.</td>
<td>Candidate’s narrative and related documentation provide evidence that the candidate is able to create a classroom environment that fosters students’ motivation and learning, at least most of the times and for most of the students in his/her class.</td>
<td>Candidate’s narrative and related documentation provide evidence that the candidate is able to create a classroom environment that fosters students’ motivation and learning for all students and supports the creation of a community of learners.</td>
<td></td>
</tr>
</tbody>
</table>
### 6. Communication Principle – Common rubrics to evaluate Warner School proficiencies:

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

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

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

<table>
<thead>
<tr>
<th>NAEYC standard:</th>
<th>1</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>4d. Building meaningful curriculum. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prof.</th>
<th>Insufficient (1)</th>
<th>Basic proficiency (3)</th>
<th>Outstanding (4)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Candidate’s narrative and related documentation raise concerns about the candidate’s capability of aligning instruction with learning goals consistent with professional and NYS standards.</td>
<td>Candidate’s narrative and related documentation provide evidence of at least one occasion when the candidate was able to explicitly align instruction with learning goals consistent with professional and NYS standards, and raises no major concern about the candidate’s capability of doing so in other occasions.</td>
<td>Candidate’s narrative and related documentation provide evidence that the candidate is able to align instruction with learning goals consistent with professional and NYS standards, and does so on a regular basis.</td>
<td></td>
</tr>
<tr>
<td>7.2</td>
<td>Candidate’s narrative and related documentation identify major shortcomings with respect to the candidate’s capability of implementing lessons according to a well-defined and high quality plan.</td>
<td>Candidate’s narrative and related documentation provide evidence of at least one occasion when the candidate was able to implement lessons according to a well-defined and high quality plan, and raises no major concern about the candidate’s capability of doing so in other occasions.</td>
<td>Candidate’s narrative and related documentation provide evidence that the candidate is able to implement lessons according to a well-defined and high quality plan, is able to make modifications in this plan as appropriate to respond to unexpected students’ responses, and does both on a regular basis.</td>
<td></td>
</tr>
</tbody>
</table>
8. Assessment Principle - Rubrics related to relevant NAEYC standards for early childhood teacher candidates

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

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

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

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

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

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

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

### NAEYC standard:

5. **Growing as a Professional.** Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

**Key elements:**

- 5a. Identifying and involving oneself with the early childhood field.
- 5b. Knowing about and upholding ethical standards and other professional guidelines.
- 5c. Engaging in continuous, collaborative learning to inform practice.
- 5d. Integrating knowledgeable, reflective, and critical perspectives on early childhood education.
- 5e. Engaging in informed advocacy for children and the profession.

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

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

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

Applicant Name: _____________________  
Date: ___________________

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

(A) Relevant Subject Matter Coursework since Admission Review

In the table below, please report the required information for ALL the relevant subject matter coursework that you have completed and/or taken since your admission review, if any:

<table>
<thead>
<tr>
<th>Notes</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Sem. taken</th>
<th>Institution where the course was taken</th>
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</table>

Revised 7/2/08
(B) Professional Organization Recommendations

In the table below, please indicate relevant experiences that occurred after your admission into the teacher preparation and contributed to your learning with respect to each of the content preparation standards identified by NAEYC -- including opportunities you had in the context of courses taken as part of your teacher preparation program:

<table>
<thead>
<tr>
<th>Content Standards (4c)</th>
<th>Relevant coursework or other experiences:</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and literacy.</td>
<td></td>
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<tr>
<td>The arts</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Content Standards:</td>
<td>Relevant coursework or other experiences:</td>
<td>Comments</td>
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<td>----------------------------------------</td>
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<tr>
<td>Physical activity and physical education</td>
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<tr>
<td>Science.</td>
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<tr>
<td>Social studies</td>
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<tr>
<td>Portfolio Evaluation Sign-off</td>
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<td></td>
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<tr>
<td>Advisor: ____________________  Pass  Not Pass</td>
<td></td>
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<tr>
<td>Comments:</td>
<td></td>
<td></td>
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<tr>
<td>Second Reader: _______________  Pass  Not Pass</td>
<td></td>
<td></td>
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<tr>
<td>Comments:</td>
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</table>
PROGRAM STANDARDS
Standards

Standard 1. Promoting Child Development and Learning

Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

Supporting explanation

The early childhood field has historically been grounded in a child development knowledge base, and early childhood programs have aimed to support a broad range of positive developmental outcomes for all young children. Although the scope and emphasis of that knowledge base have changed over the years, and although early childhood professionals recognize that other sources of knowledge are also important influences on curriculum and programs for young children, early childhood practice continues to be deeply linked with a “sympathetic understanding of the young child” (Elkind 1994).

In basing their practice in child development, however, well-prepared early childhood professional candidates go beyond narrow or outdated developmental concepts. Their knowledge and understanding of young children’s characteristics and needs encompasses multiple, interrelated areas of children’s development and learning—including physical, cognitive, social, emotional, language, and aesthetic domains, play, activity, and learning processes, and motivation to learn—and is supported by coherent theoretical perspectives and by current research. Candidates also understand and apply their understanding of the many influences on young children’s development and learning, and of how those influences may interact to affect development in both positive and negative ways. Candidates emphasize—both in their conceptual understanding and in their work with children—the multiple influences on development and learning. Those influences include the cultural and linguistic contexts for development, children’s close relationships with adults and peers, economic conditions of children and families, health status and disabilities, children’s individual developmental variations and learning styles, opportunities to play and learn, technology and the media, and family and community characteristics. Candidates also understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children.

Candidates’ competence is demonstrated in their ability to use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for all young children (including curriculum, interactions, teaching practices, and learning materials). Such environments reflect four critical features. First, the environments are healthy—that is, candidates possess the knowledge and skills needed to promote young children’s physical and psychological health, safety, and sense of security. Second, the environments reflect respect—for each child as a feeling, thinking individual and then for each child’s culture, home language, individual abilities or disabilities, family context, and community. In respectful environments, candidates model and affirm antibias perspectives on development and learning. Third, the learning environments created by early childhood teacher candidates are supportive—candidates demonstrate their belief in young children’s ability to learn, and they show that they can use their understanding of children’s development to help each child understand and make meaning from her or his experiences through play, spontaneous activity, and guided investigations. Finally, the learning environments that early childhood candidates create are appropriately challenging—in other words, candidates apply their knowledge of contemporary theory and research to construct learning environments that provide achievable and “stretching” experiences for all children—including children with special abilities and children with disabilities or developmental delays.

Key elements of Standard 1

1a: Knowing and understanding young children’s characteristics and needs

1b: Knowing and understanding the multiple influences on development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Rubrics for these key elements, outlining distinct levels of candidate performance and program evidence, are available online at www.naeyc.org.

Standard 2. Building Family and Community Relationships

Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

Supporting explanation

Because young children’s lives are so embedded in their families and communities, and because research indicates that successful early childhood education depends upon partnerships with families and communities, early childhood professionals need to thoroughly understand and apply their knowledge in this area.

First, well-prepared candidates possess knowledge and understanding of family and community characteristics, and of the many influences on families and communities. Family theory and research provide a knowledge base. Socioeconomic conditions; family structures, relationships, stresses, and supports (including the impact of having a child with special needs); home language; cultural values; ethnicity; community resources, cohesiveness, and organization—knowledge of these and other factors creates a deeper understanding of young children’s lives. The knowledge is critical to candidates’ ability to help children learn and develop well.

Second, candidates possess the knowledge and skills needed to support and empower families through respectful, reciprocal relationships. Candidates understand how to build positive relationships, taking families’ preferences and goals into account and incorporating knowledge of families’ languages and cultures. Candidates demonstrate respect for variations across cultures in family strengths, expectations, values, and childrearing practices. Candidates consider family members to be resources for insight into their children, as well as resources for curriculum and program development. Candidates know about and demonstrate a variety of communication skills to foster such relationships, emphasizing informal conversations while also including such approaches as exchanging e-mails and posting information and children’s work on the Web, with print copies sent home for families without Web access.

In their work, early childhood teacher candidates support and empower diverse families, including those whose children have disabilities or special characteristics or learning needs; families who are facing multiple challenges in their lives; and families whose languages and cultures may differ from those of the early childhood professional. Candidates also understand that their relationships with families include assisting families in finding needed resources, such as mental health services, health care, adult education, English language instruction, and economic assistance, that may contribute directly or indirectly to their children’s positive development and learning. Well-prepared early childhood candidates are able to identify such resources and know how to connect families with services, including help with planning transitions from one educational or service system to another.

Finally, well-prepared candidates possess essential skills to involve families and communities in many aspects of children’s development and learning. They understand and value the role of parents and other important family members as children’s primary teachers. Candidates understand how to go beyond parent conferences to engage families in curriculum planning, assessing of children’s learning, and planning for children’s transitions to new programs. When their approaches to family involvement are not effective, candidates evaluate and modify those approaches rather than assuming that families “are just not interested.”

Key elements of Standard 2

2a: Knowing about and understanding family and community characteristics
2b: Supporting and empowering families and communities through respectful, reciprocal relationships
2c: Involving families and communities in their children’s development and learning

Rubrics for these key elements, outlining distinct levels of candidate performance and program evidence, are available online at www.naeyc.org.

**Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families**

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

**Supporting explanation**

Although definitions vary, in these standards the term “assessment” includes all methods through which early childhood professionals gain understanding of children’s development and learning. Observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. Ongoing, systematic observations and other informal and formal assessments enable candidates to appreciate children’s unique qualities, to develop appropriate goals, and to plan, implement, and evaluate effective curriculum. Although assessment may take many forms, early childhood candidates demonstrate its central role by embedding assessment-related activities in curriculum and in daily routines, so that assessment becomes a habitual part of professional life. Even as new professionals, they feel empowered by assessment rather than viewing assessment as a necessary evil imposed by others.

Well-prepared early childhood candidates recognize the central role that appropriate assessment plays in the design of effective programs and practices for young children. They can explain the central goals, benefits, and uses of assessment. In considering the goals of assessment, candidates articulate and apply the concept of “alignment”—good assessment is consistent with and connected to appropriate goals, curriculum, and teaching strategies for young children. At its best, assessment is a positive tool that supports children’s development and learning, and that improves outcomes for young children and families. Positive assessment identifies the strengths of families and children; through appropriate screening and referral, assessment may also result in identifying children who may benefit from special services. Candidates are able to explain such positive uses of assessment and exemplify them in their own work, while also showing awareness of the potentially negative uses of assessment in early childhood programs and policies.

Early childhood assessment includes observation and documentation, plus other appropriate assessment strategies. Effective teaching of young children begins with thoughtful, appreciative, systematic observation and documentation of each child’s unique qualities, strengths, and needs. Observing young children in classrooms, homes, and communities helps candidates develop a broad sense of who children are—as individuals, as group members, as family members, as members of cultural and linguistic communities. Observation gives insight into how young children develop and how they respond to opportunities and obstacles in their lives. Because spontaneous play is such a powerful window on all aspects of children’s development, well-prepared candidates create opportunities to observe children in playful situations as well as in more formal learning contexts. All behavior has meaning, and well-prepared candidates demonstrate skill in reading young children’s behavior cues; the skill is especially important for infants and toddlers and for children whose verbal abilities are limited. Candidates demonstrate skills in conducting systematic observations, interpreting those observations, and reflecting on their significance.

With observation and documentation as their foundation, well-prepared candidates know about a wide range of assessment tools and approaches. More than reciting a list of assessment strategies, early childhood candidates can explain the connections between specific assessment approaches and specific educational and developmental goals. They can also identify the characteristics, strengths, and limitations of
specific assessment tools and strategies, including the use of technologies such as videotape and electronic record keeping. New practitioners are not assessment specialists; however, they do understand essential distinctions and definitions (e.g., screening, diagnostic assessment, standardized testing, accountability assessment) and are familiar with essential concepts of reliability and validity and other psychometric concepts. Their understanding helps them in selecting appropriate formal assessment measures, critiquing the limitations of inappropriate measures, and discussing assessment issues as part of interdisciplinary teams. Within the classroom or program setting, candidates demonstrate skills in using varied assessments that are appropriate to their goals and children’s characteristics, with emphasis on curriculum-embedded, performance assessments.

Many young children with disabilities are included in early childhood programs, and early identification of children with developmental delays or disabilities is very important. All beginning professionals, therefore, need essential knowledge about how to collect relevant information, including appropriate uses of screening tools and play-based assessments, not only for their own planning but also to share with families and with other professionals. Well-prepared candidates are able to choose valid tools that are developmentally, culturally, and linguistically appropriate; use the tools correctly; adapt tools as needed, using assistive technology as a resource; make appropriate referrals; and interpret assessment results, with the goal of obtaining valid, useful information to inform practice and decision making.

Although assessment can be a positive tool for early childhood professionals, it has also been used in inappropriate and harmful ways. Well-prepared candidates understand and practice responsible assessment. Candidates understand that responsible assessment is ethically grounded and guided by sound professional standards. It is collaborative and open. Responsible assessment supports children, rather than being used to exclude them or deny them services. Candidates demonstrate understanding of appropriate, responsible assessment practices for culturally and linguistically diverse children and for children with developmental delays, disabilities, or other special characteristics. Finally, candidates demonstrate knowledge of legal and ethical issues, current educational concerns and controversies, and appropriate practices in the assessment of diverse young children.

Many aspects of effective assessment require collaboration with families and with other professionals. Such assessment partnerships, when undertaken with sensitivity and sound knowledge, contribute positively to understanding children’s development and learning. Both family members and, as appropriate, members of interprofessional teams may be involved in assessing children’s development, strengths, and needs. As new practitioners, candidates may have had limited opportunities to experience such partnerships, but they demonstrate essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines.

Key elements of Standard 3

3a: Understanding the goals, benefits, and uses of assessment
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
3c: Understanding and practicing responsible assessment
3d: Knowing about assessment partnerships with families and other professionals

Rubrics for these key elements, outlining distinct levels of candidate performance and program evidence, are available online at www.naeyc.org.

Standard 4. Teaching and Learning

Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all young children.

- Sub-Standard 4a. Connecting with children and families
- Sub-Standard 4b. Using developmentally effective approaches
• Sub-Standard 4c. Understanding content knowledge in early education
• Sub-Standard 4d. Building meaningful curriculum

Standard 4 is complex, with four Sub-Standards, because teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. Well-prepared early childhood professionals construct curriculum and program content from multiple sources. As described below, the early teaching and learning experiences that will support all children’s success must be grounded in four interrelated elements: (a) positive relationships and supportive interactions; (b) a broad repertoire of appropriate, effective teaching/learning approaches; (c) essential content knowledge and familiarity with significant resources in specific academic disciplines; and (d) skills in developing, implementing, and evaluating curriculum that integrates those elements to promote positive outcomes. Especially when planning curriculum and teaching strategies for young children with developmental delays or disabilities or are learning English, well-prepared candidates know about and have the skills to collaborate with professionals from other disciplines (e.g., special education, school psychology, speech and language).

The following subsections describe each of the four sub-standards of the Teaching and Learning standard in detail.

Sub-Standard 4a. Connecting with Children and Families

Candidates know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.

Supporting explanation

Throughout the years that children spend in educational settings, their successful learning is dependent not just on “instruction” but also on personal connections with important adults who support and facilitate their learning. It is through those connections that children develop not only academic skills but also positive learning dispositions and confidence in themselves as learners.

Infants learn about the world through their relationships with their primary caregivers. Responsiveness in caregiving creates the conditions within which very young children can explore and learn about their world. Candidates who plan to work with children of any age must have skill in creating responsive relationships, although the nature of those relationships differs as children develop. The close attachments children develop with their teachers/caregivers, the expectations and beliefs that adults have about children’s capacities, and the warmth and responsiveness of adult-child interactions are powerful influences on positive developmental and educational outcomes.

Early childhood candidates demonstrate that they understand the theories and research that support the importance of relationships and high-quality interactions in early education. In their practice, they display warm, nurturing interactions with individual children and their families, communicating genuine liking for and interest in young children’s activities and characteristics.

Candidates demonstrate the essential dispositions and skills to develop positive, respectful relationships with children whose cultures and languages may differ from their own, as well as with children who may have developmental delays, disabilities, or other learning challenges. In making the transition from family to a group context, very young children need continuity between the caregiving practices of family members and those used by professionals in the early childhood setting. Their feelings of safety and confidence depend on that continuity. Candidates know the cultural practices and contexts of the young children they teach, and they adapt practices to be culturally sensitive. With older children, candidates continue to emphasize cultural sensitivity while also developing culturally relevant knowledge and skills in important academic domains.

Sub-Standard 4b. Using Developmentally Effective Approaches

Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence young children’s development and learning.
Supporting explanation

Early childhood professionals need appropriate, effective approaches to help young children learn and develop well. Candidates must ground their curriculum in a set of core approaches to teaching that are supported by research and are closely linked to the processes of early development and learning. In a sense, those approaches are the curriculum for infants and toddlers, although academic content can certainly be embedded in each of them. With older children, the relative weight and explicitness of subject matter or academic content become more evident in the curriculum, and yet the core approaches or strategies remain as a consistent framework.

Although this subsection describes many of those approaches, they are not merely a list from which early childhood professionals may pick at random. Well-prepared candidates’ professional decisions about approaches to early childhood teaching and learning are based on understanding of children as individuals and (in most cases) as part of a group, and on alignment with important educational and developmental goals.

Well-prepared early childhood candidates understand and effectively use the following approaches, strategies, and tools to promote young children’s development and learning:

Fostering oral language and communication. Early childhood candidates embed every aspect of the curriculum within the context of rich oral language and other communication strategies, using technology as needed to augment communication for children with disabilities. Both verbal and nonverbal communication create links with children from infancy onward, not only supporting close relationships but also creating the foundations for literacy and cognitive development and later academic competence.

Drawing from a continuum of teaching strategies. Well-prepared candidates display a broad range of interactive and instructional skills. They understand and use teaching approaches that span a continuum from child-initiated to adult-directed learning, and from free exploration to scaffolded support or teacher modeling. In selecting the approaches, candidates demonstrate that they are basing their selection on knowledge of individual children, on research evidence, and on understanding of appropriate, challenging teaching and learning goals.

Making the most of the environment and routines. Especially for the youngest children, the curriculum is the physical and social environment and in particular the daily routines of feeding, bathing, napping, and playtime. Candidates know the power of the environment to foster security and to support exploration, and they create physical environments and routines that offer predictability as well as opportunities for oral language development, social interaction, and investigations.

Candidates demonstrate understanding and skill in setting up all aspects of the indoor and outdoor environment to promote learning and development. Well-designed learning or activity centers can offer young children extensive opportunities to manipulate objects, build, paint, listen to stories or music, read, write, and challenge themselves. Candidates’ work displays their skills in designing such centers and other features of the environment to support specific goals (including IEP and IFSP goals) and to expand children’s learning. Well-prepared candidates also demonstrate skill in selecting and adapting bias-free, culturally relevant learning materials that support learning by all children, including those with developmental delays or disabilities. Daily, weekly, and longer-term schedules designed by candidates also provide evidence that candidates can apply their understanding of young children’s need for balance, order, depth, variety, and challenge.

Capitalizing on incidental teaching. Because so much of young children’s learning takes place informally and spontaneously, early childhood practitioners must be skilled at “incidental teaching,” identifying and taking advantage of informal opportunities to build children’s language, concept development, and skills. For those candidates preparing specifically to work with infants and toddlers, this will be the primary approach to teaching, but all candidates require skills in this area if they are to be effective. Depending on children’s ages and program settings, candidates use diapering, meals, clean-up times, outdoor play, dressing, and other routines and transitions to support children’s learning. Engaging conversations, thought-
provoking questions, provision of materials, and spontaneous activities are all evident in candidates’ repertoire of teaching skills.

**Focusing on children’s characteristics, needs, and interests.** Another developmentally effective approach is to focus on children’s individual characteristics, cultures, temperaments, and central developmental concerns, using families as important sources of insight. Again, such practices form the heart of teaching and learning for infants and toddlers, yet they are also effective approaches for children at the upper end of the early childhood period. And the focus on children’s needs is also at the center of good practices for young children with disabilities, whose IEPs and IFSPs are based on individual and family goals. Well-prepared early childhood candidates keep the child as the center, while also paying close attention to important standards and learning outcomes, connecting new learning with children’s prior knowledge and areas of individual fascination.

**Linking children’s language and culture to the early childhood program.** Before they come to school, all children learn and develop in their own unique and highly diverse linguistic, social, and cultural context. When previous learning and development are nurtured in early education programs, the overall benefits of early education are enhanced. Recognizing and using the child’s and family’s primary language ensures that early childhood education adds to and does not subtract from previous experiences at home and in the community. In implementing effective approaches to teaching and learning, candidates demonstrate that they use linguistic and cultural diversity as resources, rather than seeing diversity as a deficit or problem.

**Teaching through social interactions.** Because so much of children’s learning takes place in a social context, their peer group can be viewed as a teaching tool. When working with groups of children, candidates show competence in promoting positive social interactions and—depending on children’s ages and social skills—engaging children in parallel or collaborative learning activities. Candidates understand that children who have limited social skills or who are rejected by others may have difficulty in other areas, and so candidates actively work to increase social competence in all children, treating this as an educational priority. Even as beginning teachers, they show a commitment to creating learning communities within early childhood classrooms, where children help and care for one another.

**Creating support for play.** All early childhood professionals must demonstrate competence in using play as a foundation for young children’s learning from infancy through the primary grades. Although most children play spontaneously, well-prepared candidates can create and support environments that enrich and extend children’s play, knowing when to intervene with questions, suggestions, and challenges. Especially for children with disabilities and developmental delays, candidates explicitly model and facilitate appropriate play and social interactions. Candidates create and support play experiences that reflect gender equity, respect for cultural diversity, and principles of nonviolence. Candidates demonstrate understanding of the value of play in itself, as a way for children to make sense of their experiences and to develop a wide range of skills.

**Addressing children’s challenging behaviors.** “Classroom management” is the greatest difficulty reported by most novice practitioners. Well-prepared early childhood candidates demonstrate understanding of the multiple, underlying causes of children’s challenging behaviors. Early childhood candidates demonstrate a varied repertoire of research-based guidance approaches to meet individual children’s needs. Their work shows that they understand the importance of a supportive, interesting classroom environment and relationships as ways to prevent many challenging behaviors. In implementing guidance approaches, candidates aim to develop children’s self-regulation and respect for others. Candidates also demonstrate knowledge and essential skills to meet the special needs of children whose behavioral difficulties are related to disabilities, family or community violence, or other stressful circumstances.

**Supporting learning through technology.** Rather than being merely an enrichment or add-on to the curriculum, technology has taken a central place in early childhood programs. Candidates demonstrate sound knowledge and skills in using technology as a teaching and learning tool. Appropriate technology, including computer software, digital or Web content,
cameras, and other peripherals, can support and expand young children’s learning, including (through assistive technology) the learning of many children with disabilities. Candidates display awareness of the benefits and potential risks of technology, as well as issues of economic and gender equity in distribution of technology resources. Candidates demonstrate knowledge about how to combine appropriate software with other teaching tools to integrate and reinforce learning.

**Using integrative approaches to curriculum.** Skills in developing integrated, thematic, or emergent curriculum are evident in the work of well-prepared early childhood candidates. Those skills go well beyond implementing prepackaged, superficial units of study about seasons and holidays. Depending on children’s ages and developmental levels, an integrated “project approach” to teaching and learning frequently allows children to immerse themselves for extended periods in the study of a topic of high interest to an entire class or a small group. Candidates with strong subject-matter knowledge (as discussed in Sub-Standard 4c) can embed valuable content from mathematics, the arts, literacy, social studies, and other areas in such thematic studies.

**Sub-Standard 4c. Understanding Content Knowledge in Early Education**

Candidates understand the importance of each content area in young children’s learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.

**Supporting explanation**

Good early childhood curriculum does not come out of a box or a teacher-proof manual. Early childhood professionals have an especially challenging task in developing effective curriculum. As suggested in Standard 1, well-prepared candidates ground their practice in a thorough, research-based understanding of young children’s development and learning processes. In developing curriculum, they recognize that every child constructs knowledge in personally and culturally familiar ways. In addition, in order to make curriculum powerful and accessible to all, well-prepared candidates develop curriculum that is free of biases related to ethnicity, religion, gender, or ability status—and, in fact, the curriculum actively counters such biases.

**Content areas for early childhood**

But these tasks are only part of the challenge. Guided by standards for early learning that are effective (NAEYC & NAECS/SDE 2002), the teacher of children from birth through age 8 must also be well versed in the essentials of many academic disciplines and content areas. And because children are encountering those content areas for the first time, early childhood professionals set the foundations for later understanding and success. Well-prepared candidates choose their approaches to the task depending on the ages and developmental levels of the children they teach. With the youngest children, early childhood candidates emphasize the key experiences that will support later academic skills and understandings—with great reliance on the core approaches and strategies described in Sub-Standard 4b and with great emphasis on oral language and the development of children’s background knowledge. Working with somewhat older or more skilled children, candidates also identify those aspects of each subject area that are critical to children’s later academic competence. With all children, early childhood professionals support later success by modeling engagement in challenging subject matter and by building children’s faith in themselves as young learners—as young mathematicians, scientists, artists, readers, writers, historians, economists, and geographers (although children may not think of themselves in such categories).

Going beyond conveying isolated facts, then, well-prepared early childhood candidates possess the kind of content knowledge that focuses on the “big ideas,” methods of investigation and expression, and organization of the major academic disciplines. Thus, the early childhood professional knows not only what is important in each content area but also why it is important—how it links with earlier and later understandings both within and across areas. The following sections outline some of this essential understanding in each major discipline.
However, early childhood educators cannot be experts in everything. Because of its central place in later academic competence, the domain of language and literacy requires in-depth research-based understanding and skill. Mathematics, too, is increasingly recognized as an essential foundation. Yet because early childhood professionals must be acquainted with such a breadth of content knowledge, additional resources are needed to supplement the basic knowledge of beginning practitioners. Items in the References and Resources section of this document, especially the professional association standards documents, offer greater depth and detail in all these content areas.

**Common features in candidates’ work across content areas.** Well-prepared candidates demonstrate certain competencies that cut across content areas or academic disciplines. Certain “basics” are common features in candidates’ work, whether they are developing curriculum in language and literacy, the arts, mathematics, physical activity and physical education, science, or social studies.

Well-prepared early childhood candidates understand the importance of each content area in children’s development and learning. They demonstrate essential knowledge of the developmental foundations of children’s interest in, and understanding of, each content area (i.e., how children’s cognitive, language, physical, social, and emotional development influence their ability to understand and benefit from curriculum in each content area—as well as how that curriculum may support development in each domain). Candidates observe and describe the early roots of children’s interest and capacities in each content area, and they know how early childhood programs can build on those interests. They demonstrate the essential knowledge and skills needed to provide appropriate environments that support learning in each content area for all children, beginning in infancy (through foundational developmental experiences) and extending through the primary grades—although the nature and depth of their knowledge and skills will vary depending on which sub-periods of early childhood their program emphasizes. Candidates demonstrate basic knowledge of the research base underlying each content area and they demonstrate basic knowledge of the core concepts and standards of professional organizations in each content area, relying on sound resources for that knowledge. Finally, candidates demonstrate that they can analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and to professional standards.

**Language and literacy.** Early language and literacy form the basis for much later learning, and well-prepared candidates possess extensive, research-based knowledge and skill in the area, regardless of the age group or setting in which they intend to practice.

Listening, speaking, reading, and writing are integrated elements. Verbal and nonverbal communication in its diverse forms, combined with competence as a reader and writer, are essential for children’s later development. Even as infants and toddlers, children are building the foundations for literacy through early experiences.

Candidates—including those who are not currently teaching linguistically diverse young children—also demonstrate knowledge of second-language acquisition and of bilingualism. They know the home language environments of the children they teach and the possible effects on children when their classroom environment does not reflect the home language. Candidates know the sociopolitical contexts of major language groups and how those may affect children’s motivation to learn English. Candidates understand the benefits of bilingualism and the special needs of young English language learners (ELLs), building on the home language systems that children already have developed and assisting them to add a second language to their repertoire. For young ELLs who are learning to read, candidates use, adapt, and assess research-based literacy activities and teaching methods that build on prior knowledge and support successful transitions for those learners.

Candidates are able to articulate priorities for high-quality, meaningful language and literacy experiences in early childhood, across a developmental continuum. Across the years from infancy through third grade, those experiences should help children to, for example:

- Explore their environments and develop the conceptual, experiential, and language foundations for learning to read and write
• Develop their ability to converse at length and in depth on a topic in various settings (one-on-one with adults and peers, in small groups, etc.)
• Develop vocabulary that reflects their growing knowledge of the world around them
• Use language, reading, and writing to strengthen their own cultural identity, as well as to participate in the shared identity of the school environment
• Associate reading and writing with pleasure and enjoyment, as well as with skill development
• Use a range of strategies to derive meaning from stories and texts
• Use language, reading, and writing for various purposes
• Use a variety of print and non-print resources
• Develop basic concepts of print and understanding of sounds, letters, and letter-sound relationships

Mathematics. Strong mathematical foundations are associated with later academic competence, but international comparisons have found American mathematics education to be seriously deficient. Yet for curious young children, mathematics is a powerful, exciting tool to use in making sense of their world.

Mathematics instruction should be guided by the principles and standards developed by the National Council of Teachers of Mathematics (NCTM) and by the joint position statement of NAEYC and NCTM (2002). Early childhood candidates apply the principles that guide all mathematics instruction, as well as the specific NCTM standards for preK–grade 2. The standards are based on the belief that “students learn important mathematical skills and processes with understanding” (NCTM 2000, ix). According to NCTM, understanding develops through interaction with materials, peers, and supportive adults in settings where students have opportunities to construct their own relationships when they first meet a new topic.

As outlined by NCTM, well-prepared candidates understand and apply the following six principles, or “themes,” of mathematics instruction:

• Equity: high expectations and strong support for all children
• Curriculum: more than a collection of activities: coherent, focused on important mathematics, and well integrated across grades and developmental levels
• Teaching: understanding what children already know and need to learn, and challenging and supporting them to learn it well
• Learning: children must learn with understanding, building new mathematical knowledge from experience and prior knowledge
• Assessment: should support the learning of important mathematics and give useful information to teachers and children
• Technology: is essential in teaching and learning mathematics; a tool to enhance learning
In addition to those principles, candidates understand which concepts and skills are developmentally appropriate for preK–grade 2 children in each of five content areas—operations, algebra, geometry, measurement, data analysis, and probability—as well as in the five process areas of problem solving, reasoning and proof, connections, communication, and representation. Early childhood candidates are able to link those two sets of standards together so that the process standards are used in teaching and learning mathematical content.

**Physical activity and physical education.** For young children, moving and exploring what their bodies can do are essential elements of early learning. All children, with and without disabilities, set themselves physical challenges and investigate the frontiers of their physical capacities. Candidates are able to articulate priorities for high-quality, meaningful physical activity and physical education experiences in early childhood, across a developmental continuum. Depending on children’s ages and other characteristics, those experiences should help children to, for example:

- Have varied, repeated experiences with functional movement and manipulation
- Demonstrate progress toward mature forms of selected physical skills
- Try new movement activities and skills
- Use feedback to improve performance
- Experience and express pleasure from participation in physical activity
- Apply rules, procedures, and safe practices
- Gain competence to provide increased enjoyment in movement

In promoting children’s physical development, candidates are aware of cultural differences and gender expectations. They know when to respect children’s and families’ preferences regarding dress for physical activity and level of participation, and when to make adaptations to help children meet physical goals, yet support culturally sensitive practices.

**Science.** Although their investigations may not be systematic and their ideas and questions may not be scientifically accurate, young children’s intense curiosity and love of hands-on exploration give them much in common with more mature scientists. Early childhood offers unique opportunities to explore phenomena using skills of scientific inquiry, cultivate scientific dispositions, and build a foundation for understanding core scientific concepts.

Candidates are able to articulate priorities for high-quality, meaningful science experiences in early childhood, across a developmental continuum. Focused exploration of meaningful content (for example, the growth and development of a plant over time, or investigation of the properties of water at a water table) supports early scientific understanding. Depending on children’s ages and other characteristics, those experiences should help children to, for example:

- Raise questions about objects and events around them
- Explore materials, objects, and events by acting upon them and noticing what happens
- Make careful observations of objects, organisms, and events using all their senses
- Describe, compare, sort, classify, and order in terms of observable characteristics and properties
- Use a variety of simple tools to extend their observations (e.g., hand lens, measuring tools, eye dropper)
- Engage in simple investigations including making predictions, gathering and interpreting data, recognizing simple patterns, and drawing conclusions
- Record observations, explanations, and ideas through multiple forms of representation
- Work collaboratively with others, share and discuss ideas, and listen to new perspectives

**Social studies.** The social studies area presents special challenges to early childhood education. Because core concepts may be abstract or distant in time or space, providing many hands-on experiences is difficult yet essential for children’s interest and understanding. Candidates are able to articulate priorities for high-quality, meaningful social studies experiences in early childhood, across a developmental continuum. Depending on children’s ages and other characteristics, those experiences should help children to, for example:
Geography
• Make and use maps to locate themselves in space
• Observe the physical characteristics of the places in which they live and identify landforms, bodies of water, climate, soils, natural vegetation, and animal life of that place

History
• Use the methods of the historian, identifying questions, locating and analyzing information, and reaching conclusions
• Record and discuss the changes that occur in their lives, recalling their immediate past

Economics
• Develop awareness of the difference between wants and needs (the concept of scarcity)
• Develop interest in the economic system, understanding the contributions of those who produce goods and services

Social relations/Civics
• Become a participating member of the group, giving up some individuality for the greater good
• Recognizing similarities among people of many cultures
• Respecting others, including those who differ in gender, ethnicity, ability, or ideas
• Learn the principles of democracy, working cooperatively with others, sharing, and voting as they solve problems

Sub-Standard 4d: Building Meaningful Curriculum
Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.

Supporting explanation
In their work with young children, candidates demonstrate that they can draw upon all the preceding tools—relationships with young children and families; appropriate, effective approaches to early childhood teaching and learning; and meaningful content in the academic disciplines—to design, implement, and evaluate curriculum for young children. The complexity of the process requires candidates, as well as experienced teachers, to go beyond their own basic knowledge to identify and use high-quality resources, including books, standards documents, Web resources, and individuals who have specialized content expertise, in developing early childhood curriculum. Curriculum planning starts with clear, appropriate goals and desired outcomes for children. Although national or state standards or desired expectations may influence curriculum in positive ways, several larger goals are also important guides:

Security and self-regulation. Appropriate, effective curriculum creates a secure base from which young children can explore and tackle challenging problems. Well-implemented curriculum also helps children become better able to manage or regulate their expressions of emotion and, over time, to cope with frustration and manage impulses effectively, rather than creating high levels of frustration and anxiety.

Problem-solving and thinking skills. Candidates who have skills in developing and implementing meaningful, challenging curriculum will also support young children’s ability—and motivation—to solve problems and think well.

Academic and social competence. Because good early childhood curriculum is aligned with young children’s developmental and learning styles, it supports the growth of academic and social skills.

With these goals in mind, candidates develop curriculum to include both planned and spontaneous experiences that are developmentally appropriate, meaningful, and challenging for all young children, including those with developmental delays or disabilities; that address cultural and linguistic diversities; that lead to positive learning outcomes; and that—as children become older—develop positive dispositions toward learning within each content area.

Depending on children’s ages and program settings, candidates demonstrate skill in building curriculum from relationships, daily interactions, and routines (the core elements of infant/toddler curriculum); in integrating academic disciplines with other content in an emergent, interdisciplinary, or thematic curriculum; and (especially for older children) in providing focused learning opportunities within a specific content area.
Candidates demonstrate that they can implement plans in organized yet flexible ways, adapting the curriculum to meet the interests and needs of diverse children while proactively supporting their learning. They demonstrate essential skills in evaluating the curriculum in light of their own goals and of children’s engagement in learning activities, and they modify curriculum in light of their own evaluation and feedback from supervisors.

**Key elements of Standard 4**

4a: Knowing, understanding, and using positive relationships and supportive interactions

4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education

4c: Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines

4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

Rubrics for these key elements, outlining distinct levels of candidate performance and program evidence, are available online at www.naeyc.org.

**Standard 5. Becoming a Professional**

Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

**Supporting explanation**

The early childhood field has a distinctive history, values, knowledge base, and mission. Early childhood professionals, including beginning teachers, have a strong identification and involvement with the early childhood field, to better serve young children and their families. Well-prepared candidates understand the nature of a profession. They know about the many connections between the early childhood field and other related disciplines and professions with which they may collaborate while serving diverse young children and families. Candidates are also aware of the broader contexts and challenges within which early childhood professionals work and might work in the future.

Because young children are at such a critical point in their development and learning, and because they are vulnerable and cannot articulate their own rights and needs, early childhood professionals have compelling responsibilities to know about and uphold ethical guidelines and other professional standards. The profession’s code of ethical conduct guides the practice of responsible early childhood educators. Well-prepared candidates are very familiar with the NAEYC Code of Ethical Conduct and are guided by its ideals and principles. This means honoring their responsibilities to uphold high standards of confidentiality, sensitivity, and respect for children, families, and colleagues. Candidates know how to use the Code to analyze and resolve professional ethical dilemmas and are able to give defensible justifications for their resolutions of those dilemmas. Well-prepared candidates also know and obey relevant laws such as those pertaining to child abuse, the rights of children with disabilities, and school attendance. Finally, candidates are familiar with relevant professional guidelines such as national, state, or local standards for content and child outcomes; position statements about, for example, early learning standards, linguistic and cultural diversity, early childhood mathematics, technology in early childhood, and prevention of child abuse; child care licensing requirements; and other professional standards affecting early childhood practice.

Continuous, collaborative learning to inform practice is a hallmark of a professional in any field. An attitude of inquiry is evident in well-prepared candidates’ writing, discussion, and actions. Whether engaging in classroom-based research, investigating ways to improve their own practices, participating in conferences, or finding resources in libraries and Internet sites, candidates demonstrate self-motivated, purposeful learning that directly influences the quality of their work with young children. Candidates—
and professional preparation programs—view graduation or licensure not as the final demonstration of competence but as one milestone among many, including for-credit and not-for-credit experiences.

At its most powerful, learning is socially constructed, in interaction with others. Even as beginning teachers, early childhood candidates demonstrate involvement in collaborative learning communities with other candidates, higher education faculty, and experienced early childhood practitioners. By working together on common challenges, with lively exchanges of ideas, members of such communities benefit from one another’s perspectives. Candidates also demonstrate understanding of and essential skills in interdisciplinary collaboration. Because many children with disabilities and other special needs are included in early childhood programs, every practitioner needs to understand the role of the other professionals who may be involved in young children’s care and education (e.g., special educators, reading specialists, speech and hearing specialists, physical and occupational therapists, school psychologists). Candidates demonstrate that they have the essential communication skills and knowledge base to engage in interdisciplinary team meetings as informed partners and to fulfill their roles as part of IEP/IFSP teams for children with developmental delays or disabilities.

As professionals prepared in four- and five-year higher education programs, early childhood candidates’ decisions and advocacy efforts are grounded in multiple sources of knowledge and multiple perspectives. Even routine decisions about what materials to use for an activity, whether to intervene in a dispute between two children, how to organize nap time, what to say about curriculum in a newsletter, or what to tell families about new video games are informed by a professional context, research-based knowledge, and values. Well-prepared candidates’ practice is influenced by knowledgeable, reflective, and critical perspectives. In their work with young children, candidates show that they make and justify decisions on the basis of their knowledge of the central issues, professional values and standards, and research findings in their field.

They also show evidence of reflective approaches to their work, analyzing their own practices in a broader context, and using reflections to modify and improve their work with young children. Finally, well-prepared candidates display a critical stance, examining their own work, sources of professional knowledge, and the early childhood field with a questioning attitude. Their work demonstrates that they do not just accept a simplistic source of “truth”; instead, they recognize that while early childhood educators share the same core professional values, they do not agree on all of the field’s central questions. Candidates demonstrate an understanding that through dialogue and attention to differences, early childhood professionals will continue to reach new levels of shared knowledge.

Finally, early childhood candidates demonstrate that they can engage in informed advocacy for children and the profession. They know about the central policy issues in the field, including professional compensation, financing of the early education system, and standards setting and assessment. They are aware of and engaged in examining ethical issues and societal concerns about program quality and provision of early childhood services and the implications of those issues for advocacy and policy change. Candidates have a basic understanding of how public policies are developed, and they demonstrate essential advocacy skills, including verbal and written communication and collaboration with others around common issues.

Key elements of Standard 5

5a: Identifying and involving oneself with the early childhood field
5b: Knowing about and upholding ethical standards and other professional guidelines
5c: Engaging in continuous, collaborative learning to inform practice
5d: Integrating knowledgeable, reflective, and critical perspectives on early education
5e: Engaging in informed advocacy for children and the profession
Rubrics for these key elements, outlining distinct levels of candidate performance and program evidence, are available online at www.naeyc.org.

References and Resources

Publications

[Numbers in brackets denote items pertinent to one or more of the five standards; “G” denotes items of General usefulness.]


Websites

American Associate Degree Early Childhood Educators, www.accessece.org
American Association for Colleges for Teacher Education, www.aacte.org
Center for the Improvement of Early Reading Achievement, www.ciera.org
CEO Forum on Education and Technology, Self-Assessment for Teacher Preparation, www.ceoforum.org
Children and Computers, www.childrenandcomputers.com
Council for Exceptional Children, www.cec.sped.org
Division for Early Childhood, www.dec-sped.org
ERIC Clearinghouse on Assessment and Evaluation, http://ericae.net
International Reading Association, www.reading.org
National Association for Bilingual Education, www.nabe.org
National Association for Early Childhood Teacher Educators, www.naecte.org
National Association for the Education of Young Children, www.naeyc.org
National Center for Research on Evaluation, Standards, and Student Testing, http://cress@6.csee.ucla.edu
National Center on Education and the Economy, www.ncee.org
National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, www.ncela.gwu.edu
National Council of Teachers of Mathematics, www.nctm.org
National Early Childhood Technical Assistance Center, www.nectac.org
Program for Infant/Toddler Caregivers, www.pitc.org
Technology & Young Children (NAEYC Technology & Young Children Interest Forum), http://techandyoungchildren.org/index.shtml
ZERO TO THREE, www.zerotothree.org
**Comparison of INTASC principles with related sections of NAEYC Initial Licensure Standards**

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**Appendix A**

NAEYC Initial Licensure Standards
Appendix B

Initial Licensure Standards Work Group

NAEYC gratefully acknowledges the expertise and commitment of the members of the Initial Licensure Standards Work Group:

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Nancy Barbour, Kent State University
Josué Cruz Jr., University of South Florida
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Institutional affiliations reflect those held by the members at the time the Work Group was convening.
Rubrics
Aligned with NAEYC’s 2001 Initial Licensure Standards

Introduction

As part of the process of standards revision, NCATE requires all specialty organizations to construct rubrics that are linked to the new standards. This document contains such rubrics, aligned with NAEYC’s standards for initial licensure 4- and 5-year programs. These rubrics were used by NAEYC in its Spring 2002 reviews of programs that chose to respond to the new standards. However, the rubrics will continue to be refined in light of feedback from programs and reviewers. (The Initial Licensure Program Report Outline and the Initial Licensure Standards are available online at www.naeyc.org.)

In reading the rubrics, please keep these considerations in mind:

- NCATE defines “rubrics” as “written and shared criteria for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment” (NCATE Professional Standards 2001, 56). Some use the term “criteria,” but NAEYC is aligning its language with that of NCATE at the unit level.
- Please note that the language of the rubrics is intentionally drawn from the key elements and supporting explanations of the new NAEYC standards. The purpose is to align these components as closely as possible.
- The rubrics are intended to be used by programs and by NAEYC reviewers of early childhood Program Reports. Again, note that the rubrics are tied to key elements within each of the five standards. Reviewers will be making a global judgment about whether evidence shows that each standard is met as a whole—not element by element. Thus, reviewers will use the rubrics as guides to help them focus on the quality of evidence in each area, but they will not use them as a scoring system.
  - The rubrics describe rather broad levels of performance as judged by evidence submitted by programs. Thus, these rubrics may serve as guides for programs in devising systems to collect and summarize evidence about candidate performance; however, programs will still need to develop their own, program-level rubrics by which they may judge, for example, candidates’ portfolios or performance required for admission to student teaching.
  - In constructing these rubrics, we tried to be as clear, concise, and concrete as possible. However, we also want to emphasize that there are multiple ways for faculty to interpret and apply the standards and rubrics as they develop programs.
  - Although the standards and accompanying rubrics may be implemented flexibly, specific values are threaded throughout the materials that characterize NAEYC’s vision of early childhood professionals: for example, knowledge of child development; the importance of family partnerships; respect for diversity of culture, ability, and economic means; a view of children and families as the center of multiple, interrelated systems; and the importance of relationships in all settings that serve young children.
  - The term “candidates’ work” frequently occurs in the rubrics. “Work” refers to many sources of
evidence, including direct observations, examinations, simulations, ratings by supervisors, evaluations of portfolio material, and so on. Attention should be given to documenting candidates' knowledge, skills, dispositions, and positive effects on young children, although different standards and key elements place greater or lesser emphasis on certain dimensions.

- NAEYC uses the following terminology to describe levels of performance:

  DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates' performance meets the expectations described for the standard or key element.

  MEETS EXPECTATIONS: Program evidence shows that, in general, candidates' performance meets the expectations described for the standard or key element.

  EXCEEDS EXPECTATIONS: Program evidence shows that, in general, candidates' performance exceeds the expectations described for the standard or key element.

**Standard 1. Promoting Child Development and Learning**

Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

**1a: Knowing and understanding young children's characteristics and needs**

**DOES NOT YET MEET EXPECTATIONS:** Program evidence does not show that candidates are provided with adequate opportunities to gain essential understanding of young children's characteristics and needs. Candidates' work displays a limited knowledge base, insufficiently grounded in theory and research.

**MEETS EXPECTATIONS:** Program evidence shows that candidates are provided with multiple, developmental opportunities to gain essential understanding of young children's characteristics and needs. As a result, candidates' work reflects current, research-based knowledge in most respects; candidates are knowledgeable about development in all areas and can give examples of interrelationships among developmental areas.

**EXCEEDS EXPECTATIONS:** Program evidence shows that candidates are provided with extensive, developmental opportunities to gain in-depth understanding of young children's characteristics and needs. As a result, candidates' work shows a thorough grounding in theories and current research in all areas of child development and learning. Candidates' work shows that they understand interrelationships among developmental areas, as seen in their rich examples of these interrelationships. Candidates actively seek out new information about child development and learning using multiple sources, including technology.

**1b: Knowing and understanding the multiple influences on development and learning**

**DOES NOT YET MEET EXPECTATIONS:** Program evidence does not show that candidates are provided with adequate opportunities to gain essential understanding of the multiple influences on young children's development and learning. As a result, candidates' work displays a limited knowledge base and may reflect a simplified view of influences on development. Candidates' work shows only a limited knowledge of early intervention.

**MEETS EXPECTATIONS:** Program evidence shows that candidates are provided with multiple, developmental opportunities to gain essential understanding of the multiple influences on young children's development and learning. As a result, candidates' work shows that they can describe the nature of these influences and understand that influences may interact in complex ways. Their work demonstrates familiarity with the most well known early intervention programs, and they can cite research about the influence of these programs on child outcomes.

**EXCEEDS EXPECTATIONS:** Program evidence shows that candidates are provided with extensive, developmental opportunities to gain in-depth understanding of the multiple influences on young children's development and learning. As a result, candidates' work shows that they not only know about the number and variety of these
influences but they also have thorough knowledge of possible interactions among these influences and of relevant theory and research. Their understanding is demonstrated in their many research-based examples of how early intervention programs may influence outcomes for children.

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to apply child development knowledge in creating learning environments that are healthy, respectful, supportive, and challenging. As a result, candidates’ work shows limited ability to describe the developmental research and principles that they are using as a basis for creating learning environments. There is insufficient evidence that the environments created by these candidates support children’s health, respect their culture and individuality, promote positive development, and challenge children to gain new competencies.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to apply child development knowledge in creating learning environments that are healthy, respectful, supportive, and challenging. As a result of these experiences, candidates’ work shows that they can describe the essentials of developmental research and the principles that they are using as a basis for creating effective learning environments. Evidence is convincing that the environments created by candidates support children’s health, respect their culture and individuality, promote positive development, and challenge children to gain new competencies.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to apply child development knowledge in creating learning environments that are healthy, respectful, supportive, and challenging. As a result of these experiences, candidates’ work shows their ability to describe, in-depth, the developmental research and principles that they are using as a basis for creating effective learning environments. Evidence is convincing that the environments created by candidates support children’s health, respect their culture and individuality, promote positive development, and challenge children to gain new competencies.

Standard 2. Building Family and Community Relationships

Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

2a: Knowing about and understanding family and community characteristics

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain essential understanding of family and community characteristics as they affect early childhood practice. As a result, candidates’ work shows limited or stereotyped knowledge of these characteristics.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain essential understanding of family and community characteristics as they affect early childhood practice. As a result, candidates’ work shows general knowledge of family theory and research, and it shows that candidates can identify a variety of family and community factors that impact young children’s lives. Candidates demonstrate that they know the significant characteristics of the families and communities in which they are practicing.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain in-depth understanding of family and community characteristics as they affect early childhood practice. As a result, candidates’ work shows that they articulate and integrate family theory and research-based knowledge of multiple family and community factors that impact young children’s
lives. Candidates’ descriptions of the characteristics of the families and communities in which they are practicing show in-depth understanding.

2b: Supporting and empowering families and communities through respectful, reciprocal relationships

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain essential understanding of how respectful, reciprocal relationships can support and empower families. As a result, candidates’ work shows limited knowledge of families’ goals, language and culture, and individual characteristics; a limited repertoire of communication strategies; and limited knowledge of community resources to support families.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain essential understanding and skills in using respectful, reciprocal relationships to support and empower families. As a result, candidates’ work shows that they can describe how to use knowledge of families’ goals, language and culture, and individual characteristics to build these relationships. Candidates apply their knowledge in using varied family communication strategies including technology; in linking families with key community resources; and in accessing information about other resources as needed.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain in-depth understanding and skills in using respectful, reciprocal relationships to support and empower families. As a result, candidates’ work displays extensive knowledge of families’ goals, language and culture, and individual characteristics as tools to build these relationships. Their work reflects skilled, varied family communication strategies including uses of technology. Evidence shows that candidates can link families with multiple community resources appropriate for specific purposes.

2c: Involving families and communities in their children’s development and learning

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain essential understanding and skills concerning family and community involvement. As a result, candidates’ work shows limited knowledge of theory and research related to family and community involvement, and a limited repertoire of approaches to family and community involvement.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain essential understanding and skills concerning family and community involvement. As a result, candidates’ work shows that they can articulate theory and research to support the concept that families are young children’s primary teachers, and that family and community involvement are critical to successful early learning. Their knowledge is shown in their varied approaches to family and community involvement, and their modification of approaches when their first attempts are not successful.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain in-depth understanding and skills concerning family and community involvement. As a result, candidates’ work shows that they articulate theory and research to support the concept that families are young children’s primary teachers, and that family and community involvement are critical to successful early learning. Their knowledge is shown in their use of a wide range of approaches to family and community involvement, and their use of in-depth self-evaluation and modification of approaches when their first attempts are not successful.

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment
strategies in a responsible way, in partnership with families and other professionals, to support children’s development and learning.

3a: Understanding the goals, benefits, and uses of assessment

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain in-depth understanding of the goals, benefits, and uses of assessment. As a result, candidates’ work shows little evidence of knowledge of assessment’s essential goals, positive uses, and potential risks.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain essential understanding of the goals, benefits, and uses of assessment. As a result, candidates’ work shows knowledge of the important goals of early childhood assessment. Their work generally shows alignment between goals, curriculum, teaching strategies, and assessments. In their work, candidates explain how assessment may be used in positive ways, and they also explain how inappropriate assessment may harm children and families.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain in-depth understanding of the goals, benefits, and uses of assessment. As a result, candidates’ work shows knowledge of a wide range of assessment goals, and close alignment among goals, curriculum, teaching strategies, and assessments. In their work, candidates articulate and document positive uses of assessment in early childhood programs; and they articulate and document situations in which inappropriate assessment may harm children and families.

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain essential understanding and skills concerning appropriate assessment tools and approaches. As a result, candidates’ work shows limited knowledge and competence in observation, documentation, and other assessment tools. Their work reflects a lack of essential knowledge of the most frequently used assessment tools and approaches, and they do not demonstrate essential skills in using assessments, interpreting assessment results, making referrals, and using assessment information to influence practice.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain essential understanding and skills concerning appropriate assessment tools and approaches. As a result of these opportunities, candidates’ work shows research-based knowledge and basic competence in observation, documentation, and other assessment tools. Their work reflects essential knowledge of the characteristics, strengths, limitations, and appropriate uses of the most frequently used assessment tools and approaches, including approaches for children with disabilities and culturally and linguistically diverse children. Candidates demonstrate essential skills in using assessments, interpreting assessment results, making referrals, and using assessment information to influence practice.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain in-depth understanding and skills concerning appropriate assessment tools and approaches. As a result of these opportunities, candidates’ work shows a high level of research-based knowledge and competence in observation, documentation, and multiple other assessment tools. Their work reflects in-depth knowledge of the characteristics, strengths, limitations, and appropriate uses of a wide range of assessment tools and approaches, including approaches for children with disabilities and culturally and linguistically diverse children. Candidates demonstrate a high level of skill in using assessments, interpreting assessment results, making referrals, and using assessment information to influence practice.
3c: Understanding and practicing responsible assessment

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain essential understanding of responsible assessment. As a result, candidates’ work shows insufficient knowledge of current educational, legal, and ethical issues with respect to assessment practices, and their practice shows limited application of principles of responsible assessment.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain essential understanding and skills concerning the concept of responsible assessment. As a result, candidates’ work shows that they can identify current educational, legal, and ethical issues with respect to assessment practices. Candidates can provide examples of responsible as well as irresponsible assessment. In their practice, they apply responsible assessment practices when working with diverse children.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain in-depth understanding and skills concerning the concept of responsible assessment. As a result, candidates’ work shows that they are well versed in current educational, legal, and ethical issues with respect to assessment practices. Candidates can provide detailed multiple examples of responsible as well as irresponsible assessment. In their practice, they apply complex understandings of responsible assessment practices when working with diverse children.

3d: Knowing about assessment partnerships with families and other professionals

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain essential understanding of assessment partnerships. As a result, candidates’ work shows insufficient knowledge of the research and legal basis of these partnerships and shows limited skills in team building and communication with families and other professionals around assessment issues.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain essential understanding of assessment partnerships involving families and other professionals. As a result, candidates’ work articulates the research and legal base that supports these partnerships. Candidates demonstrate core skills in team building and in communication with families and other professionals around assessment issues.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain in-depth understanding of, and skills in, building assessment partnerships with families and other professionals. As a result, candidates’ work articulates the research and legal basis for such partnerships and applies this knowledge in practice. Candidates demonstrate that they can contribute to partnerships with families and other professionals in designing, interpreting, communicating, and acting upon assessment information.

Standard 4. Teaching and Learning

Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines, to design, implement, and evaluate experiences that promote positive development and learning for all children.

Sub-Standard 4a. Connecting with children and families

Candidates know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.

Sub-Standard 4b. Using developmentally effective approaches

Candidates know, understand, and use a wide array of appropriate, effective approaches and strategies to support young children’s development and learning.
Sub-Standard 4c. Understanding content knowledge in early education

Candidates understand the importance of each content area in young children’s learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.

Sub-Standard 4d. Building meaningful curriculum

Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.

4a: Knowing, understanding, and using positive relationships and supportive interactions

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain knowledge and skill in building positive relationships and supportive interactions. As a result, candidates’ work shows minimal knowledge of theory and research underlying the early childhood field’s focus on relationships and interactions. Their skills in relationship-building are evident to only a limited extent.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain knowledge and skill in building positive relationships and supportive interactions. As a result, candidates’ work shows essential knowledge of theory and research underlying the early childhood field’s focus on relationships and interactions. They know the importance of creating relationships with all children, as seen in their competent, beginning skills in relationship-building with diverse children and families.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain knowledge and skill in building positive relationships and supportive interactions. As a result, candidates’ work shows extensive understanding of the theories and research underlying the early childhood field’s focus on relationships and interactions. This understanding is seen in candidates’ sensitivity and skill in creating relationships with culturally and linguistically diverse children and families, varying approaches depending on children’s ages and family and cultural practices.

4b: Knowing, understanding, and using appropriate, effective approaches and strategies for early education

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain knowledge and skill in how to support development and learning through a wide range of approaches and strategies. As a result, candidates’ work shows limited knowledge and skills, in at least some of the following areas: fostering oral language and communication; drawing from a continuum of teaching strategies; making the most of environments and routines; capitalizing on incidental teaching; focusing on children’s characteristics, needs, and interests; linking children’s language and culture to the early childhood program; teaching through social interactions; creating support for play; addressing children’s challenging behaviors; supporting learning through technology; and using integrative approaches to curriculum.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain knowledge and skill in how to support development and learning through a wide range of approaches and strategies. As a result, candidates’ work demonstrates each of the following approaches and strategies with competence and knowledge of the underlying theory and research: fostering oral language and communication; drawing from a continuum of teaching strategies; making the most of environments and routines; capitalizing on incidental teaching; focusing on children’s characteristics, needs, and interests; linking children’s language and culture to the early childhood program; teaching through social interactions; creating support for play; addressing children’s challenging behaviors; supporting learning through technology; and using integrative approaches to curriculum.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain knowledge and skill in building positive relationships and supportive interactions. As a result, candidates’ work shows extensive understanding of the theories and research underlying the early childhood field’s focus on relationships and interactions.
EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain knowledge and skill in how to support development and learning through a wide range of approaches and strategies. As a result, candidates’ work demonstrates each of the following approaches and strategies with a high degree of competence and with in-depth knowledge of the underlying theory and research: fostering oral language and communication; drawing from a continuum of teaching strategies; making the most of environments and routines; capitalizing on incidental teaching; focusing on children’s characteristics, needs, and interests; linking children’s language and culture to the early childhood program; teaching through social interactions; creating support for play; addressing children’s challenging behaviors; supporting learning through technology; and using integrative approaches to curriculum.

4c: Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain essential knowledge and skill in each content area: language and literacy; the arts; mathematics; physical activity and physical education; science; and social studies, with special depth in the areas of language and literacy and mathematics. As a result, candidates’ work shows that they lack knowledge of the theories and research underlying the early childhood field’s focus on content, and that they have limited ability to articulate priorities for high quality, meaningful experiences in each content area, with desired outcomes for children that connect with professional standards and resources. Candidates have limited familiarity with authoritative resources to supplement their own content knowledge.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain essential knowledge and skill in each content area: language and literacy; the arts; mathematics; physical activity and physical education; science; and social studies, with special depth in the areas of language and literacy and mathematics. As a result, candidates’ work shows knowledge of the theories and research underlying the early childhood field’s focus on content, both in general and with respect to each content area, including academic subjects. Taking developmental and individual differences into account, candidates’ work shows that they use this knowledge to articulate priorities for high quality, meaningful experiences in each content area, with desired outcomes for children that connect with professional standards and resources. Candidates are familiar with authoritative resources to supplement their own content knowledge.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain in-depth knowledge and skill in each content area: language and literacy; the arts; mathematics; physical activity and physical education; science; and social studies, with special depth in the areas of language and literacy and mathematics. As a result, candidates’ work shows extensive understanding of the theories and research underlying the early childhood field’s focus on content, both in general and with respect to each content area, including academic subjects. Taking developmental and individual differences into account, candidates’ work shows that they use this knowledge to articulate priorities for high quality, meaningful experiences in each content area, with desired outcomes for children that connect with professional standards. Candidates readily access multiple, authoritative resources to supplement their own content knowledge.

4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain essential skill in designing, implementing, and evaluating meaningful, challenging curriculum. As a result, candidates’ work shows limited ability to integrate multiple areas of knowledge in curriculum design and limited success in promoting positive outcomes. Curriculum development takes insufficient account of children’s developmental, individual, and
cultural characteristics, and it makes insufficient use of evaluation. Candidates’ curriculum development is inadequately informed by the use of high quality professional resources.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain essential skill in designing, implementing, and evaluating meaningful, challenging, curriculum. As a result, candidates’ work shows ability to integrate multiple areas of knowledge in curriculum design, with successful focus on building security and self-regulation; problem-solving and thinking skills, and academic and social competence. Candidates’ curriculum development takes into account children’s developmental, individual, and cultural characteristics, and it makes use of reflective, ongoing evaluation. Candidates’ curriculum development is characterized by use of high quality professional resources to supplement and inform their own understanding.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain a high level of skill in designing, implementing, and evaluating meaningful, challenging, curriculum. As a result, candidates’ work shows strong ability to integrate multiple areas of knowledge in curriculum design, with successful focus on building security and self-regulation; problem-solving and thinking skills, and academic and social competence. Candidates’ curriculum development is notable for its complex attention to developmental, individual, and cultural characteristics, and for its use of highly reflective and continuous evaluation. Candidates’ curriculum development is characterized by extensive use of high quality professional resources to supplement and inform their own understanding.

5. Becoming a Professional

Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

5a: Identifying and involving oneself with the early childhood field

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain a beginning identification with and involvement in the early childhood field. As a result, candidates’ work shows limited knowledge of the early childhood field as a distinctive profession, and there is little evidence that they have begun to involve themselves in the profession.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain a beginning identification with and involvement in the early childhood field. As a result, candidates’ work shows an understanding of the early childhood field as a distinctive profession and of the essentials of its history. In their work, candidates demonstrate understanding of their own emerging professional roles and the possibilities, opportunities, and challenges within the early childhood field. They show some evidence of active involvement in the profession.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain a well-formed identification with and involvement in the early childhood field. As a result, candidates’ work shows a clear sense of belonging to a distinctive profession with complex historical roots and links to other movements. In their work, candidates describe the multiple roles that early childhood professionals may assume and those they think will suit them best. They articulate well-developed perspectives on the challenges facing the profession. They are already involved in the profession in varied ways, as shown by membership in associations and other activities.

5b: Knowing about and upholding ethical standards and other professional guidelines

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to learn
about and practice upholding the field’s ethical standards and other professional guidelines. As a result, candidates’ work lacks essential knowledge of NAEYC’s Code of Ethical Conduct and of other legal standards and professional guidelines.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to learn about and practice upholding the field’s ethical standards and other professional guidelines. As a result, candidates’ work shows essential knowledge of NAEYC’s Code of Ethical Conduct, as seen in citations of examples of how the Code may be used to analyze and resolve ethical dilemmas. Candidates are familiar with relevant legal standards and other professional guidelines and can apply these in practice.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to learn about and practice upholding the field’s ethical standards and other professional guidelines. As a result, candidates’ work shows in-depth knowledge of NAEYC’s Code of Ethical Conduct, as seen in citations of multiple examples of how the Code may be used to analyze and resolve ethical dilemmas. Candidates also have detailed knowledge of, and ability to apply, legal standards and other relevant guidelines in multiple situations of early childhood practice.

5c: Engaging in continuous, collaborative learning to inform practice

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with multiple, developmental opportunities to become continuous, collaborative learners. As a result, candidates’ work lacks understanding of the field’s central issues, standards, and research findings. Their reflection upon their practice shows limited insight and a limited level of critical thinking. Effects on candidates’ practice and on children are absent.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to become continuous, collaborative learners. As a result, candidates’ work shows evidence of an orientation toward inquiry and self-motivation, combined with involvement and beginning skills in collaborative learning, including collaboration across disciplines and in inclusive settings. Candidates’ work shows positive effects of this learning orientation, in their practice and in effects on children.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to become continuous, collaborative learners. As a result, candidates’ work shows a strong orientation toward inquiry and self-motivation, combined with extensive involvement and skill in collaborative learning, including collaboration across disciplines and in inclusive settings. Candidates’ work shows notable, positive effects of this learning orientation, in their practice and in effects on children.

5d: Integrating knowledgeable, reflective, and critical perspectives on early education

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with multiple, developmental opportunities to construct and apply knowledgeable, reflective, and critical perspectives on their field. As a result, candidates’ work lacks understanding of the field’s central issues, standards, and research findings. Their reflection upon their practice shows limited insight and a limited level of critical thinking. Effects on candidates’ practice and on children are absent.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to construct and apply knowledgeable, reflective, and critical perspectives on their field. As a result, candidates’ work shows essential understanding of the field’s central issues, standards, and research findings. In their work, candidates analyze and reflect upon their practice and demonstrate critical thinking about the issues in the field and an understanding of the value of dialogue in resolving differences. Candidates’ work shows positive effects of these professional perspectives, in their practice and in effects on children.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to construct
and apply knowledgeable, reflective, and critical perspectives on their field. As a result, candidates’ work shows in-depth, complex understanding of the field’s central issues, standards, and research findings. In their work, candidates analyze and reflect upon their practice with notable insight and demonstrate a sophisticated level of critical reasoning about the issues in the field and an understanding of the value of dialogue in resolving differences. Candidates’ work shows notable, positive effects of these professional perspectives, in their practice and in effects on children.

5e: Engaging in informed advocacy for children and the profession

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with multiple, developmental opportunities to develop early childhood advocacy skills. As a result, candidates’ work lacks essential knowledge of the central policy issues in the field, as seen in their limited ability to discuss ethical and societal issues in early education, and their limited ability to outline how public policies are developed at the state and federal levels. Evidence does not show that candidates possess beginning advocacy skills, including written and verbal communication and collaboration.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to develop early childhood advocacy skills. As a result, candidates’ work shows essential knowledge of the central policy issues in the field, as seen in their discussions of ethical and societal issues in early education. In their work, candidates can outline how public policies are developed at the state and federal levels. Candidates possess beginning advocacy skills, including written and verbal communication and collaboration.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to develop early childhood advocacy skills. As a result, candidates’ work shows in-depth knowledge of the central policy issues in the field, as reflected in their complex examination of ethical and societal issues in early education. In their work, candidates describe in detail how public policies are developed at the state and federal levels. Candidates possess strong advocacy skills, including written and verbal communication and collaboration.