1. Narrative

Section a. Description of the assessment and its use in the program

At the end of their program, all Warner teacher candidates are required to prepare a Comprehensive Portfolio to demonstrate that they have attained all the target proficiencies identified by the Warner School for all teacher candidates (see Part II of the scoring rubric for Assessment 4 for a complete list), as well as all the standards identified by their own professional organization. This Comprehensive Portfolio is organized around the 10 INTASC “principles”: Content, Learning, Equity, Pedagogy, Learning Community, Communication, Planning, Assessment, Professional Practice, Community. For each of these principles, candidates need to provide a narrative explanation of how they attained the Warner School targeted proficiencies and professional organization standards associated with that principle, and include selected artifacts that provide supporting evidence to their narrative.

Since the Content, Learning, and Equity components of the portfolio have the most relevance for demonstrating our early childhood candidates’ content knowledge, we chose to consider these first three sections of the Portfolio as our Assessment #2, and will report on only these sections of the Portfolio in what follows. The remaining sections of the Portfolio will instead be discussed later in the context of Assessment #6.

Candidates are provided a booklet with detailed guidelines to guide the preparation of their Comprehensive Portfolio. Because of its length (over 40 pages!), we could not include the entire document in this program report. Instead, we chose to just include as Section e the first five introductory pages (Part I) as well as the more detailed directions provided for one of the sections – the Content Principle, and as Section f the scoring rubrics for only the sections of the portfolio considered as part of Assessment #2.

Although the Comprehensive Portfolio is due at the end of the program, candidates are provided with its guidelines at the very beginning of their program, and they are encouraged to begin to think about their portfolio and collect potential artifacts throughout their program. Their advisor (who is usually the program director and main methods course instructor) serves as a mentor in this process.

Each portfolio is reviewed independently by two reviewers, who then meet to determine the final score. Candidates need to receive an evaluation of 3 (basic proficiency) or 4 (outstanding performance) in each of the Warner School proficiencies and professional standards in order to graduate.

Section b. Alignment with NAEYC standards

Each component of the Comprehensive Portfolio is provided with its own scoring rubrics. Most of these rubrics focus on assessing the extent to which each of the Warner School target proficiencies associated with that principle has been achieved, and others directly ask the evaluator to determine proficiency with respect to specific sub-components of the NAYEC
standards most relevant to that principle. As documented in Section f, the scoring rubrics used to evaluate the sections of the Portfolio we chose to consider as our Assessment #2 address NAEYC standard 5 – either directly, or indirectly when considering the following connections between specific NAYEC standards and specific WS principles/proficiencies identified in Section I-Context:

- **NAEYC standard 1 and 2** and Warner School (WS) proficiencies within the Learning and Equity Principles (WS 2.1-2.3 + 3.1-3.4)
- **NAEYC standard 5** and WS proficiencies within the Content Principle (WS 1.1-1.4)

**Section c. Data findings**

*NOTE: Given the small number of candidates enrolled in our programs each year, we will report and comment on the results cumulative over the last three years.*

Nine (9) candidates successfully completed their Portfolios during the three-year reporting period. All students received a score of 3 or 4 on all sections of the Portfolio rubric. The majority of candidates scored 4 (“outstanding performance”) with respect to NAEYC standard #5c (Using Content Knowledge to Build Meaningful Curriculum-implementing and evaluating developmentally meaningful and challenging curriculum). In addition, all students scored 4 with respect to WS 1.4 (Meaningful learning experiences).

**Section d. Data interpretation**

Assessment data from the Content, Learning, and Equity sections of the Comprehensive Portfolio show that the teacher candidates who completed their programs demonstrated at least minimum or above proficiency in NAEYC standards #5a and #5b and outstanding performance with respect to NAEYC standard 5c. These data in addition to the basic and outstanding performance of all students on the WS principles 1-3 suggest our students are well prepared in these areas during our program.
Assessment documentation

Section e. Information on the assessment tool

Since the guidelines for this culminating assessment are more than 40 pages long, here we have reproduced only the first section, providing general guidelines, as well as one example of more specific guidelines provided to the candidates to prepare each section of their Portfolio. We have chosen for this illustration the Content Principle component.

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.
   a. **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.
   b. **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

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 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.

Section II: 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.
Section f. Scoring guide

The following scoring rubrics are specific to the Content, Learning, and Equity Principles of the Comprehensive Portfolio. They are provided to candidates (as well as the two faculty members evaluating this major assignment) to guide the construction of this section of their portfolio.

WARNER PORTFOLIO EVALUATION FORM

Candidate’s name: _______________________  Evaluator’s name: _____________________
Semester:____________________

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

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

1. **Insufficient** – i.e., you did not find evidence that the candidate has the necessary content knowledge to meet this standard.

3. **Basic proficiency** – i.e., you found evidence that the candidate has at least the minimum content knowledge needed to meet this standard.

4. **Outstanding performance** – i.e., you found evidence that the candidate has a solid background in this area and consistently demonstrates the behaviors and practices identified in this standard.

<table>
<thead>
<tr>
<th>NAEYC standard:</th>
<th>1</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Using Content Knowledge To Build Meaningful Curriculum.</td>
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<tr>
<td>Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child</td>
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**Key elements:**

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child

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>
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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>
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<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>
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<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>
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</table>
## 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>
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<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>
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<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>
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</tbody>
</table>
### 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>
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<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>
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<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>
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<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>
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Section g. Candidates’ aggregated data

The following table reports aggregate scores for Warner candidates who completed their Portfolio in the academic years 2011-12 (i.e., Summer 2011 to Spring 2012), 2012-13 and 2013-14. For this assessment we are only reporting on candidates’ scores in the Content, Learning and Equity Principle section of the portfolio – scores on all the other sections of the portfolio can be found in Assessment 6.

Since most of our candidates start the program in the Summer and complete it their second year, and the Portfolio is our candidates’ last assessment, the students who graduated each year are the one reported for this assessment for that year.

In the table that follows, for each elements of the rubric we have reported in bold the cumulative average score across candidates in that rubric, the number of candidates for whom we have assessment data in the three year period we are reporting on, and the total number of candidates who received a score of 1, 2, 3 or 4, or “non-observable” (n/o) in this three year period. The three lines that follow provide the same information, but broken down by year.