

University of Rochester Warner School of Education
Warner School standards and proficiencies for all teacher candidates

Candidate:
Semester and Year(required):
Date:
Description:

Evaluator:
Course #:

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.

Warner School 1 CONTENT PRINCIPLE The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, as identified by relevant professional organizations, and can create learning experiences that make these aspects of subject matter meaningful for all students.

WS 1.2 Subject matter understanding Candidates have a good understanding of _____n/o ___1 ___2 ___3 ___4
some of the central concepts, tools of inquiry and structures of the subject matter(s)
taught, and have developed strategies and skills to continue their learning in this
area.

WS 1.3 Curriculum standards Candidates are familiar with the principles and _____1 ___2 ___3 ___4
concepts delineated in professional, New York State, and Warner School Teaching
and Curriculum standards, and their implications for curricular and instructional

decisions.

WS 1.4 Meaningful learning experiences Candidates are able to create learning experiences that make the subject matter meaningful and relevant for all students. _1 _2 _3 _4

Warner School 2 LEARNING PRINCIPLE The teacher candidate understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. The teacher candidate understands that learning involves active engagement in culturally valued activities with knowledgeable others and the construction of new knowledge.

WS 2.2 Knowledge construction & culture Candidates understand that all students construct knowledge through active engagement in culturally valued activities, and know what is appropriate for their students to learn, based on their age/grade level and the strengths, experiences and resources of their family/community background _n/o _1 _2 _3 _4

WS 2.3 Building on students' experiences Candidates are able to provide learning experiences that take into consideration the students' developmental level and draw on the strengths and resources available in students' prior experiences, as well as the school, family, and community contexts in which they live. _1 _2 _3 _4

Warner School 3 EQUITY PRINCIPLE The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands the role each of us plays in the maintenance and transformation of social and educational practices that engender inequity and is committed to promote equity and social justice.

WS 3.1 Equity principles Candidates understand equity and social justice principles, including everyone's right to have an opportunity to learn and what constitutes equitable and socially just behavior and treatment for themselves and others. _n/o _1 _2 _3 _4

WS 3.2 Respect of diversity Candidates are committed to high moral and ethical standards and respect and value their students' differences in contexts and approaches to learning. _1 _2 _3 _4

WS 3.3 Understanding differences & disabilities Candidates are familiar with some of the cultural, linguistic and learning differences and/or disabilities their students may present and their implications for the classroom. _1 _2 _3 _4

WS 3.4 Culturally relevant learning experiences Candidates are able to provide learning experiences that are culturally relevant and address the strengths and needs of all students. _1 _2 _3 _4

Warner School 4 PEDAGOGY PRINCIPLE The teacher candidate understands the link between content and pedagogy. As such, the teacher candidate understands and uses a variety of instructional strategies to encourage all students' development of critical thinking, problem solving, and performance skills that are appropriate for specific topics and subject areas, as identified by the relevant professional organization(s). The teacher candidate is able to use and problematize the various technologies available to facilitate learning.

WS 4.1 Knowing a variety of instructional strategies Candidates are familiar with a wide array of instructional strategies consistent with professional, New York State and Warner School program standards, and understand their potential uses, values and limitations for achieving specific learning goals. _n/o _1 _2 _3 _4

WS 4.2 Using innovative strategies Candidates are able to use a variety of teaching and learning strategies and classroom structures to achieve the learning goals articulated in relevant professional, New York State and Warner School program standards. _1 _2 _3 _4

WS 4.3 Understand value and limitations of technology Candidates understand the potential values as well as problems and limitations of using technology in instruction. n/o 1 2 3 4

WS 4.4 Use Technology Candidates are able to use technology in a variety of ways to support student learning within specific content areas. 1 2 3 4

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

WS 5.1 Understand student motivation Candidates understand what may encourage or hinder student motivation and engagement in learning, based on an analysis of research and practice. n/o 1 2 3 4

WS 5.2 Create safe classroom environment Candidates are able to construct comfortable and safe classroom environments for all students. 1 2 3 4

WS 5.3 Foster community of learners Candidates are able to construct a classroom environment that supports student motivation and learning and the creation of a "community of learners." 1 2 3 4

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

WS 6.1 Understand role of language Candidates understand the role of language in teaching and learning. n/o 1 2 3 4

WS 6.2 Proficient in various modes of communication Candidates are familiar with and proficient in a wide variety of modes and vehicles for communication that can support learning and inquiry for all students. n/o 1 2 3 4

WS 6.3 Uses communication to support learning Candidates are able to use effectively a variety of modes of communication to make ideas accessible to all students and foster inquiry. 1 2 3 4

WS 6.4 Use of varied media Candidates are able to construct curriculum activities that incorporate oral, written, visual, and electronic texts as tools for interaction and communication across multiple contexts, and that facilitate all students' critical analysis of such texts. 1 2 3 4

Warner School 7 PLANNING PRINCIPLE The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

WS 7.1 Standards-based planning Candidates are able to align instruction with learning goals consistent with professional and New York State standards. 1 2 3 4

WS 7.2 Unit planning and implementation Candidates are able to implement lessons according to a well- defined and high quality plan. 1 2 3 4

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

WS 8.1 Knows multiple assessments Candidates understand the multiple purposes of assessment and are familiar with a variety of assessment and evaluation strategies, their purposes and potential uses. n/o 1 2 3 4

WS 8.2 Use appropriate assessments Candidates are able to use a variety of assessment and evaluation strategies, including some that are embedded in authentic learning activities and have real audiences and purposes, to monitor, assess and provide guidance to student learning. __1 __2 __3 __4

WS 8.3 Using assessment inform instruction Candidates are able to use assessment to inform instruction by making links between their teaching and student performance and by adjusting their practice as a result of analysis of and reflection on student assessment data. __1 __2 __3 __4

WS 8.4 Positive effect on students' learning Candidates are able to have a positive effect on their students' learning. __1 __2 __3 __4

Warner School 9 PROFESSIONAL PRACTICE PRINCIPLE The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally, including staying up to date with research, theories and best practices in his/her field.

WS 9.1 Committed to improvement Candidates are committed to continue to learn and improve their practice throughout their teaching career. __n/o __1 __2 __3 __4

WS 9.2 Reflection on practice Candidates are able to reflect on their practices, constructively use critiques of their practice, and draw from theories and research results, in order to make necessary adjustments to enhance student learning. __1 __2 __3 __4

WS 9.3 Professional organizations 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). __n/o __1 __2 __3 __4

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

WS10.1 Valuing community involvement Candidates value and seek out parental and community involvement. __n/o __1 __2 __3 __4

WS10.2 Communicate effectively Candidates are able to communicate effectively with parents/caregivers and colleagues. __n/o __1 __2 __3 __4

Notes: