



Reading and Literacies Handbook

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WARNER
SCHOOL OF EDUCATION
UNIVERSITY of ROCHESTER



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HANDBOOK PURPOSE

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

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

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

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

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

Cooperating teachers should focus especially on:

1. The overview of the program
2. The roles and responsibilities of the cooperating teacher
3. Information regarding the letter of expectations

Candidates should focus especially on:

1. The overview of the program
2. The roles and responsibilities of the candidate
3. Information regarding the letter of expectations

The goal of the program is to develop reflective teachers through a flexible structure involving:

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

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

TEACHING & CURRICULUM PROGRAM PHILOSOPHY

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

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

Integration of content and pedagogy.

Effective teachers need to have a solid understanding of the subject matters they teach. They need to confront the fundamental questions of what they should teach, why they should teach it, how it should be taught, and for what purpose. In addition, future teachers need to know what is appropriate for the age/grade level they teach and for the children, families, and

communities in which they teach. Therefore, “teaching methods” are not taught in isolation, but grounded in a research-based understanding of the relationship between content and pedagogy and child development. At the core of each of the Warner School teacher preparation programs are two or more courses that emphasize reflection on the nature of the subject matter to be taught, the goals for teaching it, and the assumptions and implications of choosing specific teaching methods at varying levels.

Integration of theory and practice.

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

A commitment to social justice.

Underlying all of our teacher preparation programs is an understanding that social justice concerns are related to processes and relationships that privilege particular groups and marginalize others. Warner School candidates understand that social justice is both an ideology and a goal; that is, both theoretical and practical. Teacher candidates come to see learning as a social practice that is ideological (Street, 1995) in that social meanings and power relationships are enacted through constructing meaning and knowledge. We believe that there is a knowledge base to which one needs to have access to in order to be effective as an agent for social change (social justice requires more than good will and good intentions). In addition, our candidates understand their role in the maintenance or transformation of social and educational practices that engender inequality. We strive to encourage candidates to develop a sense of social responsibility through reflections about themselves as raced, classed, gendered and abled individuals. Through their interactions with others whose background is different from their own, candidates develop cross-cultural understandings of the construction and discourse of difference. Courses across our curricula develop candidates' recognition of the connections between power/knowledge, education, and teaching and learning and understand that all forms of difference are interrelated, interlocking, and interactive; that

is, they are not isolated variables. Coursework promotes the understanding of difference described above and actively engages candidates in understanding difference and explicitly exposes candidates to pedagogical theory and practices designed to promote meaningful student learning.

A commitment to inclusion of students with disabilities.

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

A sociocultural-historical perspective on learning and human development.

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

understanding of how to construct meaningful contexts for learning and development.

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

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

A commitment to enhance student learning through technology.

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

service of a community of learners that benefits from all students' contributions. Candidates must be prepared to promote ethical, equitable, legal, literate and humane uses of technology resources among their students as means of empowering learners as active citizens in a global society.

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

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

References:

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THE WARNER SCHOOL MISSION AND VISION

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

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

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

INTERNATIONAL LITERACY ASSOCIATION STANDARDS FOR READING PROFESSIONALS

In addition to the standards for teacher preparation identified by the New York State Education Department (NYSED) and the Warner School expectations, the Reading and Literacies program prepares Reading Specialist/Literacy Coach candidates to meet the International Literacy Association Program Standards¹

[Standards 2017 | International Literacy Association \(literacyworldwide.org\)](https://literacyworldwide.org/Standards2017)

ILA identifies multiple levels of standards labeled as follows: (P) – Paraprofessional Candidates; (CT) - Classroom Teacher Candidates; (RS) - Reading Specialist/Literacy Coach. Each progressive level requires that

¹ NOTE: AAQEP has slightly different language for the standards in their rubrics, but the goals are the same.

candidates meet the standards for the previous level. Reading Specialist/Literacy Coach candidates must meet standards at all three levels. **ILA Standards can also be found further in this document, under Checklist for Practica Experiences.**

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

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

responsibilities as the specialists who work primarily with teachers but have additional responsibilities that require them to work with systemic change at the school and district levels. These individuals need to have experiences that enable them to work effectively as coordinators and develop and lead effective professional development programs. As coordinators, they may work with special educators, psychologists, and various teachers to develop plans for meeting the needs of all students in the school (e.g., grouping arrangements, assessments, and instructional approaches).

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

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

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

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

Warner School Principles and Targeted Proficiencies

WARNER SCHOOL PRINCIPLES AND TARGETED PROFICIENCIES FOR TEACHER CANDIDATES

NOTE:

Each principle is one of the Interstate New Teacher Assessment and Support Consortium (INTASC) principles, "augmented" with additions and/or qualifiers

derived from our Warner School Teaching and Curriculum framework and National Council for the Accreditation of Teacher Education (NCATE) Standards. Note that each principle addresses a key area/component within teaching (as suggested by its title) and essentially states what we think is most important within that area/component for our teacher candidates. The “candidate proficiencies” listed after each principle are more concretely what we want candidates to achieve by the end of our program with respect to that particular area/component of teaching. Each principle has been articulated in such a way that it can be measured, and includes a combination of knowledge (K), skills (S), and dispositions (D). In wording candidate proficiencies (and related holistic rubrics) we have been careful to keep in mind that these principles articulate what we value in teaching as we would hope to see in the practice of experienced practitioners—yet here we are dealing with teacher candidates who are just entering the profession. Therefore, we can only expect candidates to: have developed a certain set of understandings and dispositions; have learned a sub-set of what they eventually need to know while developing expectations, skills and strategies to continue in what will be a life-long learning process; and, show that they have the *capacity* to create lessons and learning environments that reflect best practices, even if they may not yet be able to do so consistently (e.g., candidates “are able to ...” means that they have shown us at least once that they can do something).

1. Content Principle

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

Related candidates' proficiencies:

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

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

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

Candidates are able to create learning experiences that make the subject matter meaningful and relevant for all students. (S)

2. Learning Principle

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

Related candidates' proficiencies:

Candidates understand human development and how it is affected by context. (K)

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

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

3. Equity Principle

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

Related candidates' proficiencies:

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

Candidates are committed to high moral and ethical standards and respect and value their students' differences in contexts and approaches to learning. (D)

Candidates are familiar with some of the cultural, linguistic and learning differences and disabilities their students may present and their implications for the classroom. (K)

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

4. Pedagogy Principle

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

Related candidates' proficiencies:

Candidates are familiar with a wide array of instructional strategies consistent with professional, New York State and Warner School program standards, and understand their potential uses, values and limitations for achieving specific learning goals. (K)

Candidates are able to use a variety of teaching and learning strategies and classroom structures to achieve the learning goals articulated in relevant professional, New York State and Warner School program standards. (S)

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

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

5. Learning Community Principle

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

Related candidates' proficiencies:

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

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

6. Communication Principle

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

Related candidates' proficiencies:

Candidates understand the role of language in teaching and learning. (K)

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

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

Candidates are able to construct curriculum activities that incorporate oral, written, visual, and electronic texts as tools for interaction and communication across multiple contexts, and facilitate students' critical analysis of such texts. (S)

7. Planning Principle

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

Related candidates' proficiencies:

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

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

8. Assessment Principle

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

Related candidates' proficiencies:

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

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

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

Candidates are able to have a positive effect on their students' learning. (S)

9. Professional Practice Principle

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

Related candidates' proficiencies:

Candidates are committed to continue to learn and improve their practice throughout their teaching career. (D)

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

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

10. Community Principle

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

Related candidates' proficiencies:

Candidates value and seek out parental and community involvement. (D)

Candidates are able to communicate effectively with parents/caregivers and colleagues. (S)

PRACTICUM REQUIREMENTS FOR READING SPECIALIST/LITERACY COACH

First Practicum

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

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

Observations: 3 by university field supervisor
1 by faculty member

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

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

Observations: 3 by university field supervisor
1 by faculty member

ROLES AND RESPONSIBILITIES OF THE CANDIDATE

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

At the beginning of each practicum experience the candidate should:

Discuss with his/her cooperating teacher(s):

The school layout, its resources, and the overall philosophy of the school.

- b. The nature of the community in which the school is located and the ways in which parents are involved in school affairs.
- c. Personal philosophies of teaching and personal/professional backgrounds.
- d. Curriculum content and curriculum materials.
- e. Individual students.
- f. The classroom schedule, routines, and procedures.
- g. The decision making process as it will affect the candidate.
- h. How the candidate will be introduced to the class.

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

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

Required experiences for practica:

1. Classroom responsibility: Reading specialist positions vary among districts and school buildings. Candidates should gradually assume the responsibilities of the reading specialist/cooperating teacher as appropriate, but leave sufficient time for thorough preparation and reflection. Initially, the candidate should spend time observing, researching, and assisting in class.
2. Lesson plans: The cooperating teacher and/or the university supervisor will require written lesson plans according to the Warner School format. Make sure to plan lessons that are in accordance with the Warner School lesson plan requirements.
3. Candidates are required to complete various assignments for courses accompanying practica. These include an Innovative unit, Lesson Plan for Literacy Coaches, Professional Development Plan, and a Case Study among others.

Recommended experiences:

Teaching in one-to-one, small group, multiple small group, and large group settings.

Planning and teaching lessons in all relevant content areas that are taught by his/her cooperating teacher.

Designing and implementing lessons using a variety of instructional techniques and instructional media.

Constructing, administering, and interpreting teacher made tests, and in keeping records of student growth.

Participating in parent/teacher conferences, teacher/specialist conferences, and in open-house programs.

Observing teachers in the same and other subjects.

Checklist of Practica Experiences

Reading Specialist/ Literacy Coach

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

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

Candidate's Name _____

Circle one: First Practicum Second Practicum

Check when completed:

I. Prior to and beginning the practicum experience

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

Become familiar with school procedures and routines, suggestions:

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

I. Foundational Knowledge- ILA Standard 1 - Reading Specialist/Literacy Coach
Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language and the ways they interrelate, and the role of reading/literacy specialists in schools.

1.1: Understand major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy.

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

- Analyzes classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).
- Reads and understand the literature and research about factors that contribute to literacy success (e.g., social, cognitive, and physical).
- Informs other educators about major theories of reading with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to speak, read and write in English.

- Supports students in developing concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension. *
- Supports other educators in developing students' reading development.
- Informs other educators about the relationship of reading and other aspects of literacy.
- Partners with and supports families in developing their child's reading development.
- Interprets and summarizes historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers.

Other (describe)_____

1.2: Understand major theoretical, conceptual, historical, and evidence-based components of writing development, writing process (e.g., revising, audience) and foundational skills (e.g., spelling, sentence construction, word processing) and their relationship with other aspects of literacy.

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

- Analyzes classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).
- Reads and understand the literature and research about factors that contribute to writing success (e.g., social, cognitive, and physical).
- Informs other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.
- Supports students in developing writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing)*.
- Informs other educators about the relationship of writing and other aspects of literature.
- Partners with and supports families in developing their child's writing development.

Other (describe) _____

1.3: Understand major theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visual representing) and its relationship with other aspects of literacy.

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

- Analyzes classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).
- Reads and understand the literature and research about factors that contribute to language success (e.g., social, cognitive, and physical).
- Informs other educators about major theories of components of language, (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.
- Supports students in developing language acquisition, and their knowledge of the structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing.*
- Informs other educators about the relationship of language and other aspects of literature.
- Partners with and supports families in developing their child's language learning.

Other (describe) _____

1.4: Candidates demonstrate knowledge of the historical and evidence-based foundations related to the role of the reading/literacy specialist.

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

- Demonstrates a critical stance toward the scholarship of the profession.
- Models fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.
- Communicates the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.
- Interprets and summarizes historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers.
- Informs educators and others about the historically shared knowledge base in reading, writing and language and their roles in literacy education.

Other (describe) _____

II. Curriculum and Instruction- ILA Standard 2 - Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.

2.1: Candidates use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners.

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

- Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all pre-K–12 students.
- Develop and implement the curriculum to meet the specific needs of students who struggle with reading.
- Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students.

- Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K–12.

Other (describe)_____

2.2: Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.

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

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

Other (describe)_____

2.3: Candidates select, adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs; such instruction is

explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing.

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

- Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.
- Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners. [Reading specialists may provide support through modeling, coteaching, observing, planning, and providing resources.]
- Lead collaborative school efforts to evaluate, select, and use a variety of instructional supplemental and intervention materials to meet the specific needs and abilities of all learners.
- Other (describe) _____
- 2.4: Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.
- Suggestion of some Indicators for which the student's Reflective Narrative could should show evidence of:
- Lead collaborative school efforts to develop, implement and evaluate, literacy practices and materials.
- Support classroom teachers in developing, implementing and evaluating literacy instructional practices through modeling, coteaching, observing, planning, and providing resources.
- Provide individual or group coaching for other educators regarding literacy practices.
- Offer workshops and professional development for other educators, families, and stakeholders on best practices.
- Other (describe) _____
- **Assessment and Evaluation- ILA Standard 3-** Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to

screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.

Standard 3.1: Candidates understand the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language, dialect, cultural bias), and influences of various types of tools in a comprehensive literacy and language assessment system and apply that knowledge to using assessment tools.

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

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

- **3.2:** Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students.

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

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

3.3: Candidates participate in and lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.

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

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

3.4: Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/ guardians.

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

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

- Conduct workshops or professional development opportunities for stakeholders (ex. Other educators, families etc.) about appropriate assessments, advocacy initiatives regarding appropriate assessments.
- Advocate for literacy policy around appropriate assessment.

Other (describe)_____

IV. Diversity – ILA Standard 4 – DIVERSITY AND EQUITY: Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

Standard 4.1 Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.

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

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

Other (describe)_____

4.2: Candidates demonstrate understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals both within and outside of the school community.

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

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

Other (describe)_____

4.3: Candidates create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.

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

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

Other (describe) _____

4.4: Candidates advocate for equity at school, district, and community levels.

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

- Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and school literacy.
- Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and school literacy and community literacy
- Conduct workshops or professional development opportunities for stakeholders (ex. Other educators, families etc.) to promote and advocate for equity.
- Advocate for equity with literacy policy and practices in school, district and community.

Other (describe) _____

V. LEARNERS AND THE LITERACY ENVIRONMENT- *ILA Standard 5:*

Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

Standard 5.1 Candidates, in consultation with families and colleagues, meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors)

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

- Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.
- Modify the arrangements to accommodate students' changing needs.
- Create supportive social environments for all students, especially English language learners, those who struggle with reading and writing, and gifted.
- Demonstrates an understanding of meeting the developmental needs of all learners.

Other (describe)_____

5.2: Candidates collaborate with school personnel and provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners.

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

- Model for and support teachers and other professionals in ways to incorporate student choice and engagement for all students.
- Demonstrate a knowledge of a variety of print and digital materials to engage and motivate all learners.
- Support teachers in their use of a variety of print and digital materials to engage and motivate all learners.
- Create supportive environments where English learners are encouraged and given many opportunities to use English allowing for choice and engagement and support others in these efforts.

Other (describe)_____

5.3: Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts.

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

- Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.
- 2. Model for and/or support other educators in their efforts to use technology in literacy assessment and instruction.
- 3. Demonstrate effective use of technology for improving student literacy learning.

Other (describe) _____

5.4: Candidates facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions.

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

- Create effective routines for all students, especially those who struggle with reading and writing.
- Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.
- Support teachers in doing the same for all students.
- Demonstrate understanding of the importance of social-emotional learning, particularly as it relates to literacy learning.
- Other (describe) _____

V1. Professional Learning and Leadership - ILA Standard 6- Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues;

demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.

Standard 6.1 Candidates demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.

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

- Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.
- Join and participate in professional literacy organizations, symposia, conferences, and workshops.
- Demonstrate effective interpersonal, communication, and leadership skills.
- Demonstrate evidence of staying current with literacy research, findings and trends.
- Provide professional development/workshops by designing, facilitating, leading, and evaluating effective and differentiated professional development programs.

Other (describe)_____

Standard 6.2 Candidates use their knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms.

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



- Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.
- Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals.
- Use knowledge of students and teachers to build effective professional development programs.
- Use the research base to assist in building an effective, schoolwide professional development program.
- Facilitate school, team or individual classroom decisions in selecting literacy materials, approaches, curriculum or interventions.
- Support others in the understanding and use of new materials, approaches, curriculum, interventions etc.

Other (describe) _____

Standard 6.3 Candidates develop, refine, and demonstrate leadership and facilitation skills when working with individuals and groups.

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

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

- Demonstrate effective use of technology for improving student learning.

Other (describe)_____

Standard 6.4 Candidates consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.

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

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

Other (describe)_____

ROLES AND RESPONSIBILITIES OF THE COOPERATING TEACHER/Site Based Teacher

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

To this end, the following activities have been outlined:

General:

Warner uses the CCAST rubrics to evaluate all our teaching candidates, including Reading and Literacies candidates. You are asked to take an anchoring assessment in order to ensure reliability and validity among all evaluators: Site based teachers, University Supervisors and Faculty Supervisors. You will receive more information about this procedure from the University Supervisor.

Help make the student teaching experience enjoyable and productive for all involved.

Discuss ideas, make suggestions, and provide practical information to aid the candidate.

Make arrangements for the candidate to visit other reading specialist classes and to participate in various school meetings.

Evaluate lesson plans before the candidate delivers the lessons and provide constructive feedback.

Understand that the participant/candidate is taking methods courses in conjunction with their practica experience.

Provide time for the candidate to implement practica-based assignments required in the concurrent methods courses.

Read the Student Teaching Handbook and sign the letter of expectations accordingly.

Specific:

At the beginning of the placement:

Develop a letter of expectations with the candidate within the first week of the placement. This required letter outlines the expectations of the candidate, the cooperating teacher, the inclusion cooperating teacher, if applicable, the university supervisor and Warner faculty for the practica experience. (See the section of this handbook titled "Letter of Expectations" for format.)

Give the candidate a clear understanding of your classroom procedures and curriculum as well as relevant school and district policies and procedures.

Plan instruction with the candidate.

Discuss what choices were made about the curriculum and classroom procedures so the candidate understands the rationale for these choices.
Discuss the mechanics of the position (e.g., absences, fire drills, substitutes).

During all placements:

Use your ideas and experiences to help the candidate develop his/her thinking about teaching and learning.

Give the candidate a variety of classroom activities to observe, analyze, and discuss.

Observe the candidate's performance with the students.

Allow the candidate to develop his/her own style.

Provide the candidate with the opportunity to teach his/her own lessons. Allow the candidate to teach solo when being observed by university supervisor/faculty member.

Confer with the university supervisor and/or faculty member as appropriate.

Complete and return all assessments to the Director of Student Teaching. Rubrics are included in this handbook. Returning the assessment rubrics triggers your payment from the Warner School.

Monitor candidate absence and tardiness, and report concerns to the university supervisor or Warner faculty.

During the practica placements:

Specify in the letter of expectations when the candidate will take up full responsibility for teaching, assessing, fulfilling administrative assignments, and maintaining contact with parents for up to five of your classes.

Support the development of and approve candidate's lesson plans/units, including the Innovative Unit, Lesson Plan for Literacy Coaches, Case Study and Professional Development Plan (and other assignments) that candidates are required to implement during practica experiences. Candidates may need to supplement required textbooks or materials in order to fulfill the requirements of their concurrent methods courses.

Plan to leave the classroom in the candidate's hands frequently enough so students understand that the candidate is in charge, especially when the candidate is being observed by university supervisor/faculty.

Return Warner School assessment rubrics by specified dates in order for candidates to be assessed by university faculty and for your payment to be triggered.

ROLES AND RESPONSIBILITIES OF THE DIRECTOR OF STUDENT TEACHING

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

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

To this end, the following activities have been outlined:

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

Collect and maintain accurate candidate contact information and placement requirements.

Maintain candidate files.

Collaborate with Warner faculty and university supervisors to identify appropriate cooperating teachers.

Set and implement practica placement calendar.

Handle all procedures required by local school districts associated with finalizing placements.

Maintain constant communication between the Warner School, local districts, building principals, candidates, and cooperating teachers.

Ensure Warner faculty are aware of communications related to placements.



Organize and host the summer “Foundations in field placements and student teaching” workshop.

ROLES AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

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

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

To this end, the following activities have been outlined:

1. Negotiate the required Letter of Expectations with the candidate and the designated cooperating teacher(s) at the beginning of each placement.
2. Formally observe each candidate as indicated in the relevant "Internships Requirements" section.
3. Arrange appointments for each observation. Before the classroom observation, discuss objectives and outcomes with the candidate, and meet with the candidate after the lesson to debrief it.

Write a formal evaluation narrative after each observation that includes strengths, weaknesses and recommendations for improvement. Include observations, criticisms and suggestions, to help the candidate become a reflective teacher and improve her/his practice. Give a copy of this to the candidate, the cooperating teacher, the Director of Student Teaching, and to the methods course professor.

Facilitate candidate placement and troubleshoot problems that may arise. Alert the Director of Student Teaching and Warner faculty responsible for the concurrent methods course of any problems that may need intervention.

6. Meet with Warner faculty responsible for the concurrent methods course separately to discuss candidate progress. Provide the professor with the final formal evaluation of each candidate observed.

Read the Student Teaching Handbook and sign the letter of expectations accordingly.

If requested by the candidate, write a letter of recommendation at the end of the semester.



Make certain the Director of Student Teaching receives copies of all observations and evaluations.

ROLES AND RESPONSIBILITIES OF WARNER FACULTY

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

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

To this end, the following activities have been outlined:

Facilitate candidate placement in coordination with university supervisors and Director of Student Teaching and be available to mediate problems that may arise.

Observe each candidate at least once during each practicum experience. Maintain communication among university supervisors, cooperating teachers, and the director of student teaching.

Teach the concurrent Theory and Practice.

Lead the Reflective Seminar in collaboration with the university supervisors.

Evaluate candidate progress and performance in coursework and practica experiences. Make final determination about candidate advancement.

If requested by candidate, write a letter of recommendation at the end of the candidate's program.

Roles and Responsibilities-FAQ

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

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

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

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

Letter of Expectations

LETTER OF EXPECTATIONS: SPECIFIC REQUIREMENTS

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

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

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

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

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

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

III. Schedule:

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

B. Specific commitments for the practicum experience:

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

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

Which other classes/teachers will the candidate observe?

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

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

V. Meetings:

- A. How often will the candidate and cooperating teacher(s) meet? When will these meetings take place? What will be the focus of these meetings (review lesson plans, problem solve, critique, advice, etc.)?
- B. Will the candidate and cooperating teacher(s) be able to meet at other times if the need arises? How will these meetings be arranged?
The candidate, cooperating teacher(s), and university supervisor will meet as soon as possible after each observation by the supervisor.

VI. Observations:

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

VII. Possible Situations:

- A. What will the candidate do if the cooperating teacher(s) is absent? *
- B. What will the cooperating teacher(s) do if the candidate is absent?
- C. How will each party inform the other of absences?
- D. What will be done in case of snow days or emergencies?

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

COVER LETTER FOR LETTER OF EXPECTATIONS

Candidate name: _____

Candidate phone number: _____

Candidate email: _____

Cooperating teacher name: _____

Cooperating teacher phone number: _____

Cooperating teacher email address: _____

School telephone number: _____

University supervisor name: _____

University supervisor phone number: _____

University supervisor email: _____

PLEASE FILL OUT ALL PARTS OF THIS FORM!

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

Candidate: _____ Date: _____

Cooperating Teacher: _____ Date: _____



WARNER
SCHOOL OF EDUCATION
UNIVERSITY of ROCHESTER

University Supervisor: _____ Date: _____

Department Leadership			
Teaching and Curriculum Department Chair	Jeffrey Choppin	585-273-4913	jchoppin@warner.rochester.edu
Director of Student Teaching and Candidate Support	Anna Rlnsky	585-273-5142	
Early Childhood			
Faculty 275-0900	Kristen Love		
Supervisor			
Elementary Mathematics			
Faculty	Stephanie Martin	585-273-4915	smartin@warner.rochester.edu
Elementary Social Studies			
Faculty	David Hursh	585-275-3947	dhursh@warner.rochester.edu
Elementary Student Teaching			
Faculty	Kristen Love		
Foreign Language, TESOL			
Faculty	Nicole King		
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Reading and Literacies			
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Secondary Social Studies			
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Secondary Special and Inclusive Education			
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ASSESSMENT OVERVIEW

NCATE accreditation requires institutions to systematically assess candidates' performance at four key stages of their program – i.e., at admissions; before practicum; after practicum, and at graduation – and to do so through a set of *key assessments*, each graded by using an agreed-upon set of rubrics. Furthermore, when taken as a whole, these assessments need to evaluate each candidate's progress with respect to both the institutional standards set by the Warner School for all its teacher candidates AND the standards set by the relevant professional organization – in this case, the International Literacy Association (ILA). Both Warner and ILA Standards are referenced in the key assessments.

Key assessment	When it is administered	What decision(s) it inform	Who grades it
Overall admissions evaluation	At admissions	Whether the candidate should be admitted into the program	Interviewer; program admissions committee
Innovative Unit Project	Second methods course	Whether the candidate can pass the practicum	Course instructor
Practicum Evaluation	End of EACH practicum experience	Whether the candidate can pass the practicum	Cooperating teacher; University supervisor
Case-Study	EDU 495 – Theory & Practice for Reading Professionals	Course Grade	Course Instructor
Professional Learning, Leadership and Advocacy	EDU 495 – Theory & Practice for Reading Professionals	Course Grade	Course Instructor
Lesson plan for Literacy Coaches	Second methods course	Whether the candidate can pass the practicum	University supervisor
Reflective Narrative	Prior to graduation	Whether the candidate can pass the practicum	Faculty Supervisor
NYS Licensure Tests (including Reading CST)	Any time during the program	Whether the candidate can graduate and get certified	NYSED

All the key assessments relevant to Reading and Literacies teacher candidates have been summarized in the table below – please note, however, that assessment guidelines and accompanying rubrics can be found on the Warner web site, **only the practicum evaluation is included in this handbook:**

NOTE FOR EVALUATORS

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

Please carefully note the rubric definitions included with each assessment. In the case of the practicum, please take particular notice of the consequences of a candidate receiving a “1” or “2” in any category. If candidates receive a “1”, they may be dropped from the certification program. If candidates receive a “2”, they may be asked to extend their practicum in order to continue to improve.

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

University of Rochester Warner School of Education

Practicum Evaluation Final Reading Elementary: SR1,NR1

Candidate:

Evaluator:

Semester and Year(required):

Course #:

Date:

Description:

General Guidelines

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

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

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

The Warner School proficiencies identify the main skills, dispositions and knowledge that we believe teacher candidates need to have to become successful teachers, and is organized around ten key "principles" each addressing important components of teaching. Our list was derived from the standards articulated by the interstate New Teacher Assessment and Support Consortium(INTASC), our own Warner conceptual frameworks, the National Council for the Accreditation of Teacher Education (NCATE) and the New York

State Education Department (NYSED). While these proficiencies are consistent with the standards set by your specific professional organization, they are worded so as to cut across all areas of specialization (and, thus, allow us to aggregate data across all our teacher candidates) and also add some new elements that are characteristic of our program at Warner.

In your evaluation of both Part I and Part II, please keep in mind that target proficiencies identify what we hope to see in the practice of **experienced** teachers; however, you are asked to evaluate teacher candidates who are just **entering** the profession. Therefore, we can only expect

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

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

Part I - ILA Standards for READING & LITERACIES

Based on your observation of the candidate throughout his/her practicum experience, please evaluate the extent to which the candidate has met each

of the following standards identified by the International Literacy Association (ILA) for teacher candidates in reading and literacies, using the following rubrics:

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

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

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

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

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

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

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

ILA1.1(2010) Theoretical basis Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

Evidence that demonstrates competence may

__n/o __1 __2 __3 __4

include, but is not limited to, the following: 1. Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts. 2. Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests). 3. Demonstrate a critical stance toward the scholarship of the profession. 4. Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical). 5. Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English. 6. Other (describe in comments)

(1) Unacceptable / Insufficient	(2) Needs Improvement / Emerging	(3) Basic Proficiency	(4) Outstanding Performance
Candidate does not demonstrate an understanding of the major theories and empirical research that describe the foundations of reading and writing development, process and components by	Candidate demonstrates an emerging understanding of the major theories and empirical research that describe the foundations of reading and writing development,	Candidate demonstrates basic proficiency in understanding of the major theories and empirical research that describe the foundations of reading and writing development, process and components by	Candidate demonstrates an outstanding understanding of the major theories and empirical research that describe the foundations of reading and writing development, process and components by including evidence of successfully completing

including none of the indicators. process and components by including only 1 of the indicators. including evidence of at least 2 of the indicators. at least 3 of the indicators.

ILA1.2(2010) Historical basis Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers. 2. Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education. 3. Other (describe in comments)

__n/o __1 __2 __3 __4

(1) Unacceptable / Insufficient

Candidate does not demonstrate understanding of knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components, includes no evidence of

(2) Needs Improvement / Emerging

Candidate demonstrates an emerging understanding of knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components by

(3) Basic Proficiency

Candidate demonstrates a basic understanding of knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components by including

(4) Outstanding Performance

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

completing any indicators. including evidence of completing 1 indicator. evidence of 2 indicators.

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

__n/o __1 __2 __3 __4

(1) Unacceptable / Insufficient

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

(2) Needs Improvement / Emerging

Candidate demonstrates an emerging basic understanding of the role of professional judgement and practical knowledge as indicated by including evidence of 1 of the indicators.

(3) Basic Proficiency

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

(4) Outstanding Performance

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

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

ILA2.1(2010) Curriculum design Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. Evidence that demonstrates competence may include, but is not limited to, the following: 1.

Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students. 2.

Develop and implement the curriculum to meet the specific needs of students who struggle with reading.

3. Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students. 4. Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K–12. 5. Other (describe in comments)

__1 __2 __3 __4

(1) Unacceptable / Insufficient

Candidate does not demonstrate ability to use foundational knowledge to design and implement quality curriculum as indicated by not including evidence of the indicators.

(2) Needs Improvement / Emerging

Candidate demonstrates an emerging ability to use foundational knowledge to design and implement quality curriculum as indicated by

(3) Basic Proficiency

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

(4) Outstanding Performance

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

including
evidence of 1 of
the indicators.

ILA2.2(2010) Instructional approaches Candidates use

appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Use instructional

approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing. 2.

__1 __2 __3 __4

Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing. 3. Support classroom teachers and education support personnel to implement instructional approaches for all students. 4. As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write. 5. Other (describe in comments)

(1) Unacceptable / Insufficient

Candidate does not demonstrate ability to use research supported, or appropriate instructional practices, approaches, and

(2) Needs Improvement / Emerging

Candidate demonstrates an emerging ability to use a range of research supported, and appropriate

(3) Basic Proficiency

Candidate demonstrates a basic ability to use a range of research supported, appropriate instructional practices,

(4) Outstanding Performance

Candidate demonstrates outstanding ability to use a wide range of research supported, appropriate instructional practices, approaches, and methods, as indicated

methods, as indicated by not including evidence of the indicators.	instructional practices, approaches, and methods, as indicated by including evidence of 1 of the indicators.	approaches, and methods, as indicated by including evidence of 2 of the indicators.	by including evidence of 3 or more of the indicators.
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ILA2.3(2010) Use of a wide range of

texts/material Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

Evidence that demonstrates competence may include, but is not limited to, the following: 1.

Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources. 2. Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners. 3. Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners. 4. Other (describe in comments)

__1 __2 __3 __4

(1)Unacceptable / Insufficient

Candidate does not demonstrate an ability to use and incorporation of a wide range of varied texts and genres for

(2) Needs Improvement / Emerging

Candidate demonstrates emerging ability to use and incorporation of a varied texts and genres for

(3) Basic Proficiency

Candidate demonstrates basic ability to use and incorporation of a range of varied texts and genres for including on line

(4) Outstanding Performance

Candidate demonstrates outstanding ability to use and incorporation of a wide range of varied texts and genres including on line resources and

including on line resources and is able to support other professionals as indicated by not including evidence of the indicators.	including on line resources and is able to support other professionals as indicated by including evidence of only 1 of the indicators.	resources with a critical stance and demonstrates they are able to support other professionals as indicated by including evidence of 2 of the indicators.	demonstrates ability to take a critical stance on materials and an outstanding ability to support other professionals as indicated by including evidence of 3 or more of the indicators.
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ILA 3.0 2010 Assessment and Evaluation Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

ILA3.1(2010) Fundamental knowledge Candidates understand types of assessments and their purposes, strengths, and limitations. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Demonstrate an understanding of the literature and research related to assessments and their uses and misuses. 2. Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes. 3. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity). 4. Explain district and state assessment frameworks, proficiency standards, and student benchmarks. 5. Other (describe in comments)

__1 __2 __3 __4

(1)Unacceptable / Insufficient

Candidate does not demonstrate

(2) Needs Improvement / Emerging

(3) Basic Proficiency

Candidate demonstrates a

(4) Outstanding Performance

Candidate demonstrates a

understanding of types of assessments and their purposes, strengths and limitations. No indicators are included.	Candidate demonstrates a limited understanding of types of assessments as indicated by including evidence of only 1 of the indicators.	basic understanding of types of assessments and their purposes, strengths and limitations as indicated by including evidence of 2 of the indicators.	thorough and sophisticated understanding of types of assessments their purposes, strengths and limitations as indicated by including evidence of 3 or more of the indicators.
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ILA3.2(2010) Develop, administer &

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

__1 __2 __3 __4

(1) Unacceptable / Insufficient	(2) Needs Improvement / Emerging	(3) Basic Proficiency	(4) Outstanding Performance
Candidate does not demonstrate ability to select, develop, administer and analyzes the	Candidate demonstrates a limited ability to select, develop, administer and	Candidate demonstrates a basic ability to select, develop, administer and interpret data as	Candidate demonstrates a sophisticated ability to select, develop, administer and interpret data

data. No indicators are included.	interpret data as indicated by including evidence of only 1 of the indicators.	indicated by including evidence of 2 of the indicators.	indicated by including evidence of 3 or more of the indicators.
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ILA3.3(2010) Utilization for planning/evaluating

instruction Candidates use assessment information to plan and evaluate instruction. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention. 2. Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction. 3. Lead teachers in analyzing and using classroom, individual, grade-level, or schoolwide assessment data to make instructional decisions. 4. Plan and evaluate professional development initiatives using assessment data. 5. Other (describe in comments)

__1 __2 __3 __4

(1) Unacceptable / Insufficient	(2) Needs Improvement / Emerging	(3) Basic Proficiency	(4) Outstanding Performance
Candidate does not demonstrate ability to use use of data sources to plan and evaluate instruction. No indicators are included.	Candidate demonstrates limited ability to use data sources to plan and evaluate instruction as indicated by including evidence of	Candidate demonstrates basic ability to use multiple data sources to plan and evaluate instruction as indicated by including evidence of 2 of the indicators.	Candidate demonstrates outstanding ability to use multiple data sources to plan and evaluate instruction as indicated by including evidence of 3 or more of the indicators.

only 1 of the
indicators.

ILA3.4(2010) Assessment communication Candidates communicate assessment results and implications to a variety of audiences. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability. 2. Demonstrate the ability to communicate results of assessments to various audiences. 3. Other (describe in comments)

__n/o __1 __2 __3 __4

(1) Unacceptable / Insufficient

Candidate demonstrate an unacceptable ability to communicate results and conclusions for various audiences as indicated by including no indicators.

(2) Needs Improvement / Emerging

Candidate demonstrates emerging skill in communicating results and implications for various audiences as indicated by including only one indicator

(3) Basic Proficiency

Candidate demonstrates basic ability to effectively communicate results and implications for various audiences by including numbers 1 and 2 (communicating to some audiences)

(4) Outstanding Performance

Candidate demonstrates outstanding ability to communicate results and conclusions for various audiences as indicated by including both indicators 1 and 2 (communicating with multiple audiences) and/or other indicators

ILA 4.0 2010 Diversity Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

ILA4.1(2010) Recognition & appreciation Candidates recognize, understand, and value the forms of

__1 __2 __3 __4

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

(1) Unacceptable / Insufficient	(2) Needs Improvement / Emerging	(3) Basic Proficiency	(4) Outstanding Performance
Candidate does not demonstrate an understanding of the ways in which diversity influences the reading and writing development, No indicators included.	Candidate demonstrates a limited understanding of the ways in which diversity influences the reading and writing development by including evidence 1 of the indicators.	Candidate demonstrates basic understanding of the ways in which diversity influences the reading and writing development by including evidence of 2 of the indicators.	Candidate demonstrates an outstanding understanding of the ways in which diversity influences the reading and writing development by including evidence of 3 or more of the indicators.

ILA4.2(2010) Curriculum engagement Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge,

__1 __2 __3 __4

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

(1) Unacceptable / Insufficient	(2) Needs Improvement / Emerging	(3) Basic Proficiency	(4) Outstanding Performance
Candidate does not demonstrate use of differentiated instruction or instructional materials that capitalize on diversity. No indicators included.	Candidate demonstrates limited use of differentiated instruction or instructional materials that capitalize on diversity and limited ability to support other professionals by including	Candidate demonstrates a basic ability to provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity and	Candidate demonstrates an outstanding ability to use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity by including evidence of 3 or more indicators.

evidence of only 1 indicator. demonstrates ability to support other professionals by including evidence of 2 indicators.

ILA4.3(2010) Strategic advocacy Candidates develop and implement strategies to advocate for equity.

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

__n/o __1 __2 __3 __4

(1) Unacceptable / Insufficient

Candidate does not demonstrate an ability to develop and implement strategies to advocate for equity. No

(2) Needs Improvement / Emerging

Candidate demonstrates an emergent ability to develop and implement strategies to advocate for

(3) Basic Proficiency

Candidate demonstrates a basic ability to develop and implement strategies to advocate for equity by including

(4) Outstanding Performance

Candidate demonstrates an outstanding ability to develop and implement strategies to advocate for equity by including evidence of 3 or more of the indicators.

indicators included.	equity by including evidence of only 1 of the indicators.	evidence of 2 of the indicators.
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ILA 5.0 2010 Literate Environment Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

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

__1 __2 __3 __4

(1)Unacceptable / Insufficient	(2) Needs Improvement / Emerging	(3) Basic Proficiency	(4) Outstanding Performance
Candidate does not demonstrate ability to design the physical environment to optimize students' use of traditional print, digital, and online resources	Candidate demonstrates an emerging ability to design the physical environment to optimize students' use of traditional print,	Candidate demonstrates a basic ability to design the physical environment to optimize students' use of traditional print, digital, and online resources in	Candidate demonstrates an outstanding ability to design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction

in reading and writing instruction. No indicators included.	digital, and online resources in reading and writing instruction by including evidence of only one indicator.	reading and writing instruction by including evidence of indicators number 1 and #2 or #3.	by including evidence of numbers 1 and #2 and #3 of the indicators.
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ILA5.2(2010) Social environment Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Create supportive social environments for all students, especially those who struggle with reading and writing. 2. Model for and support teachers and other professionals in doing the same for all students. 3. Create supportive environments where English learners are encouraged and provided with many opportunities to use English. 4. Other (describe in comments)

__1 __2 __3 __4

(1) Unacceptable / Insufficient	(2) Needs Improvement / Emerging	(3) Basic Proficiency	(4) Outstanding Performance
Candidate does not demonstrate ability to design a social environment that is low risk and includes choice, motivation, and scaffolded	Candidate demonstrates an emerging ability to design a social environment that is low risk and includes	Candidate demonstrates a good ability to design a social environment that is low risk and includes choice, motivation, and scaffolded	Candidate demonstrates an outstanding ability to design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students'

support to optimize students' opportunities for learning to read and write. No indicators included.	choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write, by including evidence of only 1 indicator.	support to optimize students' opportunities for learning to read and write, by including evidence of 2 indicators.	opportunities for learning to read and write by including evidence of 3 or more indicators.
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ILA5.3(2010) Supportive routines Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback). Evidence that demonstrates competence may include, but is not limited to, the following: 1. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources. 2. Create effective routines for all students, especially those who struggle with reading and writing. 3. Support teachers in doing the same for all readers. 4. Other (describe in comments)

__1 __2 __3 __4

(1) Unacceptable / Insufficient	(2) Needs Improvement / Emerging	(3) Basic Proficiency	(4) Outstanding Performance
Candidate does not demonstrate an ability to use routines to support reading and writing instruction. No	Candidate demonstrates an emerging ability to use routines to support reading	Candidate demonstrates a basic ability to use routines to support reading and writing instruction by including	Candidate demonstrates an outstanding ability to use routines to support reading and writing instruction by including

indicators included.	and writing instruction by including evidence of only one indicator.	evidence of 2 of the indicators.	evidence of 3 or more of the indicators.
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ILA5.4(2010) Classroom configurations to differentiate

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

__1 __2 __3 __4

	(2) Needs Improvement / Emerging	(3) Basic Proficiency	(4) Outstanding Performance
(1) Unacceptable / Insufficient Candidate does not demonstrate ability to use evidence-based grouping practices. No indicators included.	Candidate demonstrates an emerging ability to use evidence-based grouping practices by including evidence of only one indicator.	Candidate demonstrates good ability to use evidence-based grouping practices by including evidence of indicators number 1, and number 2 (some groupings) or #3.	Candidate demonstrates an outstanding ability to use evidence-based grouping practices to meet the needs of all students by including evidence of number 1, and #2 (multiple groupings) and #3 of the indicators.

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

ILA6.1(2010) Foundational / theoretical

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

(1) Unacceptable / Insufficient

Candidate does not demonstrate knowledge of adult learning theories and related research about organizational change, professional development, and school culture. No indicators included.

(2) Needs Improvement / Emerging

Candidate demonstrates an emerging knowledge of adult learning theories and related research about organizational change, professional development, and school culture by including

(3) Basic Proficiency

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

(4) Outstanding Performance

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

evidence of
only 1 indicator.

ILA6.2(2010) Role modeling & personal

development Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community. 2. Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians. 3. Join and participate in professional literacy organizations, symposia, conferences, and workshops. 4. Demonstrate effective interpersonal, communication, and leadership skills. 5. Demonstrate effective use of technology for improving student learning. 6. Other (describe in comments)

__1 __2 __3 __4

(1) Unacceptable / Insufficient

Candidate does not demonstrate an ability to display positive dispositions related to their own reading and writing and the teaching of reading and

(2) Needs Improvement / Emerging

Candidate demonstrates an emerging ability to display positive dispositions related to their own reading and writing and

(3) Basic Proficiency

Candidate demonstrates a basic ability to display positive dispositions related to their own reading and writing and the teaching of reading and

(4) Outstanding Performance

Candidate demonstrates an outstanding ability to display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of

writing, and pursue the development of individual professional knowledge and behaviors. No indicators included.	the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. by including evidence of only 1 indicator.	writing, and pursue the development of individual professional knowledge and behaviors by including evidence of 2 indicators.	individual professional knowledge and behaviors by including evidence of 3 or more indicators.
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ILA6.3(2010) Professional development

participation Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Collaborate in, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, coplanning, coteaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning). 2. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings. 3. Support teachers in their efforts to use technology in literacy assessment and instruction. 4. Other (describe in comments)

__n/o __1 __2 __3 __4

(1) Unacceptable / Insufficient	(2) Needs Improvement / Emerging	(3) Basic Proficiency	(4) Outstanding Performance
Candidate does not demonstrate ability to plan, lead and evaluate professional development activities for individuals and groups of teachers. No indicators included.	Candidate demonstrates an emerging ability to participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs by including evidence of 1 indicator.	Candidate demonstrates a basic ability to participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs by including evidence of 2 indicators.	Candidate demonstrates an outstanding ability to participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs by including evidence of 3 or more indicators.

ILA6.4(2010) Professional policy

involvement Candidates understand and influence local, state, or national policy decisions. Evidence that demonstrates competence may include, but is not limited to, the following: 1. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction. 2. Write or assist in writing proposals that enable schools to obtain ___n/o ___1 ___2 ___3 ___4 additional funding to support literacy efforts. 3. Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members. 4. Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed

organizational and instructional changes to promote effective literacy instruction. 5. Other (describe in comments)

(1) Unacceptable / Insufficient	(2) Needs Improvement / Emerging	(3) Basic Proficiency	(4) Outstanding Performance
Candidate does not demonstrate understanding and ability to influence local, state, or national policy decisions No indicators included.	Candidate demonstrates an emerging understanding and ability to influence local, state, or national policy decisions by including evidence of 1 indicators.	Candidate demonstrates a basic understanding and ability to influence local, state, or national policy decisions by including evidence of 2 indicators.	Candidate demonstrates an outstanding understanding and ability to influence local, state, or national policy decisions by including evidence of 3 or more indicators.

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

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

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

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

1. Insufficient – i.e., the candidate has not attained the proficiency in question and you are not confident that further experience would have a significant impact on his/her performance; furthermore, the candidate's inability to demonstrate this performance is likely to: harm students or

compromise their ability to learn in the classroom; disrupt the work of the cooperating teacher and/or be detrimental to the relationship between the cooperating school and Warner.

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

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

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

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

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

WS 1.1 Candidate background in subject

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

___1 ___2 ___3 ___4

WS 1.2 Subject matter understanding Candidates have a good understanding of some of the central concepts, tools of inquiry and structures of the subject matter(s) taught, and have developed strategies and skills to continue their learning in this area. ☐n/o ☐1 ☐2 ☐3 ☐4

WS 1.3 Curriculum standards Candidates are familiar with the principles and concepts delineated in professional, New York State, and Warner School Teaching and Curriculum standards, and their implications for curricular and instructional decisions. ☐1 ☐2 ☐3 ☐4

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 2.1 Understand human development Candidates understand human development and how it is affected by context. ☐1 ☐2 ☐3 ☐4

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 ☐1 ☐2 ☐3 ☐4

into consideration the students' developmental level and draw on the strengths and resources available in students' prior experiences, as well as the school, family, and community contexts in which they live.

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

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

__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.

__n/o __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.

__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.

__n/o __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.

__1 __2 __3 __4

WS 5.2 Create safe classroom

environment Candidates are able to construct comfortable and safe classroom environments for all students. ☐n/o ☐1 ☐2 ☐3 ☐4

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

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

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

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

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

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

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

WS 7.1 Standards-based planning Candidates are able to align instruction with learning goals consistent with 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



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

Notes: