

**DEPARTMENT OF Elementary Education, Literacy and Educational Leadership**  
**Graduate Literacy MS Degree**  
**Assessment Plan**

<b>Student Learning Objective (SLO)</b>	<b>Courses* Resulting in Outcomes/Goals</b>	<b>Activities Resulting in Outcomes/Goals</b>	<b>Measures, Criteria, Rubrics of Student Achievement of Goals/Objectives</b>	<b>Timetable</b>
<p>1. Foundational Knowledge</p> <p>Students will demonstrate knowledge of the theoretical, historical and evidence-based foundations of literacy and the integral role of the reading/literacy specialist.</p>	<p>EDU 513,535,606, 609, 611, 612, 642, 643, 646, 647, 650, 655</p>	<p>Written tests, assignments, projects (individual and group), papers, participation in class discussions, practicum rubrics</p>	<p>Students demonstrate mastery through their performance in the practicum (EDU 647) on items 10-16 and 43-46 with scores of 2 or higher. Rubric is attached.</p>	<p>Analysis of a School- Wide Literacy Program rubric scores are assessed annually.</p>
<p>2. Curriculum &amp; Instruction</p> <p>Students will use foundational knowledge to design innovative literacy curricula to meet needs of learners, especially those who experience difficulty with literacy and collaborate with and coach school-based educators in developing, implementing and evaluated instructional practices.</p>	<p>EDU 513,535,606, 609, 611, 612, 642, 643, 646, 647, 650, 655</p>	<p>Written tests, assignments, projects (individual and group), papers, participation in class discussions, practicum rubrics</p>	<p>Students demonstrate mastery through their performance in the practicum (EDU 647) on items 10-16 and 43-46 with scores of 2 or higher. Rubric is attached.</p>	<p>Weekly Instructional Planning rubric scores are assessed annually.</p>
<p>3. Assessment &amp; Evaluation</p> <p>Students will understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure literacy achievement and explain assessment results</p>	<p>EDU 513,535,606, 609, 611, 612, 642, 643, 646, 647, 650, 655</p>	<p>Written tests, assignments, projects (individual and group), papers, participation in class discussions, practicum rubrics</p>	<p>Students demonstrate mastery through their performance in student teaching (EDU 500/510) on items 25-42 with scores of two or higher. Rubric is attached.</p>	<p>Weekly Instructional Planning rubric scores are assessed annually.</p>

and advocate for appropriate literacy practices.				
4. Equity and Diversity  Students will demonstrate knowledge of research, theories, pedagogies, and essential concepts of diversity and equity and create classrooms and schools that are inclusive and affirming.	EDU 513,535,606, 609, 611, 612, 642, 643, 646, 647, 650, 655	Written tests, assignments, projects (individual and group), papers, participation in class discussions, practicum rubrics	Students demonstrate mastery through their performance in student teaching (EDU 500/510) on items 8-9 and 17-24 with scores of two or higher. Rubric is attached.	Weekly Instructional Planning rubric scores are assessed annually.
5. Learners and the Literacy Environment  Students will meet the developmental needs of all learners and collaborate with school personnel to use a variety of digital and print materials to engage and motivate all learners, integrate digital technologies and foster a positive, student-centered climate that supports a literacy-rich learning environment.	EDU 513,535,606, 609, 611, 612, 642, 643, 646, 647, 650, 655	Written tests, assignments, projects (individual and group), papers, participation in class discussions, practicum rubrics	Students demonstrate mastery through their performance in student teaching (EDU 500/510) on items 1-7 and 47 with scores of 2 or higher. Rubric is attached.	Weekly Instructional Planning rubric scores are assessed annually.
6. Students will be self-aware, reflective, lifelong learners who collaboratively design, align and assess instructional practices and interventions and advocate on behalf of teachers, students, and families.	EDU 513,535,606, 609, 611, 612, 642, 643, 646, 647, 650, 655	Written tests, assignments, projects (individual and group), papers, participation in class discussions, practicum rubrics		Weekly Instructional Planning rubric scores are assessed annually.

\* Course Titles: EDU 513 Theory, Research And Practice In Literacy Instruction; EDU 535 Teaching Writing: B-12; EDU 606 Literacy Instruction For Linguistically Diverse Students; EDU 609 Literacy Instruction In The Upper Grades; EDU 611 Teaching Literacy In Primary Grades; EDU 612 Developing Literacy Through Literature; EDU 642 Reading Assessment And Evaluation; EDU 643 Teaching Strategies For Students With Reading Difficulties; EDU 646 Literacy Leadership;

**Process/procedures for making changes if suggested by assessment results:**

The Department of Elementary Education and Reading will meet as a group each year to evaluate the literacy practicum scores. Based on results of student performance, the Department will identify strengths and weaknesses in the curriculum. Courses and/or curriculum will be revised if necessary.

**DEPARTMENT OF Elementary Education and Reading  
Graduate Literacy MS Degree  
Curriculum Map**

I = Introduced; R = Reinforced; M=Mastered

Student Learning Objective (SLO)	EDU 513	EDU 535	EDU 606	EDU 609 611 612	EDU 646	EDU 650	EDU 642	EDU 643	EDU 647	EDU 655	Assessment
1. Foundational Knowledge  Students will demonstrate knowledge of the theoretical, historical and evidence-based foundations of literacy and the integral role of the reading/literacy specialist.	I	R	R	R	R	R	R	M	M	M	Analysis of a School-Wide Literacy Program Rubric
2. Curriculum & Instruction  Students will use foundational knowledge to design innovative literacy curricula to meet needs of learners, especially those who experience difficulty with literacy and collaborate with and coach school-based educators in developing, implementing and evaluated instructional practices.	I	R	R	R	R	R	R	M	M	M	Weekly Instructional Planning Rubric
3. Assessment & Evaluation	I	R	R	R	R	R	R	M	M	M	Weekly Instructional Planning

Students will understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure literacy achievement and explain assessment results and advocate for appropriate literacy practices.											
4. Equity and Diversity  Students will demonstrate knowledge of research, theories, pedagogies, and essential concepts of diversity and equity and create classrooms and schools that are inclusive and affirming.	I	R	R	R	R	R	R	M	M	M	Weekly Instructional Planning
5. Learners and the Literacy Environment  Students will meet the developmental needs of all learners and collaborate with school personnel to use a variety of digital and print materials to engage and motivate all learners, integrate digital technologies and foster a positive, student-centered climate that supports a literacy-rich learning environment.	I	R	R	R	R	R	R	M	M	M	Weekly Instructional Planning
6. Students will be self-aware, reflective, lifelong learners who collaboratively design, align and assess instructional practices and interventions and advocate on behalf of teachers, students, and families.	I	R	R	R	R	R	R	M	M	M	Weekly Instructional Planning

Criteria delineated in this rubric are based on the International Reading Association's *Standards for Reading Professionals* (2010).

Criteria	Unacceptable (1)	Acceptable (2)	Target (3)	Score
<p><u>Standard 1:</u>            Candidate demonstrates an understanding of major theories and research, historically shared knowledge of the profession and changing perceptions of reading and writing development, processes, and components (1.1, 1.2)</p>	<ul style="list-style-type: none"> <li>Exhibits minimal understanding of theory and research that undergirds reading and writing curricula while conducting an in-depth analysis of a school's literacy program</li> <li>Exhibits minimal understanding of historic and current research while conducting an in-depth analysis of a school's literacy program</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits a general understanding of theory and research that undergirds reading and writing curricula while conducting an in-depth analysis of a school's literacy program</li> <li>Exhibits a general understanding of historic and current research while conducting an in-depth analysis of a school's literacy program</li> </ul>	<ul style="list-style-type: none"> <li>Use of comprehensive understanding of theory and research that undergirds reading and writing curricula to conduct an in-depth analysis of a school's literacy program</li> <li>Use of a comprehensive understanding of historic and current research to conduct an in-depth analysis of a school's literacy program</li> </ul>	
<p><u>Standard 2:</u>            Candidates analyze and evaluate instructional approaches and materials using foundational knowledge and knowledge of appropriate and varied instructional practices and texts to support student learning within an integrated comprehensive, balanced curriculum. (2.1, 2.2, 2.3)</p>	<ul style="list-style-type: none"> <li>Minimal analysis of school-wide implementation of a literacy program to determine if it provides a wide range of instructional practices, approaches, and methods to meet the full range of student needs</li> <li>Minimal analysis of school-wide texts and materials, including technology, to determine if they meet the full range of student needs</li> </ul>	<ul style="list-style-type: none"> <li>General analysis of school-wide implementation of a literacy program to determine if it provides a wide range of instructional practices, approaches, and methods to meet the full range of student needs</li> <li>General analysis of school-wide texts and materials, including technology, to determine if they meet the full range of student needs</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive analysis of a school's literacy program to determine if it provides a wide range of instructional practices, approaches, and methods to meet the full range of student needs</li> <li>Comprehensive analysis of school-wide texts and materials, including technology, to determine if they meet the full range of student needs</li> </ul>	
<p><u>Standard 3:</u>            Candidates utilize, analyze, and evaluate a variety of assessments to plan and</p>	<ul style="list-style-type: none"> <li>Minimal analysis of school-wide assessment program to determine if it appropriately uses and interprets a wide range of</li> </ul>	<ul style="list-style-type: none"> <li>General analysis of school-wide assessment program to determine if it appropriately uses and interprets a wide range of</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive analysis of school-wide assessment program to determine if it appropriately uses and interprets a wide range of</li> </ul>	

<p>evaluate effective reading and writing instruction and communicate results. (3.1, 3.2, 3.3, 3.4)</p>	<p>assessments, including technology, to plan and evaluate effective reading and writing instruction that meets the needs of all students</p> <ul style="list-style-type: none"> <li>Minimal analysis of school-wide use of assessment data to identify students' strengths and needs</li> <li>Minimal analysis of communication of assessment data to all persons who are interested in each child's learning</li> </ul>	<p>assessments, including technology, to plan and evaluate effective reading and writing instruction that meets the needs of all students</p> <ul style="list-style-type: none"> <li>General analysis of school-wide use of assessment data to identify students' strengths and needs</li> <li>General analysis of communication of assessment data to all persons who are interested in each child's learning</li> </ul>	<p>assessments, including technology, to plan and evaluate effective reading and writing instruction that meets the needs of all students</p> <ul style="list-style-type: none"> <li>Comprehensive analysis of school-wide use of assessment data to identify students' strengths and needs</li> <li>Comprehensive analysis of communication of assessment data to all persons who are interested in each child's learning</li> </ul>	
<p><u>Standard 4:</u> Candidates recognize, understand, and value existing forms of diversity and the influence on student reading and writing as they analyze and evaluate how the literacy curriculum and instructional practices impact students' knowledge, beliefs, and engagement with features of diversity and develop strategies to advocate for equity. (4.1, 4.2, 4.3)</p>	<ul style="list-style-type: none"> <li>Minimal analysis of school-wide response to diversities from an examination of the literacy curriculum, instructional practices, texts, and materials</li> <li>Minimal analysis of students' knowledge, beliefs, and engagement with features of diversity</li> <li>Minimal analysis of and suggestions for strategies to advocate for equity</li> </ul>	<ul style="list-style-type: none"> <li>General analysis of school-wide response to diversities from an examination of the literacy curriculum, instructional practices, texts, and materials</li> <li>General analysis of students' knowledge, beliefs, and engagement with features of diversity</li> <li>General analysis of and suggestions for strategies to advocate for equity</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive analysis of school-wide response to diversities from an examination of the literacy curriculum, instructional practices, texts, and materials</li> <li>Comprehensive analysis of students' knowledge, beliefs, and engagement with features of diversity</li> <li>Comprehensive analysis of and suggestions for strategies to advocate for equity</li> </ul>	
<p><u>Standard 5:</u> Candidates analyze and evaluate the physical environments, social environments, routines, and classroom configurations and then support the effective use of these elements that create a literate environment in order to meet the needs of all</p>	<ul style="list-style-type: none"> <li>Minimal analysis of school-wide practices to determine if the design of the physical environment optimizes student use of literacy-related resources</li> <li>Minimal analysis of school-wide practices to determine if the design of the social environment allows for student choice,</li> </ul>	<ul style="list-style-type: none"> <li>General analysis of school-wide practices to determine if the design of the physical environment optimizes student use of literacy-related resources</li> <li>General analysis of school-wide practices to determine if the design of the social environment allows for student choice,</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive analysis of school-wide practices to determine if the design of the physical environment optimizes student use of literacy-related resources</li> <li>Comprehensive analysis of school-wide practices to determine if the design of the social environment allows for student choice,</li> </ul>	

<p>students during reading and writing instruction. (5.1, 5.2, 5.3, 5.4)</p>	<p>motivation, and scaffolded support during reading and writing instruction</p> <ul style="list-style-type: none"> <li>Minimal analysis of school-wide practices to determine if the routines used support reading and writing instruction</li> <li>Minimal analysis of school-wide practices to determine if the classroom configurations vary and foster differentiated instruction</li> </ul>	<p>motivation, and scaffolded support during reading and writing instruction</p> <ul style="list-style-type: none"> <li>General analysis of school-wide practices to determine if the routines used support reading and writing instruction</li> <li>General analysis of school-wide practices to determine if the classroom configurations vary and foster differentiated instruction</li> </ul>	<p>motivation, and scaffolded support during reading and writing instruction</p> <ul style="list-style-type: none"> <li>Comprehensive analysis of school-wide practices to determine if the routines used support reading and writing instruction</li> <li>Comprehensive analysis of school-wide practices to determine if the classroom configurations vary and foster differentiated instruction</li> </ul>	
<p><u>Standard 6:</u> Using their knowledge of adult learning and organizational change and understanding of local, state, and national policies, candidates will compile, analyze, and evaluate school-wide literacy data to provide school administration, faculty, staff, and parents with an action plan to support future initiatives for effective reading and writing instruction for all students. (6.1, 6.3, 6.4)</p>	<ul style="list-style-type: none"> <li>Minimal analysis of school-wide commitment to support literacy-related professional development</li> <li>Minimal analysis of school-wide commitment to create communication and collaboration through observation and dialogue</li> <li>Minimal suggestions to improve school-wide literacy instruction based on action plan</li> <li>Little or no evidence that analysis and action plan were communicated to all school constituencies</li> </ul>	<ul style="list-style-type: none"> <li>General analysis of school-wide commitment to support literacy-related professional development</li> <li>General analysis of school-wide commitment to create communication and collaboration through observation and dialogue</li> <li>General suggestions to improve school-wide literacy instruction based on action plan</li> <li>Some evidence that analysis and action plan were communicated to all school constituencies</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive analysis of school-wide commitment to support literacy-related professional development</li> <li>Comprehensive analysis of school-wide commitment to create communication and collaboration through observation and dialogue</li> <li>Detailed suggestions to improve school-wide literacy instruction based on action plan</li> <li>Strong evidence that analysis and action plan were communicated to all school constituencies</li> </ul>	
<p>Total</p>				

Criteria delineated in this rubric are based on the International Reading Association's *Standards for Reading Professionals* (2010).

Criteria	Unacceptable (1)	Acceptable (2)	Target (3)	Score
<b>Instructional Strategies and Learning Stations</b>				
<p><b>(2.1, 2.2, 5.4)</b> Candidate collaborates with team members in planning/implementing instructional activities designed to build word knowledge, phonics skills, comprehension strategies, literary aspects, vocabulary, fluency phonemic awareness, word identification and phonics, vocabulary, background knowledge, and motivation by building on lessons previously taught</p> <p>Learning station activities can be completed independently and suggest possible further enrichment activities</p>	<ul style="list-style-type: none"> <li>Attention to the major components of reading (word knowledge, phonics skills, comprehension strategies, literary aspects, vocabulary, fluency phonemic awareness, word identification &amp; phonics, vocabulary, background knowledge, motivation) is limited or inaccurate</li> <li>Stations provide one activity based on the students' abilities, however provide no guidance as to possible further enrichment activities, no alternative work in the event of early completion</li> </ul>	<ul style="list-style-type: none"> <li>Implements the major components of reading (word knowledge, phonics skills, comprehension strategies, literary aspects, vocabulary, fluency phonemic awareness, word identification &amp; phonics, vocabulary, background knowledge, motivation) throughout the day as guided by evidence-based research</li> <li>Stations have at least two activities in the event that the student completes the task early (if appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge, planning and implementation of major components of reading (word knowledge, phonics skills, comprehension strategies, literary aspects, vocabulary, fluency phonemic awareness, word identification &amp; phonics, vocabulary, background knowledge, motivation) is evident based upon the activities the students engage in; can cite the research which help guide their choice of activity</li> <li>Stations have at least two activities in the event of early completion (if appropriate) with possible enrichment activities</li> </ul>	
<p><b>(1.1, 2.1, 2.2, 4.2, 5.1, 5.4)</b> Utilization of a variety of instructional practices, approaches and methods have been adequately matched to specific instructional purposes, taking into account the developmental, cultural and linguistic differences among students</p>	<ul style="list-style-type: none"> <li>Plans for and uses insufficient or inappropriate strategies for developing all aspects of literacy (phonemic awareness, decoding, vocabulary, comprehension, fluency, written language, spelling) during individual/small/whole group instruction and in centers</li> </ul>	<ul style="list-style-type: none"> <li>Plans for and uses appropriate strategies for developing all aspects of literacy (phonemic awareness, decoding, vocabulary, comprehension, fluency, written language, spelling) during individual/small/whole group instruction and in centers</li> </ul>	<ul style="list-style-type: none"> <li>Plans for and uses highly appropriate and effective strategies for developing all aspects of literacy (phonemic awareness, decoding, vocabulary, comprehension, fluency, written language, spelling) during individual/small/whole group instruction and in centers</li> </ul>	



<p>The station is designed so that the students may follow written directions, complete the station's task then self-check; clear and easy to follow directions are posted at the station so that students may read what is expected of them</p>	<ul style="list-style-type: none"> <li>• Stations are labeled with identifier as well as directions and expectations without regard to appropriate reading levels</li> </ul>	<ul style="list-style-type: none"> <li>• Stations are clearly labeled with identifier as well as directions and expectations written at the appropriate reading level for the student at that station</li> </ul>	<ul style="list-style-type: none"> <li>• Stations are clearly labeled with identifier as well as directions and expectations written at the appropriate reading level for the student at that station; self-checking is encouraged after completion of the activity</li> </ul>	
<p><b>Classroom Environment</b></p>				
<p><b>(2.1, 2.2, 4.2, 5.1, 5.2, 5.3, 5.4)</b> Candidate collaborates with team members to ensure that instructional activities and stations are fun and engaging, giving an opportunity to explore, discover and create</p> <p><b>(2.2, 2.3)</b> Visuals are colorful, create an interest, represent own ideas and revolve around a central theme</p>	<ul style="list-style-type: none"> <li>• Instructional activities and stations revolve around a central theme; however, are not original interesting or imaginative; do not invite or engage students into the activity and is either limited in presentation/ display or may be too stimulating or distracting to some individuals/groups</li> <li>• Planning, organization and/or implementation of grouping for a variety of literacy activities that meet the needs of diverse students is limited or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional activities/stations are original and revolve around a central theme; opportunities are presented to students in a manner that gives opportunity to explore, discover and create</li> <li>• Planning, organization and/or implementation of grouping for a variety of literacy activities that meet the needs of diverse students is satisfactory</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional activities/stations are original, fun, engaging and revolve around a central theme; activities are presented to students in a manner that gives opportunity to explore, discover and create an environment that is original and free from stress or extraneous distractions</li> <li>• Planning, organization and implementation of grouping for a variety of literacy activities effectively meets the needs of a variety of diverse students</li> </ul>	
<p><b>(5.1)</b> Candidate collaborates with team members to ensure classroom space is utilized to its fullest potential; stations should be located where they will not interfere with other stations or instruction</p> <p><b>(5.4)</b> Arrangement of classroom by team members demonstrates use of instructional grouping options (individual, small-group, whole-</p>	<ul style="list-style-type: none"> <li>• Classroom space is not utilized to its fullest potential and may have students cramped or scattered unnecessarily</li> <li>• Appreciation of the value of grouping and the need for flexible literacy grouping strategies is minimal and does not take into account developmental, cultural,</li> </ul>	<ul style="list-style-type: none"> <li>• Space is utilized to its potential and has appropriate display encouraging literacy activity/ engagement</li> <li>• Appreciates the value of grouping and the need for flexible literacy grouping strategies and takes into account developmental, cultural,</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom is utilized to its fullest potential with good spacing of individual/group activities; little interference with other stations and candidate is well aware of voice levels and student positions</li> <li>• Appreciation of the value of grouping and the need for flexible literacy grouping strategies is strong. Match instructional grouping options to specific instructional purposes that</li> </ul>	

class, technology-based) as appropriate for given purposes	and linguistic differences among students	and linguistic differences among students	take into account developmental, cultural, and linguistic differences among students	
<p><b>(3.3, 4.2, 5.2)</b> Candidate collaborates with team members to ensure that all students' interests, reading abilities and backgrounds are used as foundations for the stations</p> <p><b>(2.2, 5.3)</b> Candidate works with team to ensure that all stations are modeled and scaffolded with easily identifiable central location telling students where to go and what they'll be doing there during station rotation schedule</p>	<ul style="list-style-type: none"> <li>• Collected little or no information about students' interests, reading abilities and backgrounds for planning, book and material selection</li> <li>• Modeling and scaffolding group procedures for students is inadequate or inappropriate; no clear direction or rotation schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Collected information about students' interests, reading abilities, and backgrounds for future planning, book and material selection</li> <li>• Models and scaffolds group procedures for students with clear direction or rotation schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Information collected about students' interests, reading abilities, and backgrounds is used when planning instruction and assisting students to select materials that match their reading levels, interests, and cultural and linguistic backgrounds</li> <li>• Modeling and scaffolding group procedures and skills articulated dramatically, with enthusiasm and clarity; station rotation schedule is evident and referred to throughout</li> </ul>	
<b>Curriculum Materials</b>				
<p>Materials should take into account the NYS Core Curriculum Standards</p> <p><b>(2.3, 3.3, 4.2, 5.2)</b> Candidate collaborates with team to select and create curriculum materials and texts chosen to best meet the instructional needs, interests and skill levels of all students</p>	<ul style="list-style-type: none"> <li>• Uses the NYS Core Curriculum Standards inadequately or inappropriately when creating materials</li> <li>• Selection of reading materials that represent multiple levels, interests, genres and backgrounds inadequate or inappropriate. Materials students are working with are mere photocopies of reproducibles /worksheets that do not take into account student needs or interests. Estimation of text readability is inaccurate and/or chooses inappropriate text for</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the NYS Core Curriculum Standards when creating materials</li> <li>• Demonstrates a general ability to select appropriate reading materials that represent multiple levels, interests, genres and backgrounds. Creation of materials takes into account the instructional needs of the students and materials are not mere photocopies or reproducibles. Estimation of text readability is accurate and chooses appropriate text for students' reading level and interests</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully, thoroughly, and consistently the NYS Core Curriculum Standards to help guide the creation of materials</li> <li>• Demonstrates an exceptional ability to select appropriate reading materials that represent multiple levels, interests, genres and backgrounds. Creation of materials takes into account the instructional needs, interests and background of the students and materials are not mere photocopies or reproducibles. Estimation of text readability is accurate and chooses appropriate</li> </ul>	

	students' reading level and/or interests		text for students that is current, fun and interesting	
<p><b>(2.2)</b> Uses a wide range of instructional practices, approaches and methods, including technology-based practices and hands-on learning</p> <p><b>(1.3)</b> Presentation of materials, lesson plans, reports, etc. are professionally made and error-free; work demonstrates and supports best practice in literacy instruction</p>	<ul style="list-style-type: none"> <li>• Instructional practices, approaches and methods are limited and/or repetitive and do not promote hands-on learning</li> <li>• Writing is basic; misuse of grammar; contains several spelling and punctuation errors; materials and planning do not reflect best practice in literacy instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional practices, approaches and methods accommodate the developmental, cultural, and linguistic variances in students and promote hands-on learning</li> <li>• Nicely written; uses appropriate grammar; contains very few spelling and punctuation errors; materials and planning represent best practice in literacy instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a wide range of instructional practices, approaches and methods interestingly and imaginatively to accommodate the developmental, cultural, and linguistic variances in students including technology-based practices and hands-on learning</li> <li>• Well written; good use of vocabulary and grammar; no spelling punctuation errors; materials and planning demonstrate knowledge and skills in current best practice in literacy instruction</li> </ul>	
<b>Assessment and Evaluation</b>				
<p><b>(3.1, 3.2)</b> Candidate collaborates with team members in the planning and implementation of daily evaluation and assessment, providing for on-going evaluation of student skills and/or abilities as part of the diagnostic teaching model</p>	<ul style="list-style-type: none"> <li>• Uses a limited range of assessment tools and practices that range from individual/group standardized tests to individual/group informal classroom assessment strategies, including technology-based assessment tools, anecdotal records, parent and student interviews. Administers and scores assessments with limited professionalism and/or accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Uses an appropriate range of assessment tools and practices that range from individual/group standardized tests to individual/group informal classroom assessment strategies, including technology-based assessment tools, anecdotal records, parent and student interviews to assess cognitive abilities, oral language, and multiple aspects of reading and writing. Administers and scores assessments with professionalism and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a wide range of assessment tools and practices that range from individual/group standardized tests to individual/group informal classroom assessment strategies, including technology-based assessment tools, anecdotal records, parent and student interviews that are well-chosen to assess cognitive abilities, oral language, and multiple aspects of reading and writing. Administration and scoring of assessments is highly effective, professional, and error-free</li> </ul>	
<p><b>(3.3)</b> Candidate, in collaboration with team members, utilizes on-going assessment to plan, evaluate</p>	<ul style="list-style-type: none"> <li>• Interpretation of results of formal and informal assessments and reports is superficial or inaccurate and extension of assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Interprets results of formal and informal assessments and reports and extends assessment through the diagnostic teaching model.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretation of results of formal and informal assessments and reports is insightful, accurate and an extension of the diagnostic teaching</li> </ul>	

and revise effective instruction in order to best meet the needs of all students	through the diagnostic teaching model is inadequate or inappropriate. Plans for continuous monitoring of students' progress using informal assessments are inadequate or inappropriate. Use of assessment results to plan and revise instruction for all students is inadequate or inappropriate	Plans for continuous monitoring of students' progress using informal assessments. Uses assessment results to plan and revise effective instruction for all students	model. Plans for continuous monitoring of students' progress using informal assessments and observation are thorough, highly effective and include encouragement for students to monitor their own reading ability. Use of assessment results to plan and revise instruction for all students is highly appropriate, effective, accurate and thorough	
<b>(1.3, 3.2, 3.4)</b> Candidate collaborates with team members in evaluating on-going, informal assessment and diagnosis of students' development/progress in literacy skills to produce professional client summaries for school and parents	<ul style="list-style-type: none"> <li>Poor interpretation and analysis of student development in literacy; poorly communicated results to student, parent, team members and school; inappropriate referrals (hearing, speech, etc.) made; minimal recommendations for further instruction</li> </ul>	<ul style="list-style-type: none"> <li>Interprets and analyzes student development in literacy and adequately communicates results to student, parent, team members and school; appropriate referrals (hearing, speech, etc.) are made; provides satisfactory recommendations for further instruction</li> </ul>	<ul style="list-style-type: none"> <li>Clearly Interprets and analyzes student development in literacy and effectively communicates results to student, parent, team members and school; appropriate referrals (hearing, speech, etc.) are made; recommendations for further instruction are supported by data</li> </ul>	
<b>Professionalism:</b> <ul style="list-style-type: none"> <li>Follow the New York State Code of Ethics?</li> <li>Maintain confidentiality?</li> <li>Exhibit professional pride in appearance and demeanor?</li> <li>Demonstrate high quality communication skills in both written and oral communications?</li> </ul>	The candidate does not demonstrate high quality oral or written communication skills, and exhibits limited professional pride in appearance and demeanor. The candidate fails to maintain appropriate levels of confidentiality and fails to follow the New York State Code of Ethics.	Candidate understands laws related to learners' rights and teacher responsibilities. Candidate effectively communicates in most oral and written exchanges, and maintains an overall professional demeanor.	Candidate not only acts in accordance with the New York State Standards and Code of Ethics, but exhibits a high level of professionalism in every aspect of teaching. The candidate has excellent oral and written communication skills and consistently maintains a professional appearance and demeanor. The candidate seeks to foster respectful communication among all members of the learning community.	
<b>Reliable and Dependable</b> <ul style="list-style-type: none"> <li>Remain punctual and organized?</li> <li>Complete essential task without prompting?</li> <li>Meet deadlines?</li> </ul>	The candidate is often disorganized and fails to meet important deadlines. The candidate often needs prompting to complete essential tasks.	Candidate is generally punctual, organized, and reliable. Candidate respects professional responsibilities with regard to planning, decision-making, and student learning.	The candidate shows initiative in all aspects of teaching by not only completing tasks on time and meeting deadlines, but also initiates work on future projects, follows through on new ideas with	

			research and available resources, and is consistently prepared for challenges and situations.	
<p><b>Respectful:</b></p> <ul style="list-style-type: none"> <li>• Committed to meeting student needs?</li> <li>• Practice judicious and empathetic interactions with students and colleagues on campus and in the community?</li> <li>• Show care and thoughtfulness in using the intellectual and physical property of others</li> </ul>	<p>The candidate does not demonstrate a commitment to meeting students' needs. Interactions with students and colleagues on campus and in the community often lack empathy and judiciousness. Candidate does not show care with the intellectual and physical property of others.</p>	<p>Candidate typically exhibits empathy and fairness with students and colleagues, and is largely committed to meeting student needs. Candidate shows care and thoughtfulness in using the intellectual and physical property of others.</p>	<p>Candidate not only demonstrates empathy and thoughtfulness when working with colleagues and students, but is consistently respectful to the diverse and individual needs of each student. Candidate is skilled in balancing attention and resources in the face of dynamic and changing situations.</p>	
<p><b>Committed to Student Learning</b></p> <ul style="list-style-type: none"> <li>• Make decisions and plans that are student-centered and foster higher-order thinking skills?</li> <li>• Demonstrate understanding of the important contribution of diversity of thought, background and ethnicity in high-quality educational experiences?</li> <li>• Use culturally-relevant curricula?</li> <li>• Demonstrate and affirm the expectation that all students can learn, and it is the teacher's responsibility to investigate research and practice in differentiating instruction to reach all learners' needs?</li> <li>• Display in their lessons and plans a thorough knowledge</li> </ul>	<p>Candidate demonstrates limited understanding of the importance of diversity in educational experiences and limited use of culturally-relevant curricula. Candidate often makes decisions and plans that are not student-centered and do not foster higher-order thinking skills. Lessons and plans do not display knowledge of current theory, content, pedagogy, technology, and assessment best practices. Candidate does not display an affirmation that all students can learn and that it is the teacher's responsibility to differentiate instruction accordingly.</p>	<p>Candidate generally demonstrates an understanding of the importance of culturally-relevant curricula and of a belief that all student can learn. Candidate aims to make student-centered decisions and plans, and generally displays a working knowledge of current best practices with regard to content, pedagogy, technology and assessment.</p>	<p>Candidate embodies the conviction that all students can be successful and consistently recognizes and seizes opportunities to investigate innovative ways to differentiate instruction. On a consistent basis, the candidate adjusts teaching styles and methods that encourage higher-order thinking skills in all students regardless of the challenge. The candidate leverages all available resources in this mission and seeks to enhance those resources for future use. In addition, to inform curricular decisions, the candidate regularly researches professional literature, expert advice, as well as cultural and background data. The candidate also regularly uses assessment best practices to inform decisions and plans.</p>	

of current theory, content, pedagogy, technology tools and assessment practices?				
<b>Reflective:</b> <ul style="list-style-type: none"> <li>• Show an openness to continuous improvement?</li> <li>• Listen effectively?</li> <li>• Demonstrate receptivity to feedback by improving performance?</li> <li>• Tailor and reformat instruction based on assessed student needs?</li> </ul>	Candidate displays limited receptivity to feedback to improve performance and for continuous improvement. Instruction has not been tailored and reformatted based on assessment of student needs.	Candidate shows a general openness to continuous improvement based on assessed student needs.	Candidate is dedicated to, and enthusiastic about, continuous improvement. Performance of students consistently and regularly improves as a result of feedback from assessment practices and other professional resources.	
<b>Enthusiastic:</b> <ul style="list-style-type: none"> <li>• Show initiative and leadership</li> <li>• Practice creative problem solving</li> <li>• Demonstrate willingness to take calculated risks and to monitor students' receptivity to teaching innovations</li> </ul>	Candidate lacks an openness to creative problem solving, new ideas, and calculated risk-taking. Candidate demonstrates limited initiative and leadership.	Candidate is generally energetic and open to new ideas. Candidate attempts to utilize teaching innovations to improve performance.	Candidate is a leader among students and colleagues through an enthusiastic commitment to innovation and creative problem-solving. Candidate is skilled and adept at identifying student progress resulting from teaching innovations and regularly takes educated risks that benefit students' learning.	
<b>Collaborative:</b> <ul style="list-style-type: none"> <li>• Work well with peers, faculty and mentors and seek to learn from them and share ideas?</li> <li>• Practice tactful communication skills, especially when sharing critique and constructive suggestions with others?</li> <li>• Seek appropriate leadership roles?</li> </ul>	Candidate does not work well with or display a willingness to learn from peers, faculty, and mentors. When sharing critique and constructive suggestions, the candidate is often not tactful. Candidate does not seek appropriate leadership roles.	Candidate works well with peers, faculty, and mentors, and is generally tactful in sharing critique and constructive suggestions. Candidate occasionally seeks leadership roles.	Candidate is consistently seeking expertise and wisdom from colleagues within the school and community as well as striving to share successful ideas and innovations for others' benefit. This enthusiasm is tactful, appropriate, and well-received by both superiors and colleagues. Candidate regularly takes on leadership roles for the benefit of students as opposed to one's own interests.	
Total				