

HANDBOOK OF THE

LITERACY INSTRUCTION

BIRTH-GRADE 6 AND GRADES 5-12 PROGRAMS

Aligned to the

NATIONAL BOARD PROFESSIONAL TEACHING STANDARDS

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Introduction

This handbook describes the Literacy Instruction Birth-Grades 6 and Grades 5-12 programs curricula, field experiences, and assessment processes. The program is aligned to the National Board of Professional Teaching Standards (NBPTS) for English/language arts and each of the assessments is based on these standards. In addition to the NBPTS standards candidates must demonstrate proficiency in the diversity and technology goals outlined by the department.

LITERACY INSTRUCTION
BIRTH TO GRADE 6 OR GRADE 5 TO 12

Curricular Requirements

For practicing teachers, this 37 credit-hour program leads to initial/professional certification in literacy, birth-grade 6 or literacy, grades 5-12. Candidates must hold a teaching certification in early childhood, middle-childhood or adolescence education (elementary or secondary). This degree may be used to satisfy the requirements for professional (permanent certification).

<u>Courses</u>	<u>Semester Offered</u>
Required Literacy Courses (18 credit hours)	
_ EDU 552 Teaching Children and Adolescent Literature	Spring
_ EDU 555 Literacy Foundations	Fall/Summer
_ EDU 558 Using Literacy Technology	Fall
_ EDU 561 Literacy: Early Childhood (birth-grades 6 only) or	Spring
_ EDU 575 Literacy: Upper Grades (grades 5-12 only)	Fall
_ EDU 562 Literacy: Middle Childhood	Fall
_ EDU 572 Reading Difficulties: Diagnosis and Intervention	Spring
Required Field Courses (6 credit hours)	
_ EDU 796 Practicum in Literacy Instruction	Spring
_ EDU 798 Seminar in Literacy Instruction	Spring
Required Foundations Courses (1 credit hours)	
_ EDU595 Introduction to Educational Research	Fall/Spring/Summer
Elective Foundations Courses (9 credit hours)	
_ EDU 528 Multiculturalism in Education	Spring/Summer
_ EDU 530 Behavior Management and Motivational Strategies	Fall/Summer
_ EDU 539 Characteristics of Students with Exceptional Needs	Fall
_ EDU 565 Assessment of Exceptional Learners	Spring/Summer
_ EDU 597 Computer Technology and Utilization	
_ EDU 651 Introduction to Counseling	
_ EDU 663 Interpersonal Communication	
_ EDU 666 Abnormal Psychology	
Required Culminating Experience	
_ EDU 799 Comprehensive Portfolio Advisement (1 credit hour)	
_ Comprehensive portfolio defense	

Niagara University
Department of Education

Student Standing Assessment Rubric

This chart depicts the criteria for various levels of student standing throughout the program.

Student Standing Levels	Standing at Admittance	Mid-Program Standing (18 credits completed)	Commencement Standing (37 credits completed)
Rejection or Student Dismissal	More than two of the admission criteria are less than good standing score (listed below).	<ol style="list-style-type: none"> 1. QPA of first 6 courses < B. 2. Progress Review < 1. 	Not graduating.
Probation	Two or fewer of admission criteria are less than Good standing score (listed below).	<ol style="list-style-type: none"> 1. QPA of first 6 courses = B. 2. Progress review = 1. 	Not graduating.
Satisfactory Standing	<i>This standing level does not apply to program admissions.</i>	<ol style="list-style-type: none"> 1. QPA of first 6 courses = B. 2. Progress Review = 2. 	<ol style="list-style-type: none"> 1. Final QPA = B. 2. Practicum Report = 2. 3. Pass CST. 4. Portfolio (1 or better on each goal or standard).
Good Standing	<ol style="list-style-type: none"> 1. QPA from last 2 years of undergraduate study 3.0 or better. 2. Exam scores on the GRE, Miller or LAST and AST-W are at or above the 40th percentile. 3. Letter of reference (possible score 0, 1, or 2; goal \geq 1). 4. Candidate statement (possible score 0, 1, or 2; goal \geq 1). 5. Candidates must have appropriate certification for the program (0=no cert., 1=pending, 2= certified; goal \geq 1). 	<ol style="list-style-type: none"> 1. QPA of first six courses = A. 2. Progress Review \geq 2. 	<ol style="list-style-type: none"> 1. Final QPA = A. 5. Practicum Review \geq 2. 6. Pass CST. 7. Portfolio (1 or better on each goal or standard).

Adolescence and Young Adulthood English Language Arts

(for teachers of students ages 14–18+)

OVERVIEW

Preparing the Way for Productive Student Learning

I. Knowledge of Students

Accomplished Adolescence and Young Adulthood/English Language Arts teachers systematically acquire knowledge of their students as individual language learners.

II. Knowledge of English

Language Arts

Accomplished Adolescence and Young Adulthood/English Language Arts teachers know their field and draw upon this knowledge to set attainable and worthwhile learning goals for students.

III. Engagement

Accomplished Adolescence and Young Adulthood/English Language Arts teachers actively involve each of their students in language learning.

IV. Fairness

Accomplished Adolescence and Young Adulthood/English Language Arts teachers demonstrate through their practices toward all students their commitment to the principles of equity, strength through diversity, and fairness.

V. Learning Environment

Accomplished Adolescence and Young Adulthood/English Language Arts teachers create an inclusive, caring and challenging classroom environment in which students actively learn.

VI. Instructional Resources

Accomplished Adolescence and Young Adulthood/English Language Arts teachers select, adapt and create curricular resources that support active student exploration of language processes and a wide range of texts.

Advancing Student Learning in the Classroom

VII. Integrated Instruction

Accomplished Adolescence and Young Adulthood/English Language Arts teachers frequently integrate reading, writing, speaking, listening and viewing opportunities in English studies and across the other disciplines.

VIII. Reading

Accomplished Adolescence and Young Adulthood/English Language Arts teachers engage their students in reading and responding to literature, as well as interpreting and thinking deeply about literature and other sources.

IX. Writing

Accomplished Adolescence and Young Adulthood/English Language Arts teachers immerse their students in the art of writing for a variety of purposes.

X. Discourse

Accomplished Adolescence and Young Adulthood/English Language Arts teachers foster thoughtful classroom discourse that provides opportunities for students to listen and speak in many ways and for many purposes.

XI. Language Study

Accomplished Adolescence and Young Adulthood/English Language Arts teachers strengthen student sensitivity to and proficiency in the appropriate uses of language.

XII. Assessment

Accomplished Adolescence and Young Adulthood/English Language Arts teachers use a range of formal and informal assessment methods to monitor student progress, encourage student selfassessment, plan instruction and report to various audiences.

Supporting Student Learning through Long-Range Initiatives.

XIII. Self-Reflection

Accomplished Adolescence and Young Adulthood/English Language Arts teachers constantly analyze and strengthen the effectiveness and quality of their teaching.

XIV. Professional Community

Accomplished Adolescence and Young Adulthood/English Language Arts teachers contribute to the improvement of instructional programs, advancement of knowledge, and practice of colleagues in the field.

XV. Family Outreach

Accomplished Adolescence and Young Adulthood/English Language Arts teachers work with families to serve the best interests of their children.

Departmental Goal A Technology

Accomplished teachers demonstrate the integration of technology throughout their professional practice as a tool for teaching and learning, communication, and professional development.

Departmental Goal B Diversity

Accomplished teachers model their commitment to diversity by establishing a classroom environment that is welcoming and responsive to all students, and by encouraging appreciation of differences among people including race, ethnicity, socio-economic status, gender, language, exceptionality, religion, sexual orientation, and geographic region.

Field Experience

Candidates matriculated in the Literacy Instruction program must complete a field practicum at the culmination of their studies in which they demonstrate the knowledge, skills, and dispositions they have developed according to the National Board Professional Teaching Standards (NBPTS) in English/language arts. The practicum is typically undertaken during the spring of the second year of the program. The field component includes 3 credit hours of practicum and 3 credit hours of seminar.

The practicum is supervised by a veteran faculty member selected in a cooperative manner by the candidate, district, and university. Supervisors must be tenured and certified in literacy/reading instruction, and they must be recognized by their district as outstanding teacher leaders. Supervisors assist candidates in developing professional knowledge and skills in the NBPTS standards in English/language arts. The practicum is evaluated by the supervisor using an evaluation form based on the NBPTS standards.

The seminar is facilitated by a Niagara University faculty member. During the seminar candidates work jointly with other novice teachers to explore theoretical aspects of the NBPTS standards and discuss appropriate applications within their practice. The Seminar instructor also acts as a liaison between practicum supervisors and candidates supporting their activities in the field through periodic site visits. The seminar instructor makes at least 2 observations of each candidate during the practicum semester and evaluates the candidate's progress using the practicum lesson appraisal form.

Mid-Program Review

The mid-program review allows the candidate to reflect upon professional growth and development in the program standards. It ensures that the candidate is fully aware of the NBPTS standards and departmental goals and is making adequate progress in each area. The form on the following pages is completed by the candidate as a self-assessment and shared with the candidate's Faculty Advisor to determine the candidate's standing within the program. This form must be completed following the 6th course in the program.

Advanced Graduate Teacher Education Programs
Progress Review Form

Candidate _____ Student Number _____
 Address _____ Today's Date _____
 _____ E-Mail Address _____
 Phone _____

Name of Program _____ Date of Matriculation _____

Advisor _____ Estimated Program
 Completion Date _____

Purpose: The purpose of this review form is to assess your professional growth and development in the program standards you will be required to demonstrate as a result of completing your program of study, and to review your current standing within the program. All candidates must complete this form with their advisor upon completion of the sixth course in the program.

List the courses you have completed and the grades you received in those courses.

Completed Courses	Grades Received
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

I acknowledge that I am aware of the program standards that I will be required to demonstrate upon the completion of this program. I have reviewed those standards and am satisfied with my professional growth and development on those standards to date as evidenced by the attached standards review form. Finally, I affirm that the above information is accurate to the best of my knowledge.

 Candidate Signature _____
Date

I have reviewed the information provided by the candidate on this progress review form and the attached standards review form. I recommend that this candidate [continue or not continue] in [probationary, satisfactory, good] standing within the program.

Advisor Comments

 Advisor Signature _____
Date

Mid-Program Review Form
Literacy Instruction Program Standards

Candidate _____ Today's Date _____

Purpose: The purpose of this standard review form is to allow the candidate to reflect upon professional growth and development in the program standards that must be evidenced at the culmination of the program. This report will be considered by the candidate's Faculty Advisor to determine the candidates standing within the program and the Department of Teacher Education Faculty to review the quality of the program .

Instructions: Please select the rubric score that best describes your competence in each standard area. Consider your development from the perspective of a novice teacher in your program area. Please note that your comments are necessary in order to assist us in improving your program.
Return this form personally to your faculty advisor.

Note: These Standards are modeled after the National Board Professional Teaching Standards For English Language Arts Teachers and specified departmental goals.

Rubric for Scoring:

3 Exemplary

I am extremely satisfied with my progress on this standard. I can thoroughly demonstrate my understanding of the standard as evidenced in planning, teaching competency, and professional disposition.

2 Effective

I am satisfied with my progress on this standard. I can demonstrate some of my understanding of the standard as evidenced in planning, teaching competency, and professional disposition.

1 Emerging

I am basically satisfied with my progress on this standard. I am not able to demonstrate my understanding of the standard with evidence but feel that my knowledge, skills, and dispositions are emerging.

0 No evidence

I am not aware of any progress I have made on this standard.

Enter the rating number corresponding to the your knowledge, skills, and dispositions associated with each standards (3 Exemplary, 2 Effective, 1 Emerging, 0 No Evidence) and in the comment section describe any evidence that may support your self-evaluation.

PROGRAM STANDARD	Rating 3 2 1 0	COMMENT
I. Knowledge of Students Accomplished AYA/ELA teachers systematically acquire a sense of their students as individual language learners.		
II. Knowledge of English Language Arts Accomplished AYA/ELA teachers know their field and draw upon this knowledge to set attainable and worthwhile learning goals for students.		
III. Engagement Accomplished AYA/ELA teachers actively involve each of their students in language learning.		
IV. Fairness Accomplished AYA/ELA teachers demonstrate their commitment to the principles of equity, strength through diversity, and fairness through their practices toward all students.		
V. Learning Environment Accomplished AYA/ELA teachers create an inclusive, caring and challenging classroom environment in which students actively learn.		
VI. Instructional Resources Accomplished AYA/ELA teachers select, adapt and create curricular resources that support active student exploration of language processes and of a wide range of literature.		
VII. Integrated Instruction Accomplished AYA/ELA teachers frequently integrate reading, writing, speaking, and listening opportunities in English studies and across other disciplines.		
VIII. Reading Accomplished AYA/ELA teachers engage their students in reading and responding to literature, as well as interpreting and thinking deeply about literature and other sources.		
IX. Writing Accomplished AYA/ELA teachers immerse their students in the art of writing for a variety of purposes.		

PROGRAM STANDARD	Rating 3 2 1 0	COMMENT
X. Discourse Accomplished AYA/ELA teachers foster thoughtful classroom discourse that provides opportunities for students to listen and speak in many ways and for many purposes.		
XI. Language Study Accomplished AYA/ELA teachers strengthen student sensitivity to and proficiency in the appropriate uses of language.		
XII. Assessment Accomplished AYA/ELA teachers use a range of formal and informal assessment methods to monitor student progress, encourage student self-assessment, plan instruction and report to various audiences.		
XIII. Self Reflection Accomplished AYA/ELA teachers constantly analyze and strengthen the effectiveness and quality of their teaching.		
XIV. Professional Community Accomplished AYA/ELA teachers contribute to the improvement of instructional programs, advancement of knowledge, and practice of colleagues in the field.		
XV. Family Outreach Accomplished AYA/ELA teachers work with families to serve the best interest of their children.		
Departmental Goal A. Technology Accomplished teachers demonstrate the integration of technology throughout their professional practice as a tool for teaching and learning, communication, and professional development.		
Departmental Goal B. Diversity Accomplished teachers model their commitment to diversity by establishing a classroom environment that is welcoming and responsive to all students, and by encouraging appreciation of differences among people including race, ethnicity, socio-economic status, gender, language, exceptionality, religion, sexual orientation, and geographic region.		

Practicum Lesson Appraisal

The practicum lesson appraisal allows the university supervisor to reflect upon the candidate's demonstration of the NBPTS standards and departmental goals within the practicum. The form on the following pages is completed by the university supervisor for each practicum observation and shared with the candidate and school mentor.

Practicum Lesson Appraisal Form
Literacy Instruction Program

Candidate _____ Date of Observation _____

School _____ School Board _____ Grade Level _____

Mentor _____ University Supervisor _____

Purpose: The purpose of the observation is to assess the performance of the candidate during the practicum field experience. This form will be considered by the University Supervisor in the final decision regarding course credit.

Instructions: Please select the rubric score that best describes the candidate's performance during the observation. Remember that the candidate is a novice teacher in the area of the practicum and that every standard will not necessarily be demonstrated in a single observation. By the conclusion of the practicum it is expected that the candidate at least demonstrate *Emerging* evidence within each standard area. This form may also be used by the candidate as a self-assessment prior to the conference with the University Supervisor.

Rubric for Scoring:

2 Effective

The candidate meets the criteria for the standard with competence. The candidate demonstrates a basic understanding of the standard as evidenced in planning, teaching competency, and professional disposition.

1 Emerging

The candidate meets the standard with minimal competence. The candidate demonstrates the need for clearer conceptualization of the standard.

0 No evidence

The candidate does not meet the criteria for the standard. The candidate's planning, teaching competency and professional disposition do not reflect knowledge, understanding or application.

N/A Not Applicable

The candidate did not demonstrate evidence of this standard during the observation as it was not a necessary component of the lesson.

Enter the rating number corresponding to the candidate's knowledge, skills, and dispositions associated with each standard (2 Effective, 1 Emerging, 0 No Evidence, N/A Not Applicable) and in the comment section explain when, where, and how this standard was demonstrated.

PROGRAM STANDARD	Rating 2 1 0 N/A	COMMENT
I. Knowledge of Students Accomplished AYA/ELA teachers systematically acquire a sense of their students as individual language learners.		
II. Knowledge of English Language Arts Accomplished AYA/ELA teachers know their field and draw upon this knowledge to set attainable and worthwhile learning goals for students.		
III. Engagement Accomplished AYA/ELA teachers actively involve each of their students in language learning.		
IV. Fairness Accomplished AYA/ELA teachers demonstrate their commitment to the principles of equity, strength through diversity, and fairness through their practices toward all students.		
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IX. Writing Accomplished AYA/ELA teachers immerse their students in the art of writing for a variety of purposes.		

PROGRAM STANDARD	Rating 2 1 0 N/A	COMMENT
X. Discourse Accomplished AYA/ELA teachers foster thoughtful classroom discourse that provides opportunities for students to listen and speak in many ways and for many purposes.		
XI. Language Study Accomplished AYA/ELA teachers strengthen student sensitivity to and proficiency in the appropriate uses of language.		
XII. Assessment Accomplished AYA/ELA teachers use a range of formal and informal assessment methods to monitor student progress, encourage student self-assessment, plan instruction and report to various audiences.		
XIII. Self Reflection Accomplished AYA/ELA teachers constantly analyze and strengthen the effectiveness and quality of their teaching.		
XIV. Professional Community Accomplished AYA/ELA teachers contribute to the improvement of instructional programs, advancement of knowledge, and practice of colleagues in the field.		
XV. Family Outreach Accomplished AYA/ELA teachers work with families to serve the best interest of their children.		
Departmental Goal A. Technology Accomplished teachers demonstrate the integration of technology throughout their professional practice as a tool for teaching and learning, communication, and professional development.		
Departmental Goal B. Diversity Accomplished teachers model their commitment to diversity by establishing a classroom environment that is welcoming and responsive to all students, and by encouraging appreciation of differences among people including race, ethnicity, socio-economic status, gender, language, exceptionality, religion, sexual orientation, and geographic region.		

Strengths (Commendable Features of the Lesson):

Suggestions (Areas to Improve):

Goals For Future Observations:

Please indicate that you have read this form:

Candidate

Date

Mentor Teacher

Date

University Supervisor

Date

Source: NBPTS Standards
Revised: 10/01

Final Practicum Report

At the conclusion of the field practicum the mentor teacher will complete a final practicum report and return it to the university supervisor. The form on the following pages is used to assess the candidate's performance during the practicum and as a commencement assessment of the candidate's competency.

Final Practicum Report
Literacy Instruction Birth-Grades 6 and Grades 5-12

Candidate _____ Date of Practicum Completion _____

School _____ School Board _____ Grade Level _____

Mentor _____ University Supervisor _____

Purpose: The purpose of this report is to assess the performance of the candidate during the practicum field experience. This report will be considered by the University Supervisor in the final decision regarding course credit and as a commencement assessment of the candidate and program.

Instructions: Please select the rubric score that best describes the candidate's performance throughout this field experience. Remember that the candidate is a novice teacher in the area of the practicum. Please note that your comments are necessary in supporting the final assessment. **Return this form to the University Supervisor at the address below.**

Department of Education
B'14 O'Shea Hall
Niagara University, NY 14109

Rubric for Scoring:

3 Exemplary

The candidate meets all criteria for the standard with distinction. The candidate demonstrates a thorough understanding of the standard as evidenced in planning, teaching competency, and professional disposition.

2 Effective

The candidate meets the criteria for the standard with competence. The candidate demonstrates a basic understanding of the standard as evidenced in planning, teaching competency, and professional disposition.

1 Emerging

The candidate meets the standard with minimal competence. The candidate demonstrates the need for clearer conceptualization of the standard.

0 No evidence

The candidate does not meet the criteria for the standard. The candidate's planning, teaching competency and professional disposition do not reflect knowledge, understanding or application.

Enter the rating number corresponding to the candidate's knowledge, skills, and dispositions associated with each standard (3 Exemplary, 2 Effective, 1 Emerging, 0 No Evidence) and in the comment section elaborate upon the rating selection.

Standard Number	Rating 3 2 1 0	Comments
I. Knowledge of Students Accomplished AYA/ELA teachers systematically acquire a sense of their students as individual language learners.		
II. Knowledge of English Language Arts Accomplished AYA/ELA teachers know their field and draw upon this knowledge to set attainable and worthwhile learning goals for students.		
III. Engagement Accomplished AYA/ELA teachers actively involve each of their students in language learning.		
IV. Fairness Accomplished AYA/ELA teachers demonstrate their commitment to the principles of equity, strength through diversity, and fairness through their practices toward all students.		
V. Learning Environment Accomplished AYA/ELA teachers create an inclusive, caring and challenging classroom environment in which students actively learn.		
VI. Instructional Resources Accomplished AYA/ELA teachers select, adapt and create curricular resources that support active student exploration of language processes and of a wide range of literature.		
VII. Integrated Instruction Accomplished AYA/ELA teachers frequently integrate reading, writing, speaking, and listening opportunities in English studies and across other disciplines.		
VIII. Reading Accomplished AYA/ELA teachers engage their students in reading and responding to literature, as well as interpreting and thinking deeply about literature and other sources.		

Standard Number	Rating 3 2 1 0	Comments
IX. Writing Accomplished AYA/ELA teachers immerse their students in the art of writing for a variety of purposes.		
X. Discourse Accomplished AYA/ELA teachers foster thoughtful classroom discourse that provides opportunities for students to listen and speak in many ways and for many purposes.		
XI. Language Study Accomplished AYA/ELA teachers strengthen student sensitivity to and proficiency in the appropriate uses of language.		
XII. Assessment Accomplished AYA/ELA teachers use a range of formal and informal assessment methods to monitor student progress, encourage student self-assessment, plan instruction and report to various audiences.		
XIII. Self Reflection Accomplished AYA/ELA teachers constantly analyze and strengthen the effectiveness and quality of their teaching.		
XIV. Professional Community Accomplished AYA/ELA teachers contribute to the improvement of instructional programs, advancement of knowledge, and practice of colleagues in the field.		
XV. Family Outreach Accomplished AYA/ELA teachers work with families to serve the best interest of their children.		
Departmental Goal A. Technology Accomplished teachers demonstrate the integration of technology throughout their professional practice as a tool for teaching and learning, communication, and professional development.		
Departmental Goal B. Diversity Accomplished teachers model their commitment to diversity by establishing a classroom environment that is welcoming and responsive to all students, and by encouraging appreciation of differences among people including race, ethnicity, socio-economic status, gender, language, exceptionality, religion, sexual orientation, and geographic region.		

PROFESSIONAL RECOMMENDATION

In summary, based on the assessment of the candidate related to the criteria for the standards described on the previous pages, please check one description below which most accurately describes the candidate at the conclusion of this field experience, and provide relevant comments.

Satisfactory: The candidate demonstrates competency in the knowledge, skills and dispositions associated with all standards.

Comments

Developing: The candidate is making progress and demonstrates basic competency in the knowledge, skills, and dispositions associated with most but not all of the standards.

Comments

Unsatisfactory: The candidate does not evidence basic competency in the knowledge, skills, and dispositions associated with many of the standards

Comments

Please Sign:

Mentor Teacher

School

Date

University Supervisor

School

Date

Comprehensive Portfolio Evaluation

At the conclusion of the program the candidate must prepare and defend a portfolio evidencing professional growth and development in each of the NBPTS Standards and Departmental Goals. The defense is conducted with a review panel including a university faculty member and a field-based mentor. Using the form on the following pages, the review panel determines the status of the candidate upon completion of the written and oral defense. One of three recommendations is made: pass, pass with revision, or failure. The candidate must pass the portfolio in order to graduate from the program.

NIAGARA UNIVERSITY COLLEGE OF EDUCATION
Literacy Instruction Birth-Grades 6 and Grades 5-12
Comprehensive Portfolio Evaluation

Candidate Name _____ Student Number _____

CONTENT CHECKLIST

- __1. Table of Contents
- __2. A reflection page to accompany each group of submissions
- __3. A reflection summary capturing the essence of the portfolio
- __4. A completed Portfolio Standards Checklist

WRITTEN DEFENSE

How well does the student, within the written reflection, present an argument for meeting each of the standards?

Rating Scale

UNSATISFACTORY

The reflection is vague and does not clearly connect to the intended standard. The arguments for the submissions are unconvincing.

SATISFACTORY

The reflection satisfactorily connects the submissions to the intended standard. The arguments for the submissions are adequately developed.

EXCEPTIONAL

The reflection clearly connects the submissions to the intended standard. The arguments for the submissions are extensive and in-depth.

Standard Number	Rating U S E	Comments
I. Knowledge of Students Accomplished AYA/ELA teachers systematically acquire a sense of their students as individual language learners.		
II. Knowledge of English Language Arts Accomplished AYA/ELA teachers know their field and draw upon this knowledge to set attainable and worthwhile learning goals for students.		
III. Engagement Accomplished AYA/ELA teachers actively involve each of their students in language learning.		
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V. Learning Environment Accomplished AYA/ELA teachers create an inclusive, caring and challenging classroom environment in which students actively learn.		

	Rating U S E	Comments
VI. Instructional Resources Accomplished AYA/ELA teachers select, adapt and create curricular resources that support active student exploration of language processes and of a wide range of literature.		
VII. Integrated Instruction Accomplished AYA/ELA teachers frequently integrate reading, writing, speaking, and listening opportunities in English studies and across other disciplines.		
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XIV. Professional Community Accomplished AYA/ELA teachers contribute to the improvement of instructional programs, advancement of knowledge, and practice of colleagues in the field.		
XV. Family Outreach Accomplished AYA/ELA teachers work with families to serve the best interest of their children.		

	Rating U S E	Comments
<p>Departmental Goal A. Technology Accomplished teachers demonstrate the integration of technology throughout their professional practice as a tool for teaching and learning, communication, and professional development.</p>		
<p>Departmental Goal B. Diversity Accomplished teachers model their commitment to diversity by establishing a classroom environment that is welcoming and responsive to all students, and by encouraging appreciation of differences among people including race, ethnicity, socio-economic status, gender, language, exceptionality, religion, sexual orientation, and geographic region.</p>		

ORAL DEFENSE

How well does the student orally defend his/her professional knowledge and practice? The review panel will prepare questions to address at least five of the standards or departmental goals.

Standard Number	Rating U S E	Comments
I. Knowledge of Students <i>Questions</i>		
II. Knowledge of English Language Arts <i>Questions</i>		
III. Engagement <i>Questions</i> .		
IV. Fairness <i>Questions</i>		
V. Learning Environment <i>Questions</i> .		
VI. Instructional Resources <i>Questions</i>		

ORAL DEFENSE continued

Standard Number	Rating U S E	Comments
VII. Integrated Instruction <i>Questions</i>		
VIII. Reading <i>Questions</i>		
IX. Writing <i>Questions</i>		
X. Discourse <i>Questions</i>		
XI. Language Study <i>Questions</i>		
XII. Assessment <i>Questions</i>		
XIII. Self Reflection <i>Questions</i>		
XIV. Professional Community <i>Questions</i>		
XV. Family Outreach <i>Questions</i>		
Departmental Goal A. Technology <i>Questions</i>		
Departmental Goal B. Diversity <i>Questions</i>		

RECOMMENDATIONS

Upon completion of the written and oral defense, the review panel is asked to determine the status of the candidate making one of three recommendations.

1. A recommendation of **pass** will be made when the student receives either a satisfactory or exceptional rating in each of the standards on both the written and oral defense.
2. A recommendation of **pass with revision** will be made when the candidate receives no more than two unsatisfactory ratings throughout the entire defense. This requires the candidate to submit further evidence to one review panel member demonstrating satisfactory achievement in those standards prior to receiving the recommendation of pass.
3. A recommendation of **failure** will be made if a candidate receives more than two unsatisfactory ratings throughout the entire defense. Candidates who receive a rating of failure must reapply for the comprehensive portfolio evaluation, and revise the portfolio submitting further evidence for meeting each of the standards rated as unsatisfactory.

The review panel recommends that this comprehensive portfolio receive the rating of:

Pass

Pass with the following revisions:

Date by which these revisions must be made: _____

Fail

Candidate _____ Date _____

Advisor _____ Date _____

School Based Mentor _____ Date _____

Department Chairperson _____ Date _____

