

Literacy (Reading/Writing) - K-6

2.1 Plans and organizes reading instruction based on ongoing assessment, including:(C: 1.1)

- 2.11 conducting ongoing assessments of reading/writing development and developing a body of evidence.
- 2.12 using assessments to plan, organize, and manage reading/writing instruction.
- 2.13 knowing resources, including children’s literature, professional published instructional materials, and library resources and technology.
- 2.14 creating an effective literacy environment, including time and space management.

Literacy (Reading/Writing) - 7-12/K-12

2.1 Plans and organizes literacy instruction based on content needs, including: (C: 1.1)

- 2.1a matching students to appropriate reading materials.
- 2.1b using resources that support content learning, including young adult literature, professional published instructional materials, and library resources and technology.
- 2.1c creating an effective literacy environment, including time and space management.
- 2.1d planning and organizing writing instruction based on conducting ongoing assessments, developing a body of evidence, and using formal and informal assessments to plan instruction.

Basic	Developing	Proficient	Advanced
<p>The following occur, even with some support:</p> <p>Uses commercial assessments in reading basal as only strategy for assessing reading performance</p>	<p>The following can be done with considerable scaffolding/support:</p> <p>Uses a variety of assessments to evaluate various reading skills (e.g., running records, informal inventories, structured criterion referenced tests, cloze tasks, clinical interviews, interest inventories)</p>	<p>The following can be done in field experiences/student teaching with minimal support of others:</p> <p>Uses a variety of assessments to evaluate various reading skills (e.g., running records, informal inventories, structured criterion referenced tests, cloze tasks, clinical interviews, interest inventories)</p>	<p>The following can be done in field experiences/student teaching independently:</p> <p>Demonstrates understanding and application beyond that expected of first year teachers in using a variety of assessments to evaluate reading skills (e.g., running records, informal inventories, structured criterion referenced tests, cloze tasks, clinical interviews, interest inventories)</p>
<p>Follows basal text without knowledge of/attention to student performance</p>	<p>Plans some instruction based on assessment information</p>	<p>Uses understanding of reading processes and developmental needs (and common needs/problems of students) in planning own reading lessons and modifying basal programs</p>	<p>Develops and implements own plans to teach different reading processes appropriate to developmental level of students and district standards. Plans must be in some way independent of basal/commercial curricula</p>

Instruction is not planned based on evaluation of previous student learning	Monitors reading performance for each learning objective and identifies subsequent goals based on assessment information with assistance	Monitors reading performance for each learning objective and identifies subsequent goals based on assessment information	Monitors reading performance for each learning objective and identifies subsequent goals based on assessment information
Has only basic understanding of grouping strategies; does not plan strategies to group for instruction	Plans assessments that can be used to group students and can schedule classroom activities and plan for a variety of grouping structures	Uses flexible grouping for instruction based on assessment data	Uses flexible grouping for instruction based on assessment data and frequently changes composition of groups based on student learning information
Responses to student questions, miscues, and errors indicate a lack of understanding of reading process and/or developmental reading goals	Sometimes his/her responses to student questions, miscues, and errors indicate a lack of understanding of reading process and/or developmental reading goals	Seldom do his/her responses to student questions, miscues, and errors indicate a lack of understanding of reading process and/or developmental reading goals	Understanding of the reading process allows her/him to be proactive in predicting student responses and in providing high quality feedback that supports student learning
Limited understanding and use of teaching resources in reading	Understands a range of resources for teaching reading and incorporates a variety in to plans	Understands a range of resources for teaching reading and incorporates a variety in to daily reading activities	Uses a range of resources for teaching reading, including teacher-constructed resources developed to meet individual needs of students
Lessons sequencing indicates limited understanding of developmental skills sequence	Lessons sequencing indicates understanding of developmental skills sequence	Lessons sequencing indicates strong understanding of developmental skills sequence	Lessons sequencing indicates strong understanding of developmental skills sequence

Operationalization/Criteria:

Guidelines for Admission to Education: *Not evaluated at admission to education*

Guidelines for Admission to Student Teaching: *To be developed*

Guidelines for Program Completion/Student Teaching:

1. Required for program completion are ratings of "3" or "4" on evaluations of the university supervisor and cooperating teacher.
2. Observe a variety of lessons in different areas of reading and different content areas.
3. Observe the variety of strategies used to assess and teach reading across the curriculum.
4. Observe for teacher consistency; interview cooperating teacher to evaluate consistency.
5. Evaluate student teacher reflections for understanding of planning strategies.
6. Evaluate unit plans to determine sequencing of literacy planning and instruction.
7. Observe both lesson plans (and examples of student learning) and actual teaching of lessons, including classroom climate.
8. Consistency = requires fluency/repetition, including documentation of competence in different reading areas.

Examples of Evidence
Observation of teaching; Lesson plan book; Portfolio: Lesson plans, unit plans, reflections and weekly logs, student assessments, student materials; Evaluations of cooperating teacher and university supervisor