Graduate Literacy Education Program Assessment of Pedagogical Practice					
Indicator		**ILA Standard**	**Unacceptable**	**Developing**	**Acceptable**
Professional Judgment & Professional Communication	1. Professional judgment and communication with students	*1.3*	Candidate does not demonstrate empathy NOR fair-mindedness within communication with students.	Candidate demonstrates empathy OR fair-mindedness within communication with students.	Candidate demonstrates empathy AND fair-mindedness within communication with students.
	2. Professional judgment and communication with other teachers (other graduate candidates)	*1.3*	Candidate does not demonstrate empathy NOR fair-mindedness within communication with other teachers (graduate candidates)	Candidate demonstrates empathy OR fair-mindedness within communication with other teachers (graduate candidates)	Candidate demonstrates empathy AND fair-mindedness within communication with other teachers (graduate candidates)
	3. Develop and implement instruction to meet specific instructional needs	*2.1*	Candidate does not demonstrate the ability to develop NOR implement instruction to meet the specific instructional needs of a particular student who struggles in reading/writing.	Candidate demonstrates the ability to develop OR implement instruction to meet the specific instructional needs of a particular student who struggles in reading/writing.	Candidate demonstrates the ability to develop AND implement instruction to meet the specific instructional needs of a particular student who struggles in reading/writing.
Use of Appropriate and Varied Instructional Approaches	4. Uses instructional approaches supported by the research and literature on K-12 literacy	*2.2*	None of the instructional strategies used are evidence-based instructional strategies (supported by research and literature on K-12 literacy instruction).	A portion of the instructional strategies used are evidence-based instructional strategies (supported by research and literature on K-12 literacy instruction).	All instructional strategies used are evidence-based instructional strategies (supported by research and literature on K-12 literacy instruction).

Use Of A Wide-Array Of Texts	5. Uses expository AND narrative texts.	*2.3*	Candidate uses only narrative OR expository texts.	Candidate uses primarily narrative OR expository texts.	Candidate uses a balance of narrative AND expository texts.
	6. Uses print AND online/digital resources.	*2.3*	Candidate uses only print texts OR only digital resources.	Candidate uses print texts and 5% or less of materials used are online/digital resources.	Candidate uses print texts and at least 15% of materials used are online/digital resources.
Select, Administer, and Interpret Assessments	7. Select Appropriate Assessments for Specific Purposes	*3.2*	More than one assessment selected to administer does not result in useful information about the literacy learning needs of the student.	All but one assessment selected to administer results in useful information about the literacy learning needs of the student.	All assessments selected to administer result in useful information about the literacy learning needs of the student.
	8. Administer and Interpret	*3.2*	Candidate does not correctly administer NOR effectively interpret assessment results.	Candidate correctly administers OR effectively interprets assessment results.	Candidate correctly administers assessments AND effectively interprets assessment results.
Use Assessment Information to Plan Instruction	9. Multiple Data Sources	*3.3*	Candidate does not use multiple data sources to analyze student performance NOR plan intervention.	Candidate uses multiple data sources to analyze student performance OR plan intervention.	Candidate uses multiple data sources to analyze student performance AND plan initial intervention.
	10. Use Progress-Monitoring to analyze effectiveness of intervention	*3.3*	Candidate is not able to analyze progress-monitoring assessment data to determine the student's response to intervention and inform next instructional steps.	Candidate struggles to analyze progress-monitoring assessment data to determine the student's response to intervention and inform next instructional steps.	Candidate skillfully analyzes progress-monitoring assessment data determine the student's response to intervention and inform next instructional steps.
Communicate Assessment Results	11. Ability to effectively communicate initial assessment results and learning plan to different audiences	*3.4*	Candidate uses inaccurate or incorrect professional terminology with colleagues/literacy clinic personnel when verbally explaining assessment results/learning plan AND/OR does not demonstrate ability to use lay-person terminology with parent/caregivers to verbally explain assessment results/learning plan.	Candidate struggles to use accurate and correct professional terminology with colleagues/literacy clinic personnel when verbally explaining assessment results/learning plan AND struggles to demonstrate ability to use lay-person terminology with parent/caregivers to verbally	Candidate uses accurate and correct professional terminology with colleagues/literacy clinic personnel when verbally explaining assessment results/learning plan AND demonstrates ability to use lay-person terminology with parent/caregivers to verbally

				explain assessment results/learning plan.	explain assessment results/learning plan.
	12. Ability to effectively communicate progress-monitoring assessment results and instructional modifications to different audiences	*3.4*	Candidate uses inaccurate or incorrect professional terminology with colleagues/literacy clinic personnel to verbally explain progress-monitoring assessment results/instructional modifications AND/OR does not demonstrate ability to use lay-person terminology with parent/caregivers to verbally explain progress-monitoring assessment data and instructional modifications.	Candidate struggles to use accurate and correct professional terminology with colleagues/literacy clinic personnel to verbally explain progress-monitoring assessment results/instructional modifications OR demonstrates limited ability to use lay-person terminology with parent/caregivers to verbally explain progress-monitoring assessment data and instructional modifications.	Candidate uses accurate and correct professional terminology with colleagues/literacy clinic personnel to verbally explain progress-monitoring assessment results/instructional modifications AND demonstrates ability to use lay-person terminology with parent/caregivers to verbally explain progress-monitoring assessment data and instructional modifications.
Recognize, Understand, and Value Diversity ILA Standard	13. Knowledge of the ways in which diversity and second language acquisition impact literacy development	*4.1*	Candidate does not demonstrate an anti-deficit/anti-bias orientation when encountering the ways in which diversity and second language acquisition impact literacy development. For instance, candidate attempts to limit students' or parents' use of home language.	Candidate provides limited evidence of demonstrating an anti-deficit/anti-bias orientation when encountering the ways in which diversity and second language acquisition impact literacy development. For instance, candidate does not acknowledge students' proficiency in their home language.	Candidate demonstrates an anti-deficit/anti-bias orientation when encountering the ways in which diversity and second language acquisition impact literacy development. For instance, candidate highlights students' proficiency in their home language.
Student's Knowledge, Beliefs, And Engagement With The Features Of	14. Instructional materials that capitalize on diversity (print, digital, and online)	*4.2*	Candidate does not include print or digital online materials that capitalize on diversity. For instance, the candidate does not utilize texts with characters of diverse backgrounds in his/her instruction.	Candidate includes print or digital/online materials that capitalize on diversity. For instance, the candidate utilizes some texts with characters of diverse backgrounds in his/her instruction.	Candidate includes print, and digital or online materials that capitalize on diversity. For instance, the candidate utilizes a wide variety of texts with characters of diverse backgrounds in his/her instruction.
	15. Collaborate to build strong home-to-school	*4.2*	Candidate's communication does not show use of collaborative spirit with student & parent/caregiver to	Candidate's communication shows limited or inconsistent use of collaborative spirit with student	Candidate communicates in a collaborative spirit with student & parent/caregiver to recognize,

Diversity	and school-to-home literacy connections		recognize, understand, and incorporate home literacy practices with clinic instruction AND/OR candidate verbalizes deficit assumptions in communication with student & parent/caregiver	& parent/caregiver to recognize, understand, and incorporate home literacy practices with clinic instruction.	understand, and incorporate home literacy practices with clinic instruction.
Strategies that advocate for equity	16. Develop and implement instruction that builds the students' funds of knowledge by linking home and literacy clinic experiences	*4.3*	Candidate does not provide students with linguistic, academic, or cultural experiences that link their home/home community with literacy experiences in the literacy clinic in at least 75% of sessions OR candidate uses inappropriate or ineffective practices to link student's linguistic, academic, or cultural experiences that link their home/home community with literacy clinic instruction.	*Candidate's instruction provides* students with linguistic, academic, or cultural experiences that link their home/home community with literacy experiences in the literacy clinic in at least 75 % of sessions.	*Candidate* provides students with linguistic, academic, or cultural experiences that link their home/home community with literacy experiences in the literacy clinic in every session.
	17. Curriculum includes equity issues	*4.3*	Does not incorporate one issue of inequity and/or opportunity for social justice activism and/or resiliency into the curriculum during the literacy clinic sessions.	Incorporates one issue of inequity and/or opportunity for social justice activism and/or resiliency into the curriculum during the literacy clinic sessions.	Incorporates more *than one* issue of inequity and/or opportunity for social justice activism and/or resiliency into the curriculum during the literacy clinic sessions.
Physical Environment	18. Designing/modify the physical environment of the literacy clinic to optimize the student's learning	*5.1*	The candidate's incorporation of evidence-based practices that utilize literacy clinic instructional space to provide the students with easy access to literacy texts and materials are inappropriate, ineffective, or utilizes practices that are not evidence-based AND/OR the candidate's modification of the arrangement based on the student's needs is inappropriate, ineffective, or utilizes practices that are not evidence-based	The candidate's incorporation of evidence-based practices that utilize literacy clinic instructional space to provide the students with easy access to literacy texts and materials are limited or inconsistent AND/OR the candidate's modification of the arrangement based on the student's needs is inconsistent or limited.	The candidate incorporates evidence-based practices that utilize literacy clinic instructional space to provide the students with easy access to literacy texts and materials AND the candidate modifies the arrangement based on the student's needs

Designing the Social Environment	19. Design a social environment that is low-risk and includes evidence-based practices that increase self-efficacy, motivation, and engagement (choice, collaboration, interesting texts, authentic purposes for reading and writing, etc.)	*5.2*	The candidate's incorporation of evidence-based practices that increase self-efficacy, motivation, and engagement in the literacy clinic setting are inappropriate, ineffective, or utilizes practices that are not evidence-based	The candidate's incorporation of evidence-based practices that increase self-efficacy, motivation, and engagement in the literacy clinic setting is inconsistent or limited	The candidate incorporates evidence-based practices that increase self-efficacy, motivation, and engagement in the literacy clinic setting.
Use of Routines	20. Use routines to optimize the student's learning (e.g. time allocation, transitions, discussions, and peer feedback)	*5.3*	The candidate's incorporation of effective routines in the literacy clinic setting is inappropriate, ineffective, or utilizes practices that are not evidence-based	The candidate's incorporation of effective routines in the literacy clinic setting is inconsistent or limited	The candidate incorporates effective routines to optimize student learning in the literacy clinic setting
Use of Instructional Configurations	21. Use of a variety of evidence-based instructional configurations based on the student's specific learning needs	*5.4*	The candidate's incorporation of effective use of individual, pair, and small-group instruction in the literacy clinic setting is inappropriate, ineffective, or utilizes practices that are not evidence-based	The candidate's incorporation of effective use of individual, pair, and small-group instruction in the literacy clinic setting is inconsistent or limited	The candidate incorporates effective use of individual, pair, and small-group instruction in the literacy clinic setting
Dispositions Toward Reading & Writing	22. Modeling positive dispositions with students and parents/caregivers	*6.2*	The candidate does not model positive dispositions toward reading and writing with students AND/OR parents/caregivers	The candidate's instruction and interaction is inconsistent or limited in modeling a positive disposition toward reading and writing with students AND parents/caregivers	The candidate's instruction and interaction models a positive disposition toward reading and writing with students AND parents/caregivers
	23. Effective use of technology (online or digital resources, adaptive technology,	6.2	The candidate does not use technology to improve student learning . Only one or no type of technology is used to meet the student's needs.	Candidate's use of technology for improving student learning is inconsistent or limited – uses only 2 types of technology to meet the student's needs.	Demonstrates effective use of technology for improving student learning—uses at least three types of technology to meet the student's needs.

	interactive white board, etc.)				