EDR 601/602 & EDR 603/604 Common Assignment: Competency Checklist

Candidate_____ Semester_____

Cooperating Literacy Specialist _____

School Name and Address _____

_____

Grade Level(s) of Students Taught: _____Total Number of Hours _____

Leveled Scores for Competencies: Scores reflect **summative performance** in each area across the varied roles, duties, and responsibilities the graduate candidate assumed during the practicum to meet these requirements.

6 = Exceptional: Consistently exceeded performance standards. Currently has the potential to be an outstanding first-year literacy specialist.
5 = Advanced. Performance was consistently above the average performance standards. Demonstrated the likelihood of becoming an excellent literacy specialist with more experience and mentoring.
4 = Acceptable/adequate: Met average performance standards. Demonstrated acceptable level of performance.
3 = **Minimally Acceptable.** Met, but did not exceed minimum performance standards. Demonstrated basic level of performance.
2 = **Needs Improvement.** Was inconsistent in meeting minimum performance standards. Did not demonstrate sufficient depth in most areas.
1= Unsatisfactory: Did not meet minimum performance standards. Did not perform at an acceptable level on required competencies.

Standards	Competency or objective	Score
ILA **NYSTS** **AAQEP**	**Knowledge (Content & Pedagogy)**	
1.1, 1.2, 1.3 **I.1,I.2** 1a	K-1 The candidate exhibited a high level of knowledge related to the role and tasks of a literacy specialist.	
3.1, 3.2 **111.6** 1d	K-2 The candidate understands and used a variety of assessments to accurately assess literacy skills and determine areas of strength and need.	
4.3, 5.2 **II.6** 1c	K-3 The candidate chose texts that effectively supported students literacy growth and used culturally relevant texts when possible.	
1.1, 1.2, 1.3 **1.2, II.3, III.3**	K-4 The candidate displayed knowledge of a variety of strategies or methods that can be used to support students' growth in literacy. Strategies might include the use of synthetic phonics, choral reading, prediction exercises, etc.	

1a, 2c		
	Knowledge (Applied Skills & Dispositions)	
2.2, 5.1		
IV.1	K-5 The candidate created motivating, engaging, and effective literacy learning experiences for a variety of students.	
1b, 2b		
3.1	K-6 The candidate ethically used data to plan lessons.	
V.2		
1d		
3.4	K-7 The candidate was able to use data to explain student progress and instructional decisions.	
1.4, V.2		
1d		
5.2, 5.3	K-8 The candidate incorporates digital texts and technologies in safe and effective ways to differentiate and enhance student learning.	
I.6, II.6, III.4, IV.4		
	Service	
	S-1 The candidate accepted and fulfilled assigned duties in a well-prepared, organized manner, effectively expanding services available to students and teachers at the site.	
VI.1		
1f		
	S-2 The candidate made themselves familiar with the instructional methods and materials used at this school, contributing meaningfully to the day-to-day program operation.	
VI.1		
2a		
4.4	S-3 The candidate collaborated with students and colleagues to enhance readers' literacy learning and promote social justice.	
VI.2		
1c		
	Professionalism	
	P-1 The candidate exhibited a high level of poise, confidence, enthusiasm and maturity.	
1f		
	P-2 The candidate was prompt and kept to a schedule set with minimal variations.	
VI.54, VI.5		
1f		

VI.2 2f	P-3 The candidate established a high degree of rapport with the cooperating literacy specialist and other staff.	
VII.3 1f, 2e	P-4 The candidate consistently solicited information and feedback and responded in a positive manner to suggestions. Candidate used this information to set professional goals for themselves.	
VI 1f	P-5 The candidate conducted themselves in a professional manner.	
VII 1f	P-6 The candidate was self-initiating. They "saw what needed to be done and did it" without being directed to a new task. They sought out experiences and responsibilities.	
VII.4 1a, 1f	P-7 The candidate demonstrated capacity / willingness to learn knowledge, and skills needed to effectively fulfill the role of a literacy specialist.	
VII.3 2a, 2f	P-8 The candidate conferred with teachers, literacy specialists, and paraprofessionals as necessary to enhance student literacy growth. Candidate made any necessary suggestions for classroom modifications and effectively communicated the rationale for these suggestions.	
	Leadership	
6.2 **VII.2, VII.3** 2e	L-1 The candidate regularly reflects on their practice, engages in professional inquiry, and seeks opportunities to grow.	
4.4 **III.5** 1b, 1c	L-2 Candidate developed relationships in the classroom community and worked to promote equity and social justice.	
	Dispositions	
6.1 **VII** 1f	**Enthusiastic** - The candidate: ● Demonstrates initiative and commitment towards educational/professional pursuit, ● Takes action to improve knowledge in professional content. ● Seeks opportunities and participates in activities that improve skills ● Finds opportunities to collaborate with other professionals ● Communicates with other stake-holders of the reader's welfare. ● Models appropriate behavior	
4.3	**Just -** The candidate: ● Demonstrates appreciation for human diversity and the ideal of equity	

III.5, 2b	● Demonstrates positive attitudes, empathy, concern, sensitivity, and fairness towards diverse populations. ● Exhibits willingness to work with, advocate for, and improve the welfare of people of different races, ethnicities, genders, lifestyles, etc. ● Models an appreciation for diversity and fosters student appreciation for diversity that enhances learning	
4.2 **IV.2** 2b	**Caring -** The candidate: ● Demonstrates an attitude of empathy, tolerance, and acceptance ● Holds high expectations for all learners and supports student learning through differentiation ● Demonstrations consideration and respect for the whole person by acknowledging how different life experiences, opportunities, and barriers impact student outcomes	
6.4 **VI.5** 1f	**Ethical -** The candidate: ● Embodies the values of the School and the University* and shows integrity in professional practice. ● Is honest and trustworthy in communications and interactions with others ● Demonstrates professional ethics, including confidentiality and appropriate interpersonal boundaries ● Enhances the status of the teaching profession through professional behavior	
 VI 2f	**Responsible -** The candidate: ● Demonstrates personal and professional accountability ● Works well with peers, staff, and other professionals ● Shares information with peers, staff, and other professionals as appropriate ● Is punctual and prepared for professional assignments	
	Summative Score	
	Overall, this candidate's performance is: 6= Exceptional 5= Advanced 4=Acceptable 3= Minimally Acceptable 2= In Need of Improvement 1 = Unsatisfactory	

Candidate Signature: _____ Date: _____

Cooperating Teacher Signature: _____ Date: _____

***Canisius University Values:**

- *Cura personalis*, care and respect for the whole person, and a holistic approach to education
- A dedication to the pursuit of *magis,* excellence, service, and innovation
- Principled leadership and personal accountability
- An individual and institutional responsibility to work for social justice and transform suffering and injustice in the world
- A deep respect for the natural world, and a commitment to its responsible stewardship.