RDNG570 PRACTICUM PRESENTATION (ILA-2010 Standards) 2024-2025 PROGRAM COMPLETERS (n=7)

ILA	RUBRIC ITEM	Average	Distinguished	Proficient	Basic	Unsatisfactory
1.1	Demonstrates an understanding of the reading process	2.25	2	6	0	0
1.1	Understands major theories & research that describe the motivation of reading as it relates to choice.	2.25	2	6	0	0
1.1	Understands major theories & research that describe the motivation of reading as it relates to offering access to multiple sources of print	2.00	0	8	0	0
1.1	Understands major theories & research that describe the motivation of reading as it relates to challenging students to read	2.00	0	8	0	0
1.3	Models professional judgment & ethical behavior when teaching	2.50	4	4	0	0
2.1	Uses foundational knowledge to design and/or implement an integrated, comprehensive & balanced curriculum.	2.25	2	6	0	0
2.1	Uses appropriate & varied instructional approaches	2.25	2	6	0	0
2.2	Implements appropriate & varied instructional approaches to teach reading.	2.25	2	6	0	0
2.2	Implements appropriate & varied instructional approaches to teach writing.	2.25	2	6	0	0
2.3	Technology	2.25	2	6	0	0
4.1	Literacy curriculum supports diversity in reading	2.25	2	6	0	0
4.1	Literacy curriculum supports diversity in writing	2.00	0	8	0	0
4.3	Develops & implements strategies that advocate equity linguistically	2.25	2	6	0	0
5.1	Develops & implements strategies that advocate equity culturally	2.25	2	6	0	0
5.1	Designs physical environment to optimize motivation	2.25	2	6	0	0
5.1	Designs a physical environment to optimize reading.	2.25	2	6	0	0
5.1	Designs a physical environment to optimize writing.	2.25	2	6	0	0
5.2	Designs a social environment that is low-risk	2.25	2	6	0	0
5.2	Designs a social environment that is supportive for other professionals	2.25	2	6	0	0
5.3	Designs an environment for student success	2.25	2	6	0	0
5.3	Designs an environment for scaffolding students' reading	2.50	4	4	0	0
5.3	Designs an environment for scaffolding students' writing	2.00	0	8	0	0
5.3	Designs a supportive environment for self-confidence	2.88	7	1	0	0
5.3	Designs an environment for scaffolding teachers & other professionals	2.50	4	4	0	0
5.4	Variety of classroom configurations for a literate environment	2.25	2	6	0	0
6.2	Dispositions toward tutoring & students is enthusiastic	2.88	7	1	0	0
6.2	Disposition toward tutoring students reflects a belief that all students can lean	2.75	6	2	0	0
6.3	Leads in & facilitates effective professional development programs regarding modeling	2.25	2	6	0	0
6.3	Participates in & facilitates effective professional development programs regarding co-teaching	2.25	2	6	0	0
6.3	Participates & communicates effectively for purposes of planning	2.50	4	4	0	0
6.3	Participates & communicates effectively for purposes of reflective problem solving	2.63	5	3	0	0
na	Promptness	3.00	8	0	0	0
na	Preparedness	3.00	8	0	0	0
na	Creativity	3.00	8	0	0	0

ILA-2010.4.1	Candidates recognize, understand, & value the forms of diversity that exist in society & their importance in learning to read & write.
ILA-2010.1.3	Candidates understand the role of professional judgment & practical knowledge for improving all students' reading development & achievement.
ILA-2010.2.1	Candidates use foundational knowledge to design or implement an integrated, comprehensive, & balanced curriculum.
ILA-2010.6.3	Candidates participate in, design, facilitate, lead, & evaluate effective & differentiated professional development programs.
ILA-2010.1.1	Candidates understand major theories & empirical research that describe the cognitive, linguistic, motivational, & sociocultural foundations of reading & writing development, processes, & components, including word recognition, language comprehension, strategic knowledge, & reading–writing connections.
ILA-2010.4.3	Candidates develop & implement strategies to advocate for equity.
ILA-2010.6.2	Candidates display positive dispositions related to their own reading & writing & the teaching of reading & writing, & pursue the development of individual professional knowledge & behaviors.
ILA-2010.5.2	Candidates design a social environment that is low risk & includes choice, motivation, & scaffolded support to optimize students' opportunities for learning to read & write.
ILA-2010.5.4	Candidates use a variety of classroom configurations (i.e., whole class, small group, & individual) to differentiate instruction.
ILA-2010.5.1	Candidates design the physical environment to optimize students' use of traditional print, digital, & online resources in reading & writing instruction.
ILA-2010.5.3	Candidates use routines to support reading & writing instruction (e.g., time allocation, transitions from one activity to another, discussions, & peer feedback).
ILA-2010.2.2	Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.
ILA-2010.2.3	Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.