Mapping the Curriculum

Quality Indicators in Literacy

Initiative 23C of the Higher Education Support Center for SystemsChange

The Quality Indicators (QIs) Addressed in This Package Are:

**Early Literacy Instructional Practice • Adolescent Literacy (Middle Level) • High School Literacy**

**Participating Institution:**

**Name of Mapped Program:**

| **QI: Early Literacy Instructional Practice: NYS Teaching Standards: I.1, I.2, III.1** |
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| **Component: Phonemic Awareness** |
| **Criteria**1. Lessons provide a sequential range of activities representing structured and sequential development of aural skills
2. Staff can articulate that phonemic awareness involves sounds as opposed to printed letters
3. Daily opportunities exist for students to manipulate sounds (e.g., segment sounds, blend sounds, omit sounds, replace sounds)
 |
| **Driving Questions**How does your program prepare teacher candidates to have **an awareness of the progression and development of phonemic awareness skills in students?** How does your program prepare teacher candidates to **provide explicit systematic instruction using research-based materials?** |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
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| **Data Collection**Where/how is this QI component reflected in your program and/or student outcome data? |
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| **QI: Early Literacy Instructional Practice: NYS Teaching Standards: I.1, I.2, II.1, III.1** |
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| **Component: Phonics, Decoding** |
| **Criteria**1. Phonics instruction is explicit, sequenced, and systematic
2. Speech to print correspondence, concepts of print, and letter recognition activities are incorporated into the instructional period
3. Repeated practice reading and writing with patterns, blending and sounding out text
4. Word attack skills are taught through direct instruction and practiced in decodable, connected text
 |
| **Driving Questions**How does your program prepare teacher candidates to consistently use **research-based strategies for word identification?** How does your program prepare teacher candidates to give **students instruction in phonics at their level of instruction?** |
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| **Data Collection**Where/how is this QI component reflected in your program and/or student outcome data? |
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| **QI: Early Literacy Instructional Practice: NYS Teaching Standards: I.1, I.2, II.1, II.6, III.1, III.4, V.2, V.4**  |
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| **Component: Fluency, Automatic Reading of Text** |
| **Criteria**1. Teachers monitor fluency at every level (name, sound, sight word, phrase, sentence, passage)
2. Students self-monitor rate of reading
3. Instructional materials are available on independent and instructional levels for all
4. Opportunities to read a piece of text with fluency and prosody are done in the instructional block
5. Students are instructed on high frequency sight words for instant recognition
 |
| **Driving Questions**How does your program prepare teacher candidates to systemically **assess, record, and monitor student fluency to guide instruction on a regular basis?**  How does your program prepare teacher candidates to utilize **instructional strategies (e.g., timed, repeated, whisper reading) to improve fluency skills?** |
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| **QI: Early Literacy Instructional Practice: NYS Teaching Standards: I.1, I.2, II.1, III.1** |
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| **Component: Vocabulary** |
| **Criteria**1. A variety of culturally and linguistically relevant media is used as a source of vocabulary including stories, songs, pictures, newspapers, etc.
2. Instruction recognizes diverse levels of background knowledge and scaffolded teaching
3. Direct and contextual methods of vocabulary instruction are evident and include instruction on how and when to use context to figure out a word
4. Multiple opportunities to learn and utilize new words are incorporated throughout the school day and across settings
 |
| **Driving Questions**How does your program prepare teacher candidates to choose v**ocabulary words targeted for explicit, direct instruction through an evidence-based process?** How does your program prepare teacher candidates to **teach students to use a variety of techniques to construct meaning from words?** |
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| **QI: Early Literacy Instructional Practice: NYS Teaching Standards: I.1, I.2, II.1, II.6, III.1, III.4, V.2, V.4** |
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| **Component: Reading and Listening Comprehension** |
| **Criteria**1. Reading comprehension strategies for specific purposes are planned for and explicitly taught
2. Students can articulate the characteristics of different texts
3. Background knowledge is considered and planned for in instructional areas
4. Connections to text (text to self, text to author, text to text, text to world) are planned for and explicitly taught
5. Idiomatic language is explored and explained
 |
| **Driving Questions**How does your program prepare teacher candidates to plan for and explicitly teach **research based meta-cognitive strategies involved in comprehension?** How does your program prepare teacher candidates to use **effective comprehension techniques and strategies emphasizing meaning and making sense?** |
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| **QI: Early Literacy Instructional Practice: NYS Teaching Standards: I.2, I.3, I.5, I.6, II.2, II.3, II.5, II.6, III.4** |
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| **Component: Written Expression** |
| **Criteria**1. Composition includes generating and organizing ideas, drafting, feedback, revising, editing, proofing and publishing combined with daily opportunities to organize, transcribe and edit thoughts in writing
2. Several approaches are used for building sentences
3. Grammar, sentence composition and paragraph organization are emphasized
4. Students write for a variety of purposes/audiences
5. Writing is connected to all curricular areas
6. Use of voice and expanded vocabulary are modeled and present in student writing
7. Students utilize authentic writing for a variety of purposes
 |
| **Driving Question**How does your program prepare teacher candidates to build written expression upon the skills of symbol production, spelling, and sentence and paragraph generation? How does your program prepare teacher candidates to promote student sharing and publication of student writing? How does your program prepare teacher candidates to promote a variety of opportunities for students to express their ideas in written form? |
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| **QI: Early Literacy Instructional Practice: NYS Teaching Standards: 4I.1, I.2, II.1, II.6, III.1, III.4, V.2, V.4** |
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| **Component: Spelling and Handwriting** |
| **Criteria**1. Teaching component skills is organized and explicit
2. Techniques that build fluency, accuracy, and automaticity in writing are incorporated into daily instruction
3. Instruction is at student’s developmental level
4. Repeated practice of high frequency words is planned for to increase automaticity
5. Spelling instruction is differentiated to accommodate diverse learners
6. Instruction is provided in whole class, small group and individual models
 |
| **Driving Question**How does your program prepare teacher candidates to develop **a time line, scope and sequence for teaching spelling in relation to the reading program?** |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
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| **QI: Early Literacy Instructional Practice: NYS Teaching Standards: I.1, I.2, I.3, II.1, II.3, III.3** |
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| **Component: Progress Monitoring** |
| **Criteria**1. Assessment is a regular extension of instruction and is ongoing, used to identify students’ strengths and needs, determine progress, and inform instruction
2. Data are used to group/regroup students for instruction on an ongoing basis
3. Teachers are trained to administer, score, and interpret assessment measures they are asked to administer
4. Valid, reliable, efficient, and meaningful assessments are selected for specific purposes
 |
| **Driving Questions**How does your program prepare teacher candidates to **frequently assess reading and writing competencies?** How does your program prepare teacher candidates to **use assessments that provide appropriate information to adjust instruction?** |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
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| **QI: Adolescent Literacy (Middle Level)** |
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| **Component: Direct, Explicit Comprehension Instruction: I.4, II.6, III.6, V.1, V.2, V.3** |
| **Criteria**1. Assessment is a regular extension of instruction and is ongoing, used to identify students’ strengths & needs, determine progress, and inform instruction
2. Data are used to group/regroup students for instruction on an ongoing basis
3. Teachers are trained to administer, score, and interpret assessment measures they are asked to administer
4. Valid, reliable, efficient, and meaningful assessments are selected for specific purposes
 |
| **Driving Questions**How does your program prepare teacher candidates to frequently assess **reading and writing competencies?** How does your program prepare teacher candidates to **use assessments that provide appropriate information to adjust instruction?** |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
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| **QI: Adolescent Literacy (Middle Level)** |
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| **Component: Literacy Instruction across the Curriculum: NYS Teaching Standards: I.1, I.2, I.3, II.1, II.3, II.4, II.6, III.4** |
| **Criteria**1. The various text structure types are taught.
2. Heuristics and mnemonics are utilized to facilitate and enhance. acquisition of content
3. A variety of texts are used to accommodate student diversity and differentiate instruction
 |
| **Driving Questions**How does your program prepare teacher candidates to use various types **of teaching aids (visual prompts, graphic organizers, reference charts) to promote understanding, mastery of content, and generalization of skills?** How does your program prepare teacher candidates to use different **strategies to promote content area vocabulary understanding?** How does your program prepare teacher candidates to **provide instruction that ensures students are able to identify various structures (text structures) of expository text?** |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
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| **QI: Adolescent Literacy (Middle Level)** |
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| **Component: Motivation and Self-Directed Learning: NYS Teaching Standards: I.1, I.2, II.1, II.3, II.5, II.6, III.1, III.2, III.3, III, 4,** **III.5, IV. 2** |
| **Criteria**1. Instruction is interactive and engaging
2. Delivery of instruction takes place in groupings of varied sizes (dyads, small and large groups)
3. Students self-select text when possible
4. Instruction is scaffolded to facilitate mastery
5. Relevant background information and authentic purposes for learning are provided
 |
| **Driving Question**How does your program prepare teacher candidates to design **instruction to affect understanding and promote interest in task and materials?** |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
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| **QI: Adolescent Literacy (Middle Level)** |
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| **Component: Support for Struggling Readers: NYS Teaching Standards: I.1, I.2, I.3, II.3, II.6, III.4, III.6, V.1, V.3, V.4, V.5** |
| **Criteria**1. Instruction is provided to different groups/classes based on need –word level skills, advanced decoding/fluency, comprehension strategies, critical thinking/.analysis in reading and writing
2. Scaffolded instruction is provided until students have mastered skills and application
3. A variety of formal and informal measures are used to monitor students’ progress and guide instruction
4. Accommodations and modifications are made to allow access to the curriculum
 |
| **Driving Question**How does your program prepare teacher candidates to **provide a continuum of intensity in reading instruction and ensure the contribution of content area teachers to literacy growth?** |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
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| **Data Collection**Where/how is this QI component reflected in your program and/or student outcome data? |
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| **QI: Adolescent Literacy (Middle Level)** |
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| **Component: Intensive Writing: NYS Teaching Standards: I.2, I.5, II.1, III.4, III.5, V.1, V.4** |
| **Criteria**1. The writing process (prewriting, drafting, revising, editing, and publishing) is taught
2. Reading and writing activities are connected
3. Instruction in is included and taught directly in all disciplines
4. Note-taking, outlining strategies and summarization strategies are taught across the disciplines
5. Opportunities are provided for students to participate in collaborative writing activities
6. Instruction emphasizes not only forms and conventions, but also writing for varied purposes and audiences
 |
| **Driving Question**How does your program prepare teacher candidates to make writing instruction purposeful, meaningful, and relevant? |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
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| **QI: Adolescent Literacy (Middle Level)** |
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| **Component: Ongoing Formative Assessment of Students: NYS Teaching Standards: II.6, III.1, III.6, V.1, V.2, V.3, V.6** |
| **Criteria**1. A variety of assessment strategies and tools are used on an ongoing basis to inform instruction
2. Data are used to group and regroup students for instruction
3. Teachers are trained to administer, score, and interpret assessment measures they are asked to administer
4. There is standardized scoring of writing and literacy measures
5. Valid, reliable, efficient, and meaningful assessments are selected for specific purposes
 |
| **Driving Question**How does your program prepare teacher candidates to **assess student learning and to use assessment results to inform instruction?** |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
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| **QI: High School Literacy** |
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| **Component: Intensive Writing: NYS Teaching Standards: I.1, I.2, I.3, II.1, II.2, II.3, II.5, III.4, III.5, V.2, V.3** |
| **Criteria**1. Teachers use direct instruction to teach cognitive (i.e., reading comprehension and vocabulary) and meta-cognitive strategies
2. Teachers explicitly model comprehension strategies using discipline materials in multiple contexts
3. Students practice specific comprehension strategies in isolation and in context
4. Teachers differentiate instruction (e.g., content, process, product) to meet student needs
5. Teachers know students’ skills, reading levels, and skill deficits
6. Teachers require strategy use in assignments (oral and written)
 |
| **Driving Questions**How does your program prepare teacher candidates to **incorporate literacy strategies in all disciplines (content areas)?** How does your program prepare teacher candidates to teach **pre-, during-, and post-reading comprehension strategies to increase discipline knowledge?** How does your program prepare teacher candidates to **increase students’ vocabulary and background knowledge?** |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
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| **QI: High School Literacy** |
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| **Component: Reading to Learn: NYS Teaching Standards:I.1, I.2, II.3, II.4, III.4, V.1, V.2, V.3** |
| **Criteria**1. Students read texts written at a range of readability levels in order to access the curriculum in each discipline
2. Students have many opportunities to apply comprehension strategies when reading for understanding
3. Students use a variety of tools for learning the meaning of unknown vocabulary
 |
| **Driving Questions**How does your program prepare teacher candidates to ensure that all **students have sustained experiences with diverse texts?** How does your program prepare teacher candidates to use appropriate **criteria in selection of instructional materials and readings for disciplines?** |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
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| **QI: High School Literacy** |
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| **Component: Motivation and Self-Directed Learning: NYS Teaching Standards: I.1, I.2, I.3, I.5, I.6, II.1, II.3, III.1, III.4, III.6,**  **V.3** |
| **Criteria**1. Students have multiple opportunities to self-select some of the texts used in each discipline (i.e., autonomy)
2. Instruction is relevant to students’ lives (i.e., relatedness)
3. Instruction is matched to students’ differing skills, abilities, knowledge, and interests
4. Instructional supports and aids that facilitate student access to discipline content and facilitate student success are used (i.e., competency)
 |
| **Driving Questions**How does your program prepare teacher candidates to encourage students **to share texts that they have read?** How does your program prepare teacher candidates to **tapping the strengths and meeting the needs of all learners?** How does your program prepare teacher candidates to engage in a **school learning community that creates a student-centered environment that maximizes student success and nurtures relationships?** |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
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| **QI: High School Literacy** |
| **Component: Writing Embedded in the Content Area: NYS Teaching Standards: I.1, I.2, II.1, II.3, III.1, III.4, III.5, V.1, V.2, V.3** |
| **Criteria**1. Teachers directly teach the components of the writing process and guide students in bringing their writing to a final product
2. Instruction emphasizes forms and conventions of written English and includes writing in various forms and for different purposes
3. Teachers model application of writing strategies in various genre and disciplines
4. Teachers provide students with appropriate feedback (i.e., immediate, extended, specific, and corrective)
5. Teachers assign writing tasks that incorporate critical thinking about content area knowledge
6. Various forms of assessment (formative and summative)
 |
| **Driving Questions**How does your program prepare teacher candidates to **integrate writing tasks in discipline learning?** How does your program prepare teacher candidates to challenge **students to use analytic, high level writing skills across the curriculum?** |
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| **QI: High School Literacy** |
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| **Component: Extended Learning Opportunity: NYS Teaching Standards: I.1, I.2, I.3, I.5, II.4, III.4, III.6, IV.5** |
| **Criteria**1. The school schedule and resources are available to allow extra time for literacy activities
2. Technology is used as instructional reinforcement and opportunities for guided practice in specific deficit areas and for enhancement of content
3. Extended learning opportunities are directly linked to general education program/content/instruction
4. Individualized (e.g., intensive supplemental or accelerated) instruction is provided
5. Diverse texts are available for all students
 |
| **Driving Question**How does your program prepare teacher candidates to organize resources to **maximize student achievement?** How does your program prepare teacher candidates to **effectively integrate technology into the various disciplines?** How does your program prepare teacher candidates to **make expanded opportunities for research based literacy instruction available for all students?** |
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| **Data Collection**Where/how is this QI component reflected in your program and/or student outcome data? |
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| **QI: High School Literacy** |
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| **Component: Explicit and Comprehensive: NYS Teaching Standards: I.2, II.2, II.3, IV.2, IV.5** |
| **Criteria**1. Scientifically-based reading materials are used
2. Reading centers around big ideas that include instruction in the essential components of literacy
3. Direct instruction (modeling and practicing of reading strategies and skills) is done daily
4. Instruction is sequenced and systematic
5. Instruction focuses on acquiring, retaining, applying, and generalizing skills
6. Strategies are used that maximize student engagement
 |
| **Driving Question**How does your program prepare teacher candidates to use **instructional routines that include a direct instruction model, modeling, guided practice, student independent practice and application with feedback, and generalization of skill?** How does your program prepare teacher candidates to **make intensive reading instruction more explicit and focused than typical reading instruction?** |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
| **Course Name and Number** | **Description** |
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| **Data Collection**Where/how is this QI component reflected in your program and/or student outcome data? |
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| **QI: High School Literacy** |
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| **Component: Assessment and Benchmarking: NYS Teaching Standards: I.2, II.4, III.3, V.1, V.2, V.3, V.4** |
| **Criteria**1. Diagnostic reading assessments are used to identify instructional deficits
2. Gap analysis of student performance is performed, at least annually and used to guide instruction
3. Use of both criterion and norm-referenced measures guide instruction
4. Students self-monitor their progress
 |
| **Driving Questions**How does your program prepare teacher candidates to **identify and document individual skills and targeted deficits unique to each student?** How does your program prepare teacher candidates to **present instruction in deficit skills at the student’s instructional level?** How does your program prepare teacher candidates to **continuously monitor student progress in targeted skills and to use diagnostic assessments sensitive to the student’s language competency and instructional deficits?** |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
| **Course Name and Number** | **Description** |
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| **Data Collection**Where/how is this QI component reflected in your program and/or student outcome data? |
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| **QI: High School Literacy** |
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| **Component: Intensive Programming: NYS Teaching Standards: I.2, II.4, III.3, V.1, V.2, V.3, V.4** |
| **Criteria**1. Diagnostic reading assessments are used to identify instructional deficits
2. Gap analysis of student performance is performed, at least annually and used to guide instruction
3. Use of both criterion and norm-referenced measures guide instruction
4. Students self-monitor their progress
 |
| **Driving Questions**How does your program prepare teacher candidates to select **interventions to target student specific deficits?** How does your program prepare teacher candidates to **employ structures to increase instructional time and/or reduce teacher student ratio?** |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
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| **Data Collection**Where/how is this QI component reflected in your program and/or student outcome data? |
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| **QI: High School Literacy** |
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| **Component: School Wide Support: I.1, I.2, II.3, III.1, III.2, V.2, V.3, VI.2, VI.4, VII.2, VII.5** |
| **Criteria**1. General educators maintain responsibilities for and are fully knowledgeable of all students
2. General educators use a variety of interventions that target specific student needs
3. Interventions are research-based and implemented with fidelity by highly-qualified staff
4. A collaborative process is used to design or select interventions for at-risk students
5. All teachers and support staff are involved in ongoing professional development
6. Student data drives decision-making
 |
| **Driving Questions**How does your program prepare teacher candidates to utilize **school-wide supports to target at-risk students’ individual needs?** How does your program prepare teacher candidates to **promote meta-cognitive and self-regulation strategies to assist struggling students?** How does your program prepare teacher candidates to **use interventions that are informed by results of assessment, aligned with assessment results, implemented with fidelity, and consistently monitored?** |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
| **Course Name and Number** | **Description** |
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| **Data Collection**Where/how is this QI component reflected in your program and/or student outcome data? |
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| **QI: High School Literacy** |
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| **Component: Motivation and Engagement: NYS Teaching Standards: I.3, I.4, I.5, II.3, II.4, III.4, IV.1, IV.2, V.3, V.4, V.5, VI.3** |
| **Criteria**1. Students have an active part in their learning
2. High interest, relevant, and personalized materials are used
3. A variety of differentiated instructional methods and activities are utilized to meet student needs
4. Appropriate practical and student-friendly instruction occurs consistently
5. Students and teachers collaborate to set attainable goals
6. Corrective, explicit and elaborate feedback and positive reinforcement are given consistently during instruction
7. Opportunities for supported family involvement exist
 |
| **Driving Questions**How does your program prepare teacher candidates to employ motivation/engagement strategies to enhance student’s investment in literacy? How does your program prepare teacher candidates to effect and monitor student engagement? |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
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| **Data Collection**Where/how is this QI component reflected in your program and/or student outcome data? |
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| **QI: High School Literacy** |
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| **Component: Universal Design for Learning: I.3, I.6, II.3, II.4, II.6, III.4, IV.5** |
| **Criteria**1. A variety materials and/or media technology is used as both an instructional tool and an instructional topic
2. Instruction is designed with the needs of all students in mind, so that methods, materials, and assessments are usable
3. Technology is used as instructional reinforcement and to provide opportunities for guided practice in specific deficit areas
 |
| **Driving Questions**How does your program prepare teacher candidates to use **technology programs/devices to support struggling learners?** How does your program prepare teacher candidates to **individualize instruction by using a variety of tools and media for students to work toward feasible goals?** |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
| **Course Name and Number** | **Description Outcome Data** |
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| **Data Collection**Where/how is this QI component reflected in your program and/or student outcome data? |
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The QIs and the Curriculum: Self-Analysis

1. How do you and your institution intend to use the information and knowledge you acquire from mapping the literacy QIs?
2. Overall, how well do you think your teacher preparation program addresses the literacy QIs?
3. Of the number of course-related elements you listed in the mapping, which would you point to as the most effective in helping teacher candidates learn the knowledge, skills, and dispositions reflected in the literacy QIs?
4. Regarding the knowledge, skills, and dispositions reflected in the literacy QIs, do you monitor teacher candidates’ development over the span of the program? Please explain.
5. Are the knowledge, skills, and dispositions reflected in the QIs included in final evaluations of teacher candidates’ performances? How is this captured?
6. Regarding field experiences and student teaching: How well do you think your teacher candidates learn about and practice the knowledge, skills, and dispositions reflected in these QIs?
* What data do you collect that shows that teacher candidates can use what they have learned in field settings?
* What data do you collect that shows that teacher candidates can use what they have learned in field settings?
1. In a paragraph or two, provide an anecdotal example of a teacher candidate whom you judge fully achieved the learning outcomes of your program reflected in these QIs.