



# **PROJECT CERTIFICATION STANDARDS AND PROCEDURES**

**Sponsored by:**

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# ACKNOWLEDGEMENTS

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# **RWCT CERTIFICATION OVERVIEW**

RWCT standards and the associated assessment and certification processes are designed to meet three needs:

- To serve as tools for participant self-assessment
- To serve as a focus for peer evaluation and dialogue
- To serve as the basis for certification in order to establish and maintain RWCT standards for the long-term

The processes described below are designed to be accessible and transparent to those being certified and to those who certify. Certification is viewed as a developmental process in which participants who are not initially certified are provided with clear recommendations and effective mentoring so that they can prepare for a subsequent review. By becoming familiar with the standards and assessment processes and by incorporating them as goals into their vision for excellent teaching, RWCT certified teachers and trainers take an important professional step for themselves and the students they serve.

The RWCT Project recognizes four levels of certification:

- For those who have successfully completed RWCT workshops
- For those who have met RWCT teacher standards
- For those who have met RWCT trainer standards
- For those eligible to certify other trainers

## **Successful Workshop Completion**

Participants complete courses conducted by certified RWCT Trainers in which the eight RWCT guidebooks are presented. They demonstrate knowledge of RWCT principles, processes, content, strategies, and core values in their classrooms. Participants who meet this criterion receive a Certificate of Participation.

## **Certification as RWCT Teachers Who Meet RWCT Teacher Standards**

In addition to successfully completing RWCT workshops, certified RWCT teachers demonstrate consistent and successful classroom application of the ABC framework, principles, and strategies. They have been observed teaching in their classrooms by certified RWCT trainers and are rated at the highest levels of the RWCT teacher rubrics. In addition, they have provided evidence of all other RWCT standards in their portfolios or during pre- and post-lesson interviews.

Certified RWCT teachers are qualified to provide demonstration classes, to coach new participants, and to make presentations at RWCT workshops, provided that they serve in an apprentice mode that is supervised by certified RWCT trainers.

Teacher certification portfolios should contain: (1) evidence of successful completion of the eight RWCT workshops (Certificate of Participation); (2) reports of lessons observed by certified RWCT trainers, including rubric outcomes and comments; (3) videotaped lessons, when appropriate; (4) examples of lesson plans; (5) student products; (6) reflections about their own teaching of students and, where appropriate, other participants; (7) rationale statements about evidence submitted; and (8) other evidence.

Participants who are successful in completing these requirements receive a certificate indicating that they meet all RWCT teacher standards.

## Certification as RWCT Trainers

In addition to being certified as RWCT teachers, certified RWCT trainers demonstrate their readiness to train others in the RWCT framework and strategies and to provide leadership in the organization and implementation of RWCT workshops. They have successfully completed RWCT trainer-of-trainer workshops.

Certified RWCT trainers are qualified as workshop leaders and presenters, and they are responsible for both designing and leading workshops in coordination with other team members. RWCT trainers may offer certificates of completion of RWCT workshops, and after having observed their classes, conducted interviews, and reviewed portfolios, trainers may certify teachers as having met the RWCT teacher standards.

Trainer certification portfolios should contain: (1) evidence of completion of requirements for being certified as RWCT teachers; (2) portfolio evaluations as certified RWCT teachers; (3) plans, agendas, and other evidence from presentations in workshops; and (4) participant evaluations from completed workshop presentations.

## SELECTION OF RWCT CERTIFIERS

RWCT volunteers, in consultation with in-country RWCT directors, will certify an initial group of *certifiers* from among the first RWCT trainers certificated in each country. These certifiers will, in turn, be eligible to select additional RWCT certifiers. The selection of new certifiers must be approved by at least two of the first RWCT certifiers selected in each country, and they should represent at least two different cities or regions in the country. Positive recommendations from both of those certifiers are required for certification of additional certifiers.

In a new country without certifiers, or in a country where two certifiers are not available, the in-country RWCT director should contact the IC Consortium Executive Director to request one or two certifiers from other countries to make up the two required certifiers of new trainers and certifiers. Preferably, they would be RWCT trainer/certifiers who conducted training in the country. The requesting country may request preferred certifier(s). When that is not possible, RWCT volunteers or certifiers from any country can fill that role. The inviting country should provide for transportation, housing, meals, visas, and other expenses. If a visiting certifier loses salary in the home country or must pay a substitute, the inviting country should cover that cost, as well. Every country should try to maintain at least three active certifiers. Inviting countries should provide four to five weeks of advance notice before the requested visit.

Criteria to be used in the selection of those who will certify other trainers are: (1) certification as RWCT trainer; (2) outstanding service as trainers, coaches, and mentors; (3) geographical and linguistic needs of the project; (4) exemplary leadership qualities, including the ability to provide constructive feedback and make decisions; and (5) ability to reflect on their own and others' practice. Items (2), (4), and (5) are based on documentation of observations by existing certifiers of live or videotaped workshops and/or lessons, review of plans for conducting training, portfolios based on experiences of the candidates, and interviews between the candidate and existing certifiers. RWCT volunteers, in consultation with in-country RWCT directors, will certify an initial group of *certifiers* from among the first RWCT trainers certificated in each country. These certifiers will, in turn, be eligible to select additional RWCT certifiers. The selection of new certifiers must be approved by a minimum of three of the first RWCT certifiers selected in each country, and those three must represent at least two different cities or regions in the country. Positive recommendations from all three of those certifiers are required for certification of additional certifiers.

Criteria to be used in the selection of those who will certify other trainers are:

- (1) outstanding service as trainers, coaches, and mentors;
- (2) geographical and linguistic needs of the project;
- (3) exemplary leadership qualities, including the ability to provide constructive feedback and make decisions; and ability to reflect on their own and others' practice.

# PROCESS FOR CERTIFYING RWCT TEACHERS

In order to be recognized as a certified RWCT teacher, the RWCT participant must demonstrate competence in meeting RWCT teacher standards after completing the following requirements:

1. Attend, participate in, and complete workshops conducted by certified RWCT trainers in which the eight RWCT guidebooks are presented.
2. Demonstrate successful classroom application of RWCT ABC framework, principles, and strategies with students in the classroom.
3. Model core values of RWCT principles in the classroom and among peers.

**The assessment procedure for demonstrating achievement of RWCT teacher standards includes the following steps:**

1. Observations of lessons in teacher's classroom or of lesson videotapes by an approved RWCT Trainer, either an in-country trainer or a volunteer from the original teams.
2. Assessment during classroom observations using RWCT Teacher Rubrics, with ratings at the highest level on all elements.
3. Structured interview by RWCT Trainer before and after lesson(s).
4. Submission of portfolio with evaluation by RWCT Trainer according to the following RWCT criteria: evidence of successful completion of eight RWCT workshops; observation reports of lessons by Phase III Trainers, including rubric outcomes and comments; videotaped lessons, when appropriate; examples of lesson plans; student products; reflections about their own teaching of students and, where appropriate, other participants; rationale statements about evidence submitted; and other evidence.
5. Assessment during classroom observations using RWCT Student Rubrics (optional and forthcoming).

Note: An RWCT Teacher Standard is met when evidence is found in observations of a teacher's lesson(s), in the teacher's portfolio, or during pre- and post-lesson interviews with the teacher. Teachers not certified in their initial application may strengthen their qualifications and repeat parts of the process in which they were not successful.

# RWCT TEACHER CERTIFICATION

## Instructions for Teachers

Congratulations on completing your RWCT training. You may now be ready to be certified as an RWCT teacher. You will find the following attachments to these instructions:

***RWCT Teacher Standards.*** The RWCT Teacher Standards reflect the level of proficiency that you should demonstrate in 33 elements organized into 6 domains. These standards were developed by a working group of RWCT coordinators from Albania, Czech Republic, Kazakhstan, Latvia, Romania, and Russia, and volunteer trainers from Albania, Georgia, Kyrgyzstan, Macedonia, and Mongolia.

***RWCT Teacher Rubrics.*** The RWCT Teacher Rubrics are based on the RWCT Teacher Standards. They are used as a lesson observation assessment tool in the certification process to assess some of the RWCT Teacher Standards. You should provide a detailed lesson plan(s) to the certifier observing the lesson(s).

***Description of Portfolio Requirements.*** RWCT teacher portfolios may include the following: sample lesson plans, with evidence of ABC framework, critical thinking activities, and active learning strategies; videotapes of lessons; descriptions of cooperative learning activities used; photographs or hand-drawn plans of classroom arrangement for lessons; student products, such as writing assignments, student work that has been assessed, student self-evaluations, projects, maps, experiments; written teacher reflections about planning; plans for and evidence of continuing education, professional development; descriptions of mentoring activities as mentor or mentee; peer observations and evaluations; letters of reference, commendation, and recommendation from school directors and other sources; an essay about your teaching philosophy (how you teach and why); and other evidence.

***Pre-Lesson and Post-Lesson Interviews.*** Both before and following an observed lesson, the RWCT certifier will ask questions designed to help you elaborate on information observed in the lesson and in the examination of your portfolio and student products. When evidence about an RWCT teacher standard is not apparent during lesson observations and portfolio assessment, then the certifier should add interview questions to probe that area.

***RWCT Student Rubrics (optional and forthcoming).*** The use of the RWCT Student Rubrics is a powerful tool for supplementing other observations. The certifier should randomly select three to four students in the classroom, both male and female, and observe them during the lesson(s), rating them on the student rubrics just as the teacher is rated on the teacher rubrics.

# RWCT TEACHER CERTIFICATION

## Instructions for Certifiers

In the certification process, the certifying RWCT Trainer or volunteer is placed in the role of a true professional, following RWCT assessment guidelines and also making decisions about how to augment the data gathering process when additional information is needed. Most of the data will come from a combination of classroom observation, portfolio assessment, and interview, but each assessment will be unique because the evidence submitted or demonstrated by each teacher will be presented in a different form.

In order for you to certify teachers as meeting RWCT Teacher Standards, you must be a certified RWCT Trainer.

### Steps in the certification process include the following:

1. Verify attendance and participation in workshops to present RWCT Guidebooks 1–8. Make-up sessions are acceptable in the event of an absence during regularly scheduled workshops, but they must be completed before applying for certification.
3. Make an appointment to meet with the teacher who wishes to be certified. This appointment should incorporate time for a pre-lesson structured interview, a complete lesson observation, and a post-lesson structured interview. In most cases, multiple observations will be needed. The teacher should provide a detailed lesson plan for each lesson to be observed.
3. Review the teacher's portfolio.
4. Where evidence of meeting a standard is not available or apparent, the certifier should interview the teacher, request additional portfolio evidence, and/or arrange for a subsequent classroom observation. Where evidence of meeting several standards is lacking, the certifier should counsel the teacher about steps needed to complete the process in the future.

### Portfolio Review

The portfolio should be reviewed for evidence to support attainment of RWCT standards not observed in classroom lessons. The certifier should review the portfolio with the teacher, asking questions for clarification, elaboration, and reflection.

### Structured Interview

Before beginning the brief pre-lesson structured interview, the certifier should establish rapport with the teacher and put him or her at ease, using a very warm and friendly manner. The certifier is not a school director or inspector. The purpose of the experience is for the teacher to be successful, either at the conclusion of these observations or later as a result of the advice and counsel provided by the certifier. The certifier should also use the interviews to gather evidence about any standards not documented in the lesson observations and portfolio review.

## **Structured Interview**

### **Before the Lesson**

In the pre-lesson structured interview, the certifier should ask the following questions, as a minimum:

1. What is the purpose or aim of your lesson?
2. What related lesson or lessons preceded this one?
5. If Anticipation, Construction of Meaning, or Consolidation are not present in this lesson, please explain how they were incorporated into the previous lesson or will be in the one to follow.
4. Other questions formulated by the certifier may follow, as needed.

### **After the Lesson**

Following the lesson, the certifier should provide positive feedback about appropriate areas of the lesson. In the post-lesson structured interview, the certifier should ask the following questions, as a minimum:

1. Based on your evaluation of the achievement of students, what changes did you make from your original lesson plan during the lesson, if any?
2. How did you decide what texts and sources to use in the lesson?
2. What changes, if any, did you make in your lesson as it unfolded? How did you decide to make those changes? How did the changes make your lesson better? What would have been the effect on your lesson if you had not made the changes?
4. How did you evaluate your own performance during the lesson? Why?
5. What were the strengths of your lesson? How would you change the lesson to make it better?
6. Other questions formulated by the certifier may follow, as needed

The certifier should then ask additional questions about any aspects of the Standards for which evidence is lacking or unclear.

If the teacher requires additional work to prepare for certification, the certifier should provide clear, unambiguous counsel and coaching about needed changes. Wherever possible, the certifier should elicit a plan for improvement from the teacher.

# RWCT TEACHER STANDARDS

## Climate for Learning

**(A) RWCT teachers provide a student-centered classroom in which they value students as individuals.**

RWCT teachers

1. encourage students to express and support their ideas and opinions;
2. create opportunities for students to try out new ideas and skills;
3. promote interaction among students and teachers in a climate of trust, tolerance, and mutual respect;
4. exchange opinions with students and model ways to support ideas;
5. encourage divergent interpretations of oral discourse and text; and
6. create an inclusive learning environment in which all students participate.

**(B) The classroom learning environment prepared by the RWCT teacher reflects principles, learning activities, and the grouping strategy appropriate for the lesson.**

RWCT teachers

1. adapt the physical arrangement of the classroom to reflect lesson needs and to facilitate the grouping of students for effective interaction;
2. ensure that the learning environment and wall displays reflect student work; and
3. share control of the learning environment and classroom resources with students.

## Planning and Instruction

**(C) RWCT teachers design instruction to promote active learning and critical thinking.**

RWCT teachers

1. design lessons based on the ABC framework (Anticipation, Construction of Meaning, and Consolidation);
2. teach the required curriculum using active learning strategies that encourage participation and critical thinking;
3. incorporate cooperative learning strategies into lessons;
4. monitor and adjust instruction in response to student reactions;
5. use a variety of RWCT teaching strategies to maintain interest, encourage alternative perspectives, and achieve instructional goals;
6. use student reading and writing as a means for exploring and clarifying ideas;
7. supplement textbooks with additional instructional materials that enrich the curriculum, make it accessible to students, and encourage interpretation; and
8. use a variety of sources to design learning activities that extend beyond the classroom and inspire ongoing inquiry.

**(D) RWCT teachers use thoughtful questions to promote higher-order thinking and to elicit students' opinions.**

RWCT teachers

1. ask open-ended and higher-order questions to encourage expression of diverse student ideas, opinions, and responses;
2. provide adequate wait time and opportunities to complete responses without teacher interruption;
3. create classroom climates in which students are encouraged to formulate and ask higher-order questions; and
4. engage in active listening with students.

## **Assessment and Evaluation**

**(E) RWCT teachers design assessment and evaluation procedures that inform their teaching and enhance student learning.**

RWCT teachers

1. use strategies that are authentic, constructive, fair, and clear;
2. assess the processes of learning, as well as the outcomes;
3. use multiple approaches to assess understanding, attitudes, skills, and knowledge;
4. encourage students to engage in self-assessment and peer-assessment;
5. adjust their instruction as a result of ongoing monitoring and assessment; and
6. ensure that students are aware of evaluation criteria in advance and that students participate in the development of those criteria.

## **Personal and Professional Qualities**

**(F) RWCT Teachers are reflective and self-renewing professionals.**

RWCT teachers

1. are critical thinkers who model inquiry for students and peers;
2. use student feedback to inform teaching practices and improve classroom climate;
3. monitor their own teaching effectiveness by engaging in self-assessment through written reflections on practices, knowledge, and attitudes;
4. engage in peer-assessment, periodically inviting colleagues to observe and confer about teaching;
5. have a personal plan for fulfilling professional potential and improving instructional practices; and
6. serve as mentors for their peers, sharing insights and instructional resources with them.

## CLASSROOM OBSERVATION RWCT Teacher Rubrics

Domain/ (Standard)				Comments and Observations
<b>Climate for Learning</b>				
(A1) (A3) (A4)	Classroom communication is consistently lecture style from teacher to students	Most communication is directed from teacher to students; students occasionally ask questions of teacher and direct comments to each other	Teacher frequently redirects student comments to other students, who often address each other	
(A5)	Teacher requires formal recitation of correct response	Teacher accepts some divergent responses	Teacher encourages and accepts widely divergent responses	
(C3)	Students participate as a whole class or work alone at the direction of the teacher	Students sometimes work in pairs or small groups	Students frequently work in pair activities and cooperative learning groups	
(B1)	Teacher maintains consistent classroom configuration regardless of classroom activity	Teacher sometimes adapts furniture and classroom space to needs of instructional activity	Teacher frequently adapts furniture and classroom space to needs of instructional activity	
(B2)	Student work rarely displayed	Student work sometimes displayed	Student work prominently displayed and used	
<b>Planning and Instruction</b>				
(C1)	Teacher rarely presents critical thinking activities that reflect elements of ABC	Teacher sometimes presents critical thinking activities that reflect some elements of ABC	Teacher frequently presents critical thinking activities that consistently reflect all elements of ABC	
(C7)	Teacher provides a single information source, usually a common textbook	Teacher sometimes provides an information source in addition to the textbook	Teacher frequently provides additional information sources and encourages students to locate their own	
(C6)	Reading and writing assignments are focused on reporting content, and they emphasize form	Reading and writing assignments focus on reporting content, but they also invite interpretation and personal response	Reading and writing assignments are designed to help students clarify their understanding and inspire ongoing inquiry	
(D1)	Teacher asks mainly recall	Teacher is beginning to intersperse	Teacher asks questions at all levels	

(D3)	questions, with a focus on recitation and correctness	comprehension-level questions in most lessons	of Bloom's taxonomy, most open-ended and higher-order	
(D2) (D3)	Teacher rarely provides wait time for students unable to respond in class	Teacher sometimes provides wait time for students unable to respond in class	Teacher provides wait time for students unable to respond in class	
(D2)	Teacher frequently interrupts student responses before they can finish	Teacher sometimes provides students with time to complete responses	Teacher consistently provides students with time to complete responses	
<b>Assessment and Evaluation</b>				
(E1) (E2) (E3)	Teacher assesses students' factual knowledge using in-class questions and traditional tests	Teacher sometimes uses authentic assessment strategies to assess changes in student learning	Teacher frequently uses authentic assessment strategies to assess changes in student learning	
(E6)	Evaluation criteria are rarely described for students	Evaluation criteria are sometimes presented to students and discussed	Evaluation criteria are described and discussed in advance of assignments; student input is used in the development of the criteria	
<b>Personal and Professional Qualities</b>				
(F2)	Teacher unable to provide insights into reasons for instructional behaviors; does not invite student or peer feedback	Teacher provides insights into instructional behaviors from a single point of view; uses some reflective strategies based on student and peer feedback	Teacher provides insights into instructional behaviors from multiple perspectives; invites and acts on student and peer feedback	
<b>Overall Assessment</b>				
	Teacher has little or no understanding of RWCT philosophy, principles, and strategies	Teacher has a good understanding of RWCT philosophy, principles, and strategies and is beginning to apply them in the classroom	Teacher consistently and effectively applies most RWCT philosophy, principles, and strategies in the classroom	
<b>Lesson Context:</b> Please describe briefly the context of this lesson, with attention to objectives, materials, outcomes of previous related lessons, and plans for subsequent related lessons.				

## RWCT TEACHER PORTFOLIO AND STRUCTURED INTERVIEW ASSESSMENT

Teacher portfolio contents and pre- and post-lesson interview responses are used as additional sources of evidence to assess some of the RWCT teacher standards. Please indicate whether or not these standards have been attained, and provide evidence reflecting your assessment from the portfolio or from interview responses.

RWCT Teacher Standards		Possible indicators from portfolios or interviews	Evident	Not evident	Comments and observations
(A2)	Create opportunities for students to try out new ideas and skills	<ul style="list-style-type: none"> <li>Evidence of encouragement of divergent ideas;</li> <li>encouragement and support system for students who fail at first attempt in applying new skill</li> </ul>			
(A6)	Create an inclusive learning environment in which all students participate.	<ul style="list-style-type: none"> <li>Evidence of efforts to involve many students in lesson activities;</li> <li>evidence of finding ways to involve reluctant or disinterested students</li> </ul>			
(B3)	Share control of the learning environment and classroom resources with students.	<ul style="list-style-type: none"> <li>Evidence of consultation with students about classroom environment;</li> <li>prominent display of student work</li> </ul>			
(C2)	Teach the required curriculum using active learning strategies that encourage participation and critical thinking.	<ul style="list-style-type: none"> <li>Lesson plans reflecting required curriculum and RWCT strategies;</li> <li>teacher reflections on lesson plans that make reference to required curriculum</li> </ul>			
(C4)	Monitor and adjust instruction in response to student reactions.	<ul style="list-style-type: none"> <li>Reflections on lesson plans indicating changes during lessons;</li> <li>interview responses indicating changes in lessons based on student responses as lessons are presented</li> </ul>			
(C5)	Use a variety of RWCT teaching strategies to maintain interest, encourage alternative perspectives, and achieve instructional goals.	<ul style="list-style-type: none"> <li>Broad variety of RWCT strategies used appropriately in lesson plans;</li> <li>careful selection of strategies reflecting lesson goals and student characteristics and needs</li> </ul>			

RWCT Teacher Standards		Possible indicators from portfolios or interviews	Evident	Not evident	Comments and observations
(C8)	Use a variety of sources to design learning activities that extend beyond the classroom and inspire ongoing inquiry.	<ul style="list-style-type: none"> <li>Reflection activities and home tasks assigned to students that involve the assessment and synthesis levels of Bloom's taxonomy</li> </ul>			
(E5)	Adjust instruction as a result of ongoing monitoring and assessment.	<ul style="list-style-type: none"> <li>Teacher reflections in the form of notes appended to lesson plans or journal entries that indicate that the teacher is reflecting on his/her own practice and making adjustments in response to student progress</li> </ul>			
(F1)	Are critical thinkers who model inquiry for students and peers.	<ul style="list-style-type: none"> <li>Evidence of use of RWCT strategies in work with students and peers;</li> <li>reflections in journal</li> </ul>			
(F3)	Monitor their own teaching effectiveness by engaging in self-assessment through written reflections on practices, knowledge, and attitudes.	<ul style="list-style-type: none"> <li>Teacher reflections in the form of notes appended to lesson plans or journal entries indicating that the teacher is reflecting on his/her own practice and making adjustments in response to student progress</li> </ul>			
(F4)	Engage in peer-assessment, periodically inviting colleagues to observe and confer about teaching.	<ul style="list-style-type: none"> <li>Written teacher reflections about peer observations of teaching;</li> <li>discussions of reflective practice with other teachers</li> </ul>			
(F5)	Have a personal plan for fulfilling professional potential and improving instructional practices.	<ul style="list-style-type: none"> <li>A written personal plan;</li> <li>evidence of steps completed to accomplish plan</li> </ul>			
(F6)	Serve as mentors for their peers, sharing insights and instructional resources with them.	<ul style="list-style-type: none"> <li>Evidence of mentoring activities;</li> <li>reflections and comments from peers</li> </ul>			

# PROCESS FOR CERTIFYING RWCT TRAINERS

Prerequisites: In order to apply for recognition as a certified RWCT Trainer, the RWCT participant must be a certified RWCT Teacher and successfully complete a trainer-of-trainers workshop.

The assessment procedure for demonstrating achievement of RWCT Trainer Standards is as follows:

1. Observations of RWCT workshops conducted by the applicant that are carried out by an approved RWCT Trainer or a volunteer from the original teams
2. Assessment during workshop observations using RWCT Trainer Rubrics, with ratings at the highest level on all elements
3. Structured interview by certified RWCT Trainer or volunteer before and after lesson(s)
4. Submission of portfolio with assessment by RWCT Trainer according to RWCT Trainer Criteria

Note: An RWCT Trainer Standard is met when evidence is found in observations of a workshop, in the portfolio, OR during pre- and post-workshop interviews. Those not certified in their initial application may strengthen their qualifications and repeat parts of the process in which they were not successful.

# RWCT TRAINER CERTIFICATION

## Instructions for Applicants

Congratulations on completing your RWCT trainer-of-trainers workshop. You may now be ready to be certified as an RWCT Trainer. You will find the following attachments to these instructions:

***RWCT Trainer Standards.*** The RWCT Trainer Standards reflect the level of proficiency that you should demonstrate in 19 elements organized into 8 domains. These standards were initially developed by a working group of RWCT coordinators from Albania, Czech Republic, Kazakhstan, Latvia, Romania, and Russia, and volunteer trainers from Albania, Georgia, Kyrgyzstan, Macedonia, and Mongolia, with later elaboration by several RWCT constituencies.

***RWCT Trainer Rubrics.*** The RWCT Trainer Rubrics are based on the RWCT Trainer Standards. They are used as a workshop observation assessment tool in the certification process to assess some of the standards. You should provide detailed workshop descriptions to the observing certifier.

***Description of Portfolio Requirements.*** RWCT trainer portfolios may include the following: sample lesson plans and workshop materials, with evidence of ABC framework, critical thinking activities, and active learning strategies; videotapes of lessons and workshops; descriptions of cooperative learning activities used; photographs or hand-drawn plans of classroom and workshop arrangement; student, teacher, and participant products, such as writing assignments, participant self-evaluations, projects, and lesson plans, maps, or experiments; written participant reflections about planning; plans for and evidence of continuing education or professional development; descriptions of mentoring activities as mentor and/or mentee; peer observations and evaluations; letters of reference, commendation, and recommendation from school directors and other sources; an essay about your teaching philosophy (how you teach and why); other evidence. Portfolio contents are used as one source of evidence to assess RWCT Trainer standards, as needed.

***Pre-Workshop and Post-Workshop Interviews.*** Both before and following an observed workshop, the RWCT certifier will ask questions designed to help the applicant elaborate on information observed in the workshop and in the examination of the portfolio. Interviews are used as one source of evidence to assess RWCT Trainer standards, as needed. When evidence about an RWCT trainer standard is not apparent during workshop observations and portfolio assessment, then the certifier should add interview questions to probe that area.

# **RWCT TRAINER CERTIFICATION**

## **Instructions for Certifiers**

In the certification process, the certifying RWCT Trainer or volunteer is placed in the role of a true professional, following RWCT assessment guidelines and making decisions about how to augment the data gathering process when additional information is needed. Most of the data will come from a combination of workshop observation, portfolio assessment, and interviews, but each assessment will be unique because the evidence submitted or demonstrated by each applicant will be presented in a different form.

In order for you to certify trainers as meeting RWCT Trainer Standards, you must be a certified RWCT Trainer or volunteer.

### **Steps in the certification process include the following:**

1. Verify certification as an RWCT Teacher and also attendance and participation in trainer-of-trainer workshops.
2. Make an appointment to meet with the applicant who wishes to be certified. This appointment should incorporate time for a pre-workshop structured interview, a complete workshop observation, and a post-workshop structured interview. In some cases, multiple observations will be needed. The applicant should provide a detailed plans for each workshop to be observed.
3. Review the applicant's portfolio.
4. Where evidence of meeting a standard is not available or apparent, the certifier should interview the applicant, request additional portfolio evidence, and/or arrange for a subsequent workshop observation. Where evidence of meeting several standards is lacking, the certifier should counsel the applicant about steps needed to complete the process sometime in the future.

### **Portfolio Review**

The portfolio should be reviewed for evidence to support attainment of standards, as needed. The certifier should review the portfolio with the applicant, asking questions for clarification, elaboration, and reflection.

### **Structured Interview**

Before beginning the brief pre-workshop structured interview, the certifier should establish rapport with the applicant and put him or her at ease, using a very warm and friendly manner. The certifier is not a School Director or Inspector. The purpose of the experience is for the applicant to be successful, either at the conclusion of these observations or later as a result of the advice and counsel provided by the certifier. The certifier should also use the interviews to gather evidence about any standards not documented in the workshop observations and portfolio review.

### **Structured Interview**

#### **Before the Workshop**

In the pre-workshop structured interview, the certifier should ask the following questions, as a minimum:

1. What is the purpose or aim of your workshop?
2. What related workshop activities preceded this one?

3. If Anticipation, Construction of Meaning, or Consolidation are not present in this workshop, please explain how they were incorporated into the previous workshop or will be in the one to follow.
4. Other questions formulated by the certifier may follow, as needed.

### **After the Workshop**

Following the workshop, the certifier should provide positive feedback about appropriate areas of the workshop.

In the post-workshop structured interview, the certifier should then ask the following questions, as a minimum:

1. Based on your evaluation of the achievement of the participants, what changes did you make from your original workshop plan during the workshop, if any?
2. How did you decide what texts and sources to use in the workshop?
3. What changes, if any, did you make in your workshop as it unfolded? How did you decide to make these changes? How did the changes make your workshop better? What would have been the effect on your workshop if you had not made the changes?
4. How did you evaluate your own performance during the workshop? Why?
5. What were the strengths of your workshop? How would you change the workshop to make it better?
6. Other questions formulated by the certifier may follow, as needed.

The certifier should then ask additional questions about any aspects of the Standards for which evidence is lacking or unclear.

If the applicant requires additional work to prepare for certification, the certifier should provide clear, unambiguous counsel and coaching about needed changes. Wherever possible, the certifier should elicit a plan for improvement from the applicant.

# RWCT TRAINER STANDARDS

Prerequisite: RWCT Teacher Certificate and successful completion of trainer-of-trainers workshop

## Presentation Skills

### **(A) The practice of RWCT trainers reflects the philosophy, goals, and strategies of RWCT.**

RWCT trainers

1. select and model appropriate active learning methods and critical thinking strategies within the ABC framework as they present RWCT workshops;
2. model a lively and engaging workshop presentation style that is sensitive to both participants and other presenters; and
3. share presentation responsibilities with colleagues.

### **(B) RWCT trainers articulate and demonstrate an understanding of the connection between the learning principles and teaching practices that underlie active learning and critical thinking.**

RWCT trainers

1. relate principles to practice by providing authentic examples from the classroom;
2. anticipate, stimulate, and respond effectively and accurately to questions about RWCT principles and strategies; and
3. adapt RWCT principles and practice to national and local educational curricula and needs.

## Organization Skills

### **(C) RWCT trainers have strong organization skills.**

RWCT trainers

1. demonstrate foresight in anticipating problems, flexibility in solving them, and the ability to delegate responsibility;
2. demonstrate the ability to plan workshop content, including the scope and objectives of sessions, the anticipation of time requirements and scheduling, staff assignments, the evaluation of outcomes, and the use of evaluation, observation, and feedback for future planning;
3. demonstrate the ability to plan workshop logistics and prepare needed materials, including site selection, organization of materials and equipment, workshop budget preparation, anticipating space needs, and publicity for recruitment; and
4. recruit and select appropriate participants.

## Coaching and Assessment

- (D) RWCT trainers consistently demonstrate highly effective and appropriate interpersonal skills when working with adults.**

RWCT trainers

1. make effective use of praise, constructive criticism, and encouragement in mentoring RWCT participants, carefully avoiding the humiliation of a colleague; and
2. identify and plan for the varying training needs of RWCT participants in workshops, monthly meetings, and mentoring activities.

- (E) RWCT trainers effectively assess and coach RWCT participants and other trainers.**

RWCT trainers

1. effectively and appropriately use RWCT standards, rubrics, portfolio review criteria, and interviews to assess RWCT participants; and
2. effectively support RWCT participant self-assessment and mentor their personal and professional growth leading toward RWCT teacher certification and, for some, selection as RWCT trainers.

## Professional Growth/Ethics

- (F) RWCT trainers address their own professional needs and development, and they share their knowledge and skills with others.**

RWCT trainers

1. are professionally active as conference presenters, authors, teachers, and/or researchers, and as members of professional associations, as appropriate to their positions, disciplines, and professional interests;
2. have personal career plans for improving their knowledge and skills and are implementing those plans; and
3. are effective advocates of RWCT in their professional lives and as models in their own teaching.

- (G) RWCT trainers uphold high professional ethics and standards.**

RWCT trainers

1. demonstrate internationally accepted standards of privacy in working with teachers and children; and
2. demonstrate fairness and respect for all, without regard to gender, ethnicity, language, or culture.

## CLASSROOM OBSERVATION RWCT Trainer Rubrics

Domain/ (Standard)			Comments and Observations	
<b>Presentation Skills</b>				
(A1)	Sometimes selects and models appropriate active learning methods and critical thinking strategies within the ABC framework in presenting RWCT workshops; often lectures.	Often selects and models active learning methods and critical thinking strategies within the ABC framework in presenting RWCT workshops, with occasional lecturing.	Consistently selects and models appropriate active learning methods and critical thinking strategies within the ABC framework in presenting RWCT workshops and in personal teaching; rarely lectures.	
(A2)	Sometimes demonstrates a lively and engaging workshop presentation style; occasionally insensitive to participants and/or co-presenters.	Often demonstrates a lively and engaging workshop presentation style; rarely shows insensitivity to participants or co-presenters.	Consistently demonstrates a lively and engaging workshop presentation style; shows great sensitivity to participants and co-presenters.	
(A3)	Generally overshadows co-presenters; frequently interrupts them.	Usually shares the stage with co-presenters; occasionally interrupts them.	Consistently shares the stage with co-presenters; waits respectfully when they are presenting their part.	
(B1)	Presents RWCT theory in abstract terms without relating it to classroom practice.	Usually relates RWCT theory and research to classroom practice, but does not always relate it to personal teaching experiences.	Consistently presents RWCT theory and research in terms of classroom practice, relating it to personal teaching experiences.	
(B2)	Sometimes responds effectively and accurately to questions about RWCT principles and strategies.	Often responds effectively and accurately to questions about RWCT principles and strategies.	Consistently responds effectively and accurately to questions about RWCT principles and strategies, connecting them to classroom practice.	
(B3)	Presents RWCT theory, research, and practice in a generic sense, without reference to local strengths and needs.	Sometimes adapts RWCT theory, research, and practice to local strengths and needs, but supplements of local text are lacking.	Presents RWCT theory, research, and practice in terms of local strengths and needs, supplementing basic guidebooks with local and national texts.	

<b>Organization Skills</b>				
(C1)	Confounded by organization problems that arise; rigid in finding solutions; attempts to complete all organization tasks alone.	Has some difficulty resolving organization problems that arise; occasionally delegates organization tasks to a colleague.	Consistently ready to address last-minute organization problems that arise; shares organization tasks with colleagues and trusts them to follow through.	
(C2)	Sometimes successful in logistical planning, including site selection, materials preparation, identifying needed media, budget preparation, anticipating space needs, and publicity for recruitment.	Often successful in logistical planning, including site selection, materials preparation, identifying needed media, budget preparation, anticipating space needs, and publicity for recruitment.	Consistently successful in logistical planning, including site selection, materials preparation, identifying needed media, budget preparation, anticipating space needs, and publicity for recruitment.	
(C3)	Planned workshops may have some successful elements, but content, scheduling, and staff assignments may be inappropriate, scope and objectives of training sessions may be unclear, or evaluation results may not be used effectively for future planning.	Planned workshops are usually effective, but there are occasional problems with content, schedules, staff assignments, the scope and objectives of training sessions, evaluation of outcomes, and use of results of evaluation for future planning.	Planned workshops are consistently effective, including content, schedules, staff assignments, scope and objectives of training sessions, evaluation of outcomes, and use of results of evaluation for future planning.	
(C4)	Marketing efforts do not result in the recruitment of high quality participants; numbers of applicants are small; commitment from school directors and Ministry officials is lacking.	Marketing efforts result in some interest among teachers, but not always the most highly qualified; some commitment to program goals results among school directors and Ministry officials.	Marketing efforts result in high interest and commitment among teachers, school directors, and Ministry officials; demand for training is strong among highly qualified applicants.	

**Coaching and Assessment**

(D1)	Sometimes makes effective use of praise, constructive criticism, and encouragement in mentoring RWCT participants; occasionally embarrasses or humiliates participants.	Often makes effective use of praise, constructive criticism, and encouragement in mentoring RWCT participants; rarely embarrasses or humiliates participants.	Consistently makes effective use of praise, constructive criticism, and encouragement in mentoring RWCT participants; participants are consistently uplifted and motivated to improve.	
(D2)	RWCT workshops are similar for all levels, disciplines of teachers, language and cultural groups, and regions in the country; local text is not added to guidebooks, and other adaptations to local needs are not present.	RWCT workshops reflect some adaptations to meet local needs through supplements in text and other local changes; some local needs related to levels, disciplines, language and cultural groups, and regional differences are not addressed.	RWCT workshops vary widely in content and approach, according to levels, disciplines of teachers, language and cultural groups, and regions; guidebooks are supplemented extensively with local and national text and other adaptations.	
(E1)	Sometimes effective in assessing needs of RWCT participants, but often fails to use most appropriate sources of evidence and misses key factors.	Usually effective in assessing needs of RWCT participants, but occasionally fails to use most appropriate sources of evidence and misses key factors.	Consistently effective in assessing needs of RWCT participants; uses most appropriate sources of evidence.	
(E2)	Sometimes effective in coaching RWCT participants and other trainers; often focuses on issues of less importance than others indicating greater need.	Often effective in coaching RWCT participants and other trainers; usually focuses on issues of greatest importance.	Consistently effective in coaching RWCT participants and other trainers; focuses appropriately on the most important needs.	
<b>Professional Growth/Ethics</b>				
(G1)	Often divulges private information derived from mentoring/coaching activities.	Generally maintains the privacy of information derived from mentoring/ coaching activities.	Scrupulously maintains the privacy of information derived from mentoring/ coaching activities.	
(G2)	Often favors participants from one gender, ethnic group, language group, and/or cultural group.	Occasionally favors participants from one gender, ethnic group, language group, and/or cultural group.	Scrupulously fair in treatment of participants from both genders and all ethnic, language, and cultural groups.	

## RWCT TRAINER PORTFOLIO AND STRUCTURED INTERVIEW ASSESSMENT

Trainer portfolio contents and interview responses are used as additional sources of evidence to assess some of the RWCT Trainer Standards. Please indicate whether or not these standards have been attained, and provide evidence reflecting your assessment from the portfolio or from interview responses.

RWCT Trainer Standards		Possible indicators from portfolios or interviews	Evident	Not evident	Comments and observations
(C1)	RWCT trainers demonstrate foresight in anticipating problems, flexibility in solving them, and the ability to delegate responsibility.	<ul style="list-style-type: none"> <li>• Interview responses about resolving authentic or hypothetical problems</li> </ul>			
(C2)	RWCT trainers demonstrate the ability to plan workshop content, including the scope and objectives of sessions, the anticipation of time requirements and scheduling, staff assignments, the evaluation of outcomes, and using the results of evaluation, observation, and feedback for future planning.	<ul style="list-style-type: none"> <li>• Workshop agendas, including content, presenter assignments, objectives, evaluation tools;</li> <li>• evidence of how evaluation outcomes are used in future workshop planning;</li> <li>• interview responses</li> <li>• evaluation results, if available</li> </ul>			
(C3)	RWCT trainers demonstrate the ability to plan workshop logistics and prepare needed materials, including site selection, organization of materials and equipment, workshop budget preparation, anticipating space needs, and publicity for recruitment.	<ul style="list-style-type: none"> <li>• Evidence of planning, including receipts, descriptions of preparations, workshop budget;</li> <li>• interview responses about resolving authentic or hypothetical problems</li> <li>• evaluation results, if available</li> </ul>			
(E1)	RWCT trainers effectively and appropriately use RWCT standards, rubrics, portfolio review criteria, and interviews to assess RWCT participants.	<ul style="list-style-type: none"> <li>• Assessment data collected and notes about its interpretation;</li> <li>• quality of review of authentic or hypothetical data</li> </ul>			
(E2)	RWCT trainers effectively support RWCT participant self-assessment and mentor their personal/professional growth leading toward RWCT teacher certification and, for some, selection as RWCT trainers.	<ul style="list-style-type: none"> <li>• Notes from mentoring meetings; letters of recommendation from peer trainers and RWCT participants;</li> <li>• interview responses about resolving authentic or hypothetical problems</li> </ul>			

(F1)	RWCT trainers are professionally active as conference presenters, authors, teachers, and/or researchers and as members of professional associations, as appropriate to their positions, disciplines, and professional interests.	<ul style="list-style-type: none"> <li>Portfolio evidence in the form of membership information, conference programs, publications, teaching assignments</li> </ul>			
(F2)	RWCT trainers have professional career plans for improving their knowledge and skills and are implementing those plans.	<ul style="list-style-type: none"> <li>Written career plan; descriptions of courses taken, workshop participation;</li> <li>certificates of completion; interview results</li> </ul>			
(F3)	RWCT trainers are effective advocates of RWCT in their professional lives and as models in their own teaching.	<ul style="list-style-type: none"> <li>Evidence from portfolio in the form of testimonials from colleagues</li> </ul>			
(G1)	RWCT trainers demonstrate internationally accepted standards of privacy in working with teachers and children.	<ul style="list-style-type: none"> <li>Evidence from portfolio in the form of testimonials from colleagues;</li> <li>interview responses about resolving authentic or hypothetical problems</li> </ul>			
(G2)	RWCT trainers demonstrate fairness and respect for all, without regard to gender, ethnicity, language, or culture.	<ul style="list-style-type: none"> <li>Evidence from portfolio in the form of testimonials from colleagues;</li> <li>interview responses about resolving authentic or hypothetical problems</li> </ul>			