|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***IRA Standard/Criteria*** | ***Exemplary (04)*** | ***Proficient (03)*** | ***Developing (02)*** | ***Not Met (01)*** | ***Score*** |
| ***Analysis of Coaching Evidence*** |
| **1.1** Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections | Effectively uses, interprets, and recommends major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts. Informs other educators of these major theories and about the relationship between culture and language and literacy learning and development | Uses, interprets, and recommends relevant theories of reading and writing processes and development to understand the needs of all readers in diverse contexts. Informs other educators of these major theories and about the relationship between culture and language and literacy learning and development. | Uses and recommends relevant theories of reading and writing processes and development to understand the needs of all readers in diverse contexts. Informs other educators of these major theories and about the relationship between culture and language and literacy learning and development | Does not yet show evidence of using theories of reading and writing processes and development to understand the needs of diverse learners or of Informing other educators of major theories and the cultural foundations of literacy learning and instruction. | **/04** |
| **3.2** Selects, administers, and interprets assessments for specific purposes. | Effectively supports other educators in selecting, administering, and interpreting assessments and in systematically using assessments to design and modify instruction and to monitor student progress. | Supports other educators in selecting, administering, and interpreting assessments and in systematically using assessments to design and modify instruction and to monitor student progress. | Show some evidence of supporting other educators in selecting, administering, and interpreting assessments and in systematically using assessments to design and modify instruction and to monitor student progress. | Does not yet show evidence of supporting other educators in selecting, administering, and interpreting assessments and in using assessments to design instruction and tmonitor student progress. | **/04** |
| **3.3** Uses assessment information to plan, evaluate, and revise instruction. | Effectively leads other educators in effectively using multiple assessment data and utilizing results to meet individual needs. Consistently supports analyzes assessment data and makes judgments about specific intervention practices and response to instruction. | Leads other educators in using multiple assessment data and results to meet group and individual needs. Support the analysis of assessment data and judgments about specific intervention practices and response to intervention. | Shows some evidence of leading other educators in using assessment data to group and individual needs. May support the examination of assessment data and offer judgments about intervention practices and response to instruction. | Shows limited evidence of leading other educators in using assessment data to meet individual needs. Does not demonstrate supporting judgment about intervention practices and response to intervention.  | **/04** |

**EDRD 6217 Reading Practicum
Coaching Rubric**

***IRA 2010 Standards***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***IRA Standard/Criteria*** | ***Exemplary (04)*** | ***Proficient (03)*** | ***Developing (02)*** | ***Not Met (01)*** | ***Score*** |
| ***Daily Log, Coaching Reports, and Resources***  |
| **2.2** Uses appropriate instructional approaches to meet the needs of diverse learners. | Effectively and consistently supports teachers in planning in depth instructional practices to meet the needs of diverse learners. Works effectively with colleague in peer coaching to design lessons. | Appropriately supports teachers in instructional practices to meet the needs of all learners.Provides consistent evidence of working effectively with colleague in peer coaching | Demonstrates acceptable support for teachers in instructional practices to meet the needs of some learners. Provides evidence of some collaboration in peer coaching | Use of appropriate instructional practices to meet the needs of learners is not apparent. Peer coaching collaboration is not evident. | **/04** |
| **2.3** Uses a wide range of texts | Effectively supports teachers | Appropriately supports teachers | May show support of selection  | Supporting use of | **/04** |
| (narrative, expository, poetry, | in a range of appropriate | in selecting instructional  | of range of text for all learners.  | instructional materials for  |
| etc.), print, and online | instructional materials to | materials for diverse learners. | Selects some materials that align | needs of diverse |
| resources. | meet the needs of all | Selects materials that align | with students’ reading levels, | learners is not |
| learners. Effectively selects | with individual student’s | interests, and/or diverse needs. | demonstrated. |
| materials that align with | reading levels, interests, and |  |  |
| individual student’s reading | diverse needs.  |  |  |
| levels, interests, and are |  |
| sensitive to diverse needs. |  |
|  |
|  |
| **4.2** Engages in instructional | Consistently and effectively | Effectively supports and leads | Demonstrates effort to support and | Supporting and leading | **/04** |
| practices that positively impact |  supports and leads other practices  | other teachers in differentiating | lead other teachers in differentiatingopportunities for differentiating | teachers in differentiating |
| students’ knowledge, beliefs, | educators in differentiating  | instruction and developing | instruction and developing | and developing  |
| and engagement with features | and actively developing | independent learners.  | independent learners. Shows some | learners are not evident.  |
| of diversity. | students as independent | Appropriately uses knowledge | use of knowledge of student’s | May show minimal |
| learners. Effectively uses kknolwknowledgee | of student’s background,  | background, culture, and specific | Effort to use knowledge |
|  knowledge of student’s backgroun | culture, and specific interests | interests and learning needs. | of student’s background,culture, interests, orlearning needs. |
| background, culture, and  | and learning needs. |
|  specific interests and |  |
|  learning needs. |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***IRA Standard/Criteria*** | ***Exemplary (04)*** | ***Proficient (03)*** | ***Developing (02)*** | ***Not Met (01)*** | ***Score*** |
| ***AnalyticReflectiveCycle*** |
| **1.3** Understands and demonstrates the role of professional judgment and practical knowledge for improving students’ reading development and achievement. | Effectively models fair- mindedness, empathy, and ethical behavior in working with other professionals. Constructively reflects through self -evaluation as a literacy coach to support literacy learning and development for all learners. | Consistently displays fair- mindedness, empathy, and ethical behavior in working with other professionals.Reflects through self- evaluation as a literacy coach to support literacy learning and development for all learners | Displays some fair-mindedness, empathy, and ethical behavior in working with other professionals. Reflects through some self- evaluation as a literacy coach to support literacy learning and development of all learners. | Inconsistently displays fair-mindedness, empathy, and ethical behavior in working with other professionals. Presents limited feedback and self –evaluation as a literacy coach. | **/04** |
| **6.2** Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. | Effectively and consistently demonstrates and models positive dispositions toward teaching, reading/writing, and student progress. Enthusiastically and actively pursues further professional knowledge and personal goals. Consistently displays effective interpersonal communication and strong leadership skills. | Demonstrates effectively and positive dispositions toward teaching, reading/writing, and student progress. Actively pursues further professional knowledge and personal goals. Displays effective interpersonal communication and strong leadership skills.  | Shows evidence of positive dispositions toward teaching, reading/writing, and student progress. Actively pursues further professional knowledge and personal goals. Displays effective interpersonal communication and strong leadership skills | Does not yet show evidence of positive dispositions toward teaching, reading/writing, and student progress. Needs improvement of interpersonal communication and leadership skills | **/04** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***IRA Standard/Criteria*** | ***Exemplary (04)*** | ***Proficient (03)*** | ***Developing (02)*** | ***Not Met (01)*** | ***Score*** |
| ***Professional******Learning*** |
| **6.1** Demonstrate foundationa | Consistently and effectively uses | Effectively uses literature and | Demonstrates some evidence of  | Does not yet show  | **/04** |
| Foundational knowledge of | literature and research about adult | research about adult learning, | beginning to use literature and | adequate evidence of using |
| adult learning theories and | learning, professional development, | professional development, and | research about adult learning, | literature and research about |
|  related research about | and culture in collaborating with | culture in collaborating with | professional development, and | adult learning, professional |
|  organizational change,  professional development,  and school culture. | teachers and other professionals. | teachers and other l | culture in collaborating with teachers | development, and culture. |
| Consistently and effectively uses | professionals. Effectively uses | and other professionals. | in collaborating with |
| knowledge of students and  | knowledge of students and | Shows beginning evidence of using | teachers and other educators. |
| teachers in coaching and in  | teachers in coaching and in | knowledge of students and teachers in developing professional materials.  | Does not show evidence of effectively using knowledge of students and teachers in developing professional materials |
| developing professional materials. | developing professional materials. |
|  |
|  |
|  |
| **6.3** Participates in, design, | Effectively collaborates in planning, | Demonstrates collaboration in | Shows beginning of collaboration  | Does not yet demonstrate | **/04** |
| facilitate, lead, and  | leading and evaluating professional | planning, leading, and | in planning, leading, and | acceptable collaboration in |
| evaluate effective and  | learning. Consistently demonstrates | evaluating professional learn- | evaluating professional learning. | planning, leading, evaluating |
|  | the ability to hold effective | ing. Demonstrates the ability | Shows beginning of the ability to hold conversations and  facilitate coaching sessions. |  professional learning, and facilitating coaching sessions.  |
| conversations and facilitate | to hold conversations and |
| effective coaching sessions. | facilitate coaching sessions. |
|  |  |

 **TOTAL /40**