

# Rochelle Lee Teacher Award

## Application Scoring Rubric



DOMAIN	5 Demonstrates a Solid Foundation in Skill or Quality, "Already Gets It"	3 Beginning to Build a Foundation in Skill or Quality, "Starting to Get It"	1 Has Not Yet Built a Foundation in Skill or Quality, "Doesn't Get It"	0 Little or No Evidence of Skill or Quality
<p><b><u>Level of Reflection on Current Teaching Practice</u></b></p> <ul style="list-style-type: none"> <li>• <i>Honesty</i></li> <li>• <i>Transparency</i></li> <li>• <i>Desire to Improve</i></li> <li>• <i>Agency</i></li> </ul>	<p>Candidate demonstrates agency as a teacher, is proactive and solutions-based about changes in literacy practice, and has actionable ideas for improvement. Candidate is honest about strengths and weaknesses of teaching practice.</p>	<p>Candidate demonstrates <i>some</i> agency as teacher, is somewhat proactive in recognizing challenges in literacy practice, but is uncertain of how to best enact change; actionable ideas are limited.</p>	<p>Candidate has <i>limited</i> agency and relies on outside factors (such as administrators) to facilitate change, is limited in ability to be proactive and is focused on problems rather than solutions.</p>	<p>Candidate has no agency and relies solely on outside factors to facilitate change. Candidate is not proactive and focuses on problems. Candidate does not think that change is possible.</p>
<p><b><u>Desire and Willingness to Improve Practice</u></b></p> <ul style="list-style-type: none"> <li>• <i>Desire to Improve</i></li> <li>• <i>Solution Oriented</i></li> <li>• <i>Student Oriented</i></li> <li>• <i>Motivated</i></li> </ul>	<p>Candidate demonstrates a motivation and willingness to change literacy instructional practice to meet the needs of their students. Candidate discusses actionable steps and ideas for improvement and is focused on ways to improve student learning.</p>	<p>Candidate is motivated and willing to change, but <i>may be stuck</i> and uncertain how to improve their literacy practice. Candidate wants to enact next steps and ideas for improvement but may not know how. Candidate may mention student learning but it is not the driving factor for change.</p>	<p>Candidate is <i>complacent</i> in their literacy practice; candidate might be more problem than solution centered with little desire to changes and improve instructional practices. May not see need for change or think that change is not possible. Little focus on student learning.</p>	<p>Candidate is unwilling to improve their literacy practice, or sees no benefit in improving. Candidate is problem centered and has no desire to enact change. No focus on student learning.</p>
<p><b><u>Demonstrates RLTA Classroom Values</u></b></p> <ul style="list-style-type: none"> <li>• <i>Student Engagement</i></li> <li>• <i>Joy of Literacy</i></li> <li>• <i>Commitment to Authentic Literacy Experiences</i></li> <li>• <i>Wide Range of Authentic Literature</i></li> <li>• <i>Holistic approach to Literacy</i></li> </ul>	<p>Candidate believes that <i>all</i> learners can be successful and demonstrates a "joy of literacy." Candidate is committed to authentic literacy experiences and shares these with students. Candidate is committed to and uses a wide range of authentic literature holistically in the classroom. Candidate gets texts into the hands of students so they can read outside the classroom.</p>	<p>Candidate believes that <i>some</i> learners can be successful and expresses a moderate "joy of literacy" but is task orientated. Candidates sometimes shares literacy experiences with students. Candidate may be committed to a wide-range of literature and getting books into the hands of students but may lack resources and know-how.</p>	<p>Candidate believes that <i>few</i> learners can be successful and does not exhibit a "joy of literacy." Candidate does not demonstrate a belief in authentic literacy experiences and may only reference isolated classroom experiences. Candidate is not committed to a wide-range of literature and does not see the value in getting books into the hands of students.</p>	<p>Candidate does not believe that learners can be successful and does not exhibit a "joy of literacy." Candidate does not reference authentic literature in classroom experiences. Candidate is not committed to a wide-range of literature.</p>

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<p><b><u>Coherent Use of Balanced Literacy*</u></b></p> <ul style="list-style-type: none"> <li>Guided Reading</li> <li>Small Group Instruction</li> <li>Independent Reading</li> <li>Shared Reading</li> <li>Read Aloud</li> <li>Word Study</li> <li>Turn and Talk</li> </ul>	<p>Candidate demonstrates use of balanced literacy practices and is committed to balanced literacy as an instructional framework. Candidate may not use all components of balanced literacy, but sees value in the variety of these experiences. Candidate discusses the impact of high quality, coherent literacy instruction on student learning and demonstrates knowledge of how the pieces form a cohesive literacy block.</p>	<p>Candidate demonstrates <i>some</i> parts of balanced literacy practices but they may be implemented in isolation. Candidate is working toward the consistent use of the instructional framework including an understanding of using a variety of components. Candidate knows the impact of a high-quality, coherent literacy block on student learning, but does not enact the framework with fidelity.</p>	<p>Candidate demonstrates use of <i>few</i> parts of balanced literacy, but these are all in isolation. Candidate is somewhat committed to the instructional framework, but may not be using it to its full potential. Candidate may not see the value in conducting a high-quality, coherent literacy block.</p>	<p>Candidate does not demonstrate use of balanced literacy. Candidate does not see the value of conducting a high-quality, coherent literacy block.</p>
<p><b><u>Values Authentic Literacy Beyond the Classroom</u></b></p> <ul style="list-style-type: none"> <li>Authentic Reading Experiences</li> <li>Love of reading</li> <li>Sees Self as a Reader</li> </ul>	<p>Candidate demonstrates a value of reading and writing. Candidate sees self as a reader or demonstrates a motivation to reengage a robust reading life.</p>	<p>Candidate somewhat demonstrates a value of reading and writing. Candidate sees self as somewhat of a reader or demonstrates a motivation to become a reader.</p>	<p>Candidate minimally demonstrates a value of reading and writing; candidate does not see self as a reader or demonstrates a limited motivation to become a reader.</p>	<p>Candidate does not demonstrate a value of reading and writing and does not see themselves as a reader. Demonstrates no motivation to become a reader.</p>
<p><b><u>Clarity of Written Response</u></b></p> <ul style="list-style-type: none"> <li>Clarity of Answers</li> <li>Complete Answers to All Questions</li> <li>Includes Text Titles</li> <li>Evidence of Proofreading</li> </ul>	<p>Candidate expresses themselves clearly in writing and completely answers questions thoughtfully. Candidate mentions multiple text titles and seems to have taken time with their application, including proofreading.</p>	<p>Candidate <i>sometimes</i> expresses themselves clearly and answers most questions thoughtfully. Candidate mentions few titles and may or may not have proofread their application.</p>	<p>Candidate <i>does not</i> express themselves clearly and does not answer <i>all</i> portions of the questions. Candidate does not mention text titles and may or may not have proofread their application.</p>	<p>Candidate does not express themselves clearly and does not answer all questions. Candidate does not mention text titles and application shows no evidence of proofreading.</p>

\*Keep in mind the components of balanced literacy in context of applicant's current teaching practice: Reading Workshop, Guided Reading, Small Group Instruction, Strategy Groups, Independent Reading, Shared Reading, Read Alouds, Word Study, Mini-Lessons, and Conferring

TOTAL SCORE: \_\_\_\_/30