

WITS Rochelle Lee Teacher Award (RLTA) – Scoring Rubric 2021-2022 School Year

This rubric is intended to help WITS select the groups with the most potential to benefit from the program. These may be groups who are already well aligned with the practices RLTA advocates and have the potential to become literacy leaders OR groups who are starting to see the potential of their professional learning community and are willing to work to improve their practice. Groups that demonstrate a lack of reflection or alignment with RLTA philosophy may be less able to benefit from the program.

To keep in mind while completing the application:

- WITS and RLTA philosophy aligns with the tenants of balanced literacy such as: small group instruction, guided reading, independent reading, engaging read alouds, word study, etc.
- WITS is looking for participants that seek to foster a love of reading in their students
- WITS is looking for participants that value and enjoy reading in their lives WITS is looking for participants in study groups that are excited to share their learning with their school community
- WITS is not looking for identical responses among group members. We will look for cohesiveness, common language, and a desire to work together.

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DOMAIN	Already gets it	Starting to get it	Does not get it
Level of reflection of on teaching practice and student needs	Members demonstrate insightful reflection on their teaching and what they have learned about their students; reflective yet forward thinking about their literacy teaching practice.	Members are reflective on their teaching practice and what they have learned about their students but are unsure of what to do about it.	Members show little or no evidence of meaningful reflection or change; not addressing core issues of teaching and learning.
Commitment to fostering a love of reading in students	Members demonstrate commitment to positive reading attitudes as a goal in its own right.	Members see student motivation to read as central to literacy development; may work on student attitudes as a technique but not a goal.	Members see student motivation as part of job but not fundamental.
Commitment to self as “reader”	Members demonstrate a clear passion for reading; share their own reading life to engage students.	Members provide evidence of being a reader, want to develop a love of reading in students but may not know how.	Members do not demonstrate a passion for reading or books.
Commitment to professional development	Members clearly identify area(s) of teaching practice that would benefit from professional development. Clear evidence of a common thread among group members’ area(s) of development.	Members identify area(s) of teaching practice that would benefit from professional development. There is some evidence of cohesion among group members’ areas of development. Will get there with time and coaching.	Members describe areas of development in isolation and responses lack cohesion.
Commitment to participation in a professional learning community	Members demonstrate a clear desire to collaborate with colleagues on a common goal and sharing their learning with their school community.	Members show interest in working with colleagues but unsure of the common goal of the group. Some evidence of wanting to share their learning.	Members do not demonstrate an interest in working with colleagues or interest seems solely for own personal professional development.

RLTA 2021-22 Application Questions

Study group member questions

1. Reflect on your teaching in the past year. Describe the most important thing you learned about your students related to teaching reading, whether in language arts or in a content area.
2. How do you promote joy and foster a love of reading with your students?
3. What aspect of your literacy teaching do you most hope to develop by participating in a RLTA study group?
4. Why do you want to be a member of a study group?

Study group leader questions

1. Reflect on your teaching in the past year. Describe the most important thing you learned about your students related to teaching reading, whether in language arts or in a content area.
2. How do you promote joy and foster a love of reading with your students?
3. What aspect of your literacy teaching do you most hope to develop by participating in a RLTA study group?
4. Why do you want to be a leader of a study group?

Returning study group members/leaders

5. How has participating in the RLTA program impacted your teaching?