

Rubric for Assessing a Comprehensive Literacy Model

	Target	Moving Toward Target	Unacceptable	Plan of Action
Schedule	Schedule is in place and routines are clearly established ____.	Schedule is somewhat in place and routines are beginning to be established ____.	Schedule is not in place and routines are not established ____.	
Organization	Classroom is well-organized ____. <input type="checkbox"/> Teaching materials are organized and easily accessible. <input type="checkbox"/> Student materials are organized and easily accessible. <input type="checkbox"/> Room arrangement accommodates working with whole and small groups of students. <input type="checkbox"/> Corners are clearly observable and are well organized.	Classroom is organized and includes some characteristics of a well-organized environment ____. <input type="checkbox"/> Teaching materials are somewhat organized and to some extent accessible. <input type="checkbox"/> Student materials are somewhat organized and to some extent accessible. <input type="checkbox"/> Room arrangement somewhat accommodates working with whole and small groups of students. <input type="checkbox"/> Corners are somewhat observable, but are not well organized.	Classroom is unorganized and includes very few characteristics of a well-organized environment ____. <input type="checkbox"/> Teaching materials are not organized and are not easily accessible. <input type="checkbox"/> Student materials are not organized and are not easily accessible. <input type="checkbox"/> Room arrangement does not accommodate working with whole and small groups of students. <input type="checkbox"/> Corners are not observable and are not organized.	
Classroom discipline	Classroom rules are hung on the wall and students demonstrate an understanding of the rules ____.	Classroom rules are hung on the wall, but students do not demonstrate an understanding of the rules ____.	Classroom rules are not hung on the wall and students do not demonstrate an understanding of the rules ____.	
Assessment	Students are assessed and the teacher uses data for group placement ____.	Students are assessed and the teacher does not use data for group placement ____.	Students are not assessed and the teacher does not use data for group placement ____.	
Monitors Student Learning	Teacher uses and monitors student learning through formal and/or informal assessments on a daily basis ____. <input type="checkbox"/> Reading/Writing Assessment Notebook (formal) <input type="checkbox"/> Reading Assessment log (informal)	Teacher uses and monitors students learning through formal and informal assessments, but not on a daily basis ____. <input type="checkbox"/> Reading/Writing Assessment Notebook (formal) <input type="checkbox"/> Reading Assessment log (informal)	Teacher does not use or monitor student learning through formal and informal assessments on a daily basis ____. <input type="checkbox"/> Reading/Writing Assessment Notebook (formal) <input type="checkbox"/> Reading Assessment log (informal)	
Assessment Walls	Assessments are completed and results are recorded on reading and writing assessment walls ____.	Assessments are completed, but results are not recorded on reading and writing assessment walls ____.	Assessments are not completed and results are not recorded on reading and writing assessment walls ____.	

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Literacy Components	The teacher emphasizes reading and writing, with a balance of whole group, small group, and individual lessons. _____	The teacher emphasizes reading and writing, with some small group and individual lessons. _____	The teacher instructs in a whole-group setting _____.	
Peer-Planning <input type="checkbox"/> Coach Plans for Teaching	Coach plans with the teacher on a daily basis about his/her teaching tactics using meta-cognitive processes (thinking aloud about his/her thinking) _____.	Coach does not plan with the teacher on a daily basis about his/her teaching tactics using meta-cognitive processes (thinking aloud about his/her thinking) _____.	Coach does not plan with the teacher at all about his/her teaching tactics using meta-cognitive processes (thinking aloud about his/her thinking) _____.	
Peer Observation <input type="checkbox"/> Coach teaches & teacher observes	Coach teaches the literacy block initially, and the teacher records his/her observations of the teaching and learning interactions _____.	Coach teaches the literacy block initially, but the teacher does not record his/her observations of the teaching and learning interactions _____.	Coach does not teach the literacy block initially, and the teacher does not record his/her observations of the teaching and learning issues _____.	
Peer-Reflection & Future Planning <input type="checkbox"/> Coach and teacher reflect and plan	Coach and teacher discuss the lesson observations and develop a plan of action for future teaching and learning opportunities _____.	Coach and teacher discuss the lesson observations, but do not develop a plan of action for future teaching and learning opportunities _____.	Coach and teacher do not discuss the lesson observations, and do not develop a plan of action for future teaching and learning opportunities _____.	
Peer Observation, Reflection & Future Planning <input type="checkbox"/> Coach is coaching	Coach holds a pre-conference with the teacher about his/her teaching plans, observes the lesson and conducts a post-conference around teaching and learning _____.	Coach does not hold a pre-conference with the teacher about his/her teaching plans, but observes the lesson. The coach does not conduct a post-conference with the teacher around teaching and learning _____.	Coach does not hold a pre-conference with the teacher about his/her teaching plans, does not observe the lesson and does not conduct a post-conference around the teaching and learning _____.	
Reflection Log	Coach maintains a reflection log on a daily basis that includes observations of his/her learning, peer coaching sessions and new insights on teaching and learning issues _____.	Coach sporadically maintains a reflection log that includes observations of his/her learning, peer coaching sessions and new insights on teaching and learning issues _____.	Coach does not maintain a reflection log that includes observations of his/her learning, peer coaching sessions and new insights on teaching and learning issues _____.	
Reading Environment	Room is full of good quality literature for the coach and teacher to use for mini-lessons, read alouds and for the students to read independently _____.	Room includes some good quality literature for the coach and teacher to use for mini-lessons, read alouds and for the students to read independently _____.	Room does not include good quality literature for the coach and teacher to use for mini-lessons, read alouds and for the students to read independently _____.	
Writing Environment	Students' writing is displayed in the classroom and in the hallway _____.	Students' writing is sometimes displayed in the classroom and in the hallway _____.	Students' writing is not displayed in the classroom or in the hallway _____.	

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Team Meetings	Coach leads team meetings with model grade teachers on a weekly basis and other grade teachers on a monthly basis. Professional books are used to study and problem solve around specific teaching and learning issues _____.	Coach leads team meetings with model grade teachers on a bi-weekly basis and sporadically with other grade teachers. Professional books are used to study and problem-solve around specific teaching and learning issues _____.	Coach does not facilitate team meetings with model grade teachers or with the other grade teachers. Professional books are not used to study and problem-solve around specific teaching and learning issues _____.	
Technology	Coach uses list-serv often to problem-solve with other coaches around specific teaching and learning issues and/or to share ideas and successes _____.	Coach does not use the list-serv often to problem-solve with other coaches around specific teaching and learning issues or to share ideas and successes _____.	Coach does not use the list-serv at all to problem-solve with other coaches around specific teaching and learning issues or to share ideas and successes _____.	

Target should be accomplished by end of semester.

- Target --- 10 points each
- Acceptable --- 8 points each
- Unacceptable --- 5 points each

Total – 160 points

Literacy Coach _____ Date _____

Literacy Coach Trainer _____ Date _____

School Principal _____ Date _____