Literacy Rubric for Instructional Leader Program Proposals

Question 1: Program Sequence
Describe how the instructional leader program sequence demonstrates coherence and increases in complexity and depth over time, with a particular focus on how candidates are provided opportunities to develop knowledge of literacy content, strategies, and assessments throughout the program. **Optional Attachments:** Course syllabi, program/course/module sequences

Meets Expectations	**Approaching Expectations**	**Below Expectations**
• The program sequence is designed to become **increasingly** complex in order to support candidates' development of knowledge and practice. Concepts related to the EPP literacy standards are introduced, reinforced, assessed, and integrated within practice as the program grows in complexity. • Candidates are provided **clear** opportunities to develop knowledge of literacy content, strategies, and assessments throughout the program. • Candidates are provided **substantial** opportunities to build knowledge of literacy content, strategies, and assessments *while* applying this knowledge in practice.	• The program sequence is designed to become **somewhat** complex in order to support candidates' development of knowledge and practice. Concepts related to the EPP literacy standards are introduced, reinforced, and assessed. • Candidates are provided **some** opportunities to develop knowledge of literacy content, strategies, and assessments throughout the program. • Candidates are provided **some** opportunities to build knowledge of literacy content, strategies, and assessments *while* applying this knowledge in practice.	• The program sequence is **not** designed to become complex in order to support candidates' development of knowledge and practice. • There is **little** evidence that candidates are provided opportunities to develop knowledge of literacy content, strategies, and assessments throughout the program. • Candidates are provided **very few** opportunities to build knowledge of literacy content, strategies, and assessments *while* applying this knowledge in practice **or** the opportunities are isolated from one another.

Question 2: School Culture and Environment
Describe how candidates will be provided opportunities to determine the characteristics of a literacy-rich environment and create and support a literacy-rich school culture and environment that is responsive to student differences.
Optional Attachments: Course/module and/or clinical experience descriptions, course syllabi

Meets Expectations	**Approaching Expectations**	**Below Expectations**
Responses **clearly** describe how courses/modules and clinical experiences provide opportunities for candidates to: - Observe classrooms to identify the characteristics of literacy-rich environments (e.g., *physical characteristics* such as location and use of books, print resources, and materials for fine motor development; and *human characteristics* such as a teacher's ability to ask open-ended questions, provide further explanation through visuals/additional examples, and connect text to students' experiences) - Collaborate with educators across grade levels to determine the characteristics of high-quality instructional literacy practices such as interactive read alouds, close readings, small group reading/writing, and/or student-led discussions - Recognize and advocate for culturally responsive literacy practices that support differentiated learning based on students' cultural, linguistic, and ability needs	Responses **somewhat** describe how courses/modules and clinical experiences provide opportunities for candidates to: - Observe classrooms to identify the characteristics of literacy-rich environments (e.g., *physical characteristics* such as location and use of books, print resources, and materials for fine motor development; and *human characteristics* such as a teacher's ability to ask open-ended questions, provide further explanation through visuals/additional examples, and connect text to students' experiences) - Collaborate with educators across grade levels to determine the characteristics of high-quality instructional literacy practices such as interactive read alouds, close readings, small group reading/writing, and/or student-led discussions - Recognize and advocate for culturally responsive literacy practices that support differentiated learning based on students' cultural, linguistic, and ability needs	There is **little evidence** to suggest how courses/modules and clinical experiences provide opportunities for candidates to: - Observe classrooms to identify the characteristics of literacy-rich environments (e.g., *physical characteristics* such as location and use of books, print resources, and materials for fine motor development; and *human characteristics* such as a teacher's ability to ask open-ended questions, provide further explanation through visuals/additional examples, and connect text to students' experiences) - Collaborate with educators across grade levels to determine the characteristics of high-quality instructional literacy practices such as interactive read alouds, close readings, small group reading/writing, and/or student-led discussions - Recognize and advocate for culturally responsive literacy practices that support differentiated learning based on students' cultural, linguistic, and ability needs

Question 3: Data-Informed Vision and Goals
Submit 1-2 candidate assessments (and any scoring mechanisms, such as a rubric) **and** describe how these assessments require candidates to **identify and use** purposeful and appropriate data-driven assessments based on student literacy data. Responses must include how the candidates will demonstrate the ability to: (a) analyze and interpret relevant literacy data for all students, and (b) collaboratively develop evidence-based literacy goals for the purpose of increasing student achievement for all students.   **Required Attachments :** Course/module and clinical experience assignments and assessments, assessment scoring mechanism(s)

Meets Expectations	Approaching Expectations	Below Expectations
Candidate assessments[1] and narrative responses **clearly** describe how candidates will identify and use purposeful and appropriate data-driven assessments. Responses **clearly** address **each** of the following criteria: **A.** At least one of the submitted assessments requires candidates to **analyze and interpret relevant literacy data.** Evidence from this assessment needs to include how candidates will: • Demonstrate foundational knowledge of the uses and limitations of literacy assessments and evaluation tools in categories such as screening, diagnostic, curriculum-based, progress monitoring, formative/benchmark, and summative/outcome • Demonstrate the ability to analyze outcomes from literacy assessments **B.** At least one of the submitted assessments requires candidates to **collaboratively develop evidence-based literacy goals for the purpose of increasing student achievement.** Evidence	Candidate assessments and narrative responses **somewhat** describe how candidates will identify and use purposeful and appropriate data-driven assessments. Responses address **some, but not all,** of the following criteria: **A.** At least one of the submitted assessments requires candidates to **analyze and interpret relevant literacy data.** Evidence from this assessment needs to include how candidates will: • Demonstrate foundational knowledge of the uses and limitations of literacy assessments and evaluation tools in categories such as screening, diagnostic, curriculum-based, progress monitoring, formative/benchmark, and summative/outcome • Demonstrate the ability to analyze outcomes from literacy assessments **B.** At least one of the submitted assessments requires candidates to **collaboratively develop evidence-based literacy goals for the purpose of increasing student achievement.** Evidence	Candidate assessments and narrative responses address **few or none** of the following criteria: **A.** At least one of the submitted assessments requires candidates to **analyze and interpret relevant literacy data.** Evidence from this assessment needs to include how candidates will: • Demonstrate foundational knowledge of the uses and limitations of literacy assessments and evaluation tools in categories such as screening, diagnostic, curriculum-based, progress monitoring, formative/benchmark, and summative/outcome • Demonstrate the ability to analyze outcomes from literacy assessments **B.** At least one of the submitted assessments requires candidates to **collaboratively develop evidence-based literacy goals for the purpose of increasing student achievement.** Evidence from this assessment needs to include how candidates will:

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[1] One candidate assessment can be used to show evidence of more than one of the criteria.

from this assessment needs to include how candidates will: • Translate assessment outcomes into measureable, evidence-based goals that will support student achievement in literacy • Leverage the traits of highly effective literacy teachers for the purpose of creating and facilitating teams focused on supporting student literacy development	from this assessment needs to include how candidates will: • Translate assessment outcomes into measureable, evidence-based goals that will support student achievement in literacy • Leverage the traits of highly effective literacy teachers for the purpose of creating and facilitating teams focused on supporting student literacy development	• Translate assessment outcomes into measureable, evidence-based goals that will support student achievement in literacy • Leverage the traits of highly-effective literacy teachers for the purpose of creating and facilitating teams focused on supporting student literacy development

Question 4: Data-Informed Resources
Submit at least one candidate assessment (and any scoring mechanisms, such as a rubric), **and** describe how the assessment(s) requires candidates to employ and manage resources to support literacy goals and maximize student growth in literacy.
Required Attachments: Course/module and clinical experience assignments and assessments, assessment scoring mechanism(s)

Meets Expectations	**Approaching Expectations**	**Below Expectations**

Candidate assessments and narrative responses **clearly** describe how candidates will **employ and manage resources to support literacy goals and maximize student growth in literacy.** Evidence needs to include how candidates will:
• Use data to support decisions to employ human and fiscal resources to support literacy goals such as:
   o identifying teacher gaps related to literacy and hiring specialized faculty
   o utilizing educator expertise to purchase text sets and/or create student intervention opportunities
• Use data to justify modifications in scheduling, staffing, and instructional groupings to support literacy goals
• Use data to collaboratively develop and plan high-quality professional learning activities for educators that are grounded in effective practices in literacy
	Candidate assessments and narrative responses **somewhat** describe how candidates will **employ and manage resources to support literacy goals and maximize student growth in literacy.** Evidence needs to include how candidates will:
	• Use data to support decisions to employ human and fiscal resources to support literacy goals such as:
	   o identifying teacher gaps related to literacy and hiring specialized faculty
	   o utilizing educator expertise to purchase text sets and/or create student intervention opportunities
	• Use data to justify modifications in scheduling, staffing, and instructional groupings to support literacy goals
	• Use data to collaboratively develop and plan high-quality professional learning activities for educators that are grounded in effective practices in literacy
		Candidate assessments and narrative responses address **few or none** of the following criteria:
		• Candidates' ability to use data to support decisions to employ human and fiscal resources to support literacy goals
		• Candidates' ability to use data to justify modifications in scheduling, staffing, and instructional groupings to support literacy goals
		• Candidates' ability to use data to collaboratively develop and plan high-quality professional learning activities for educators that are grounded in effective practices in literacy