

Literacy Graduate Practicum Rubric

Planning and Preparation

	4: Exceeds Expectations for a Student Teacher	3: Meets Expectations for a Student Teacher	2: Approaching Expectations for a Student Teacher	1: Not Yet Acceptable for a Student Teacher
1. Demonstrates knowledge of the foundations of literacy and language development and the ways in which reading, writing, listening, and speaking are interrelated. (ILA Standard 1)	Candidate displays a thorough understanding of typical literacy/language development characteristics of age group as well as exceptions to general patterns. Lesson plans and curriculum materials demonstrate foundational knowledge of literacy development and differentiate for variations in students' development.	Candidate displays a thorough understanding of typical literacy/language development characteristics of age group. Lesson plans and curriculum materials demonstrate foundational knowledge of literacy development.	Candidate displays a general understanding of typical literacy/language development characteristics of age group and incorporates this knowledge in a limited way into their lesson plans.	Candidate displays minimal and/or inaccurate understanding of typical literacy/language development characteristics of age group and/or does not incorporate knowledge of literacy development into their lesson plans.
2. Demonstrates the ability to articulate rigorous student learning goals based on the student's area of need, aligned with New York State Standards for reading/literacy.	Candidate's goals and objectives are aligned with New York State Standards and student's areas of need. Goals and objectives are appropriately challenging and rigorous, clearly stated, and directly linked to differentiated instructional strategies and activities occurring in the lesson and are aligned with assessments in the lesson.	Candidate's goals and objectives are aligned with New York State Standards and student's areas of need. Goals and objectives are clearly stated and directly linked to instructional strategies and activities occurring in the lesson.	Candidate's goals and objectives sometimes align with New York State Standards or student's areas of need. Goals and objectives attempt to set high standards but may lack clear connections to instructional activities.	Candidate's goals and objectives lack alignment with New York State Standards and student's needs. Goals and objective are not rigorous and/or do not clearly link with lesson activities or assessments.
3. Demonstrates appropriate use of technology as part of professional practice. (ILA Standard 5)	Candidate actively seeks out and shares technological resources and demonstrates fluency in technology. Candidate intentionally uses technology in order to accomplish instructional goals/objectives while supporting student engagement and learning. Candidate uses technology for their own planning, co-planning, and professional growth.	Candidate is aware of available technological resources and demonstrates fluency in technology by using it to plan instructional goals/objectives, and/or support student engagement and learning. Candidate uses technology for their own planning and professional growth.	Candidate has limited awareness of available technology but attempts to incorporate technology into instructional goals/objectives in order to support student learning or engagement.	Candidate is unaware of available technology and does not attempt to incorporate technology into instructional goals/objectives.
4. Designs learning experiences that provide adequate scaffolding to meet the literacy needs of individual and/or small groups of students who experience difficulty with reading and writing. (ILA Standard 2)	Candidate demonstrates exemplary knowledge of literacy development by creating suitable experiences based on areas of need to strengthen foundational skills, an ability to comprehend and compose texts, to deepen knowledge, and the ability to think critically.	Candidate demonstrates appropriate knowledge of literacy development by creating suitable experiences based on areas of need to strengthen foundational skills, an ability to comprehend and compose texts, to deepen knowledge, and the ability to think critically.	Candidate demonstrates limited knowledge of literacy development when designing learning experiences; these experiences may not always be effective in strengthening foundational skills, supporting comprehension, deepening knowledge, and teaching critical thinking.	Candidate lacks appropriate knowledge of literacy development needed to create suitable experiences based on areas of need.

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Instruction and Environment

	4: Exceeds Expectations for a Literacy Teacher Candidate	3: Meets Expectations for a Literacy Teacher Candidate	2: Approaching Expectations for a Literacy Teacher Candidate	1: Not Yet Acceptable for a Literacy Teacher Candidate
5. Demonstrates varied instructional strategies and text types to meet the literacy needs of each learner. (ILA Standard 2)	Candidate consistently uses a variety of effective instructional strategies and text types that support each student's literacy development in authentic ways.	Candidate uses appropriate instructional strategies and text types that support students' literacy development.	Candidate uses a narrow range of instructional strategies and text types that support students' literacy development.	Candidate uses instructional strategies or text types that confuse or do not support students' literacy development.
6. Applies an understanding of assessment methods and analysis techniques. (ILA Standard 3)	Candidate consistently uses multiple methods of assessment to analyze evidence of student progress, guide future instructional decision-making, and further their own professional practice; recognizes the potential for bias in assessment and actively seeks to address it.	Candidate uses multiple methods of assessment to analyze evidence of student progress and guide future instructional decision-making; recognizes the potential for bias in assessment and attempts to address it.	Candidate uses limited methods of assessment and/or minimally analyzes evidence of student progress to guide future instructional decision-making.	Candidate does not effectively use assessment to analyze student progress or to guide future instructional decision-making
8. Creates and maintains positive literacy-rich learning environments. (ILA Standard 5)	Candidate creates and implements a safe and supportive literacy-rich learning environment with attention to cultural sensitivity. Candidate develops mutual respect for and rapport among all participants. Candidate supports routines, uses visual, verbal, and non-verbal cues, effectively facilitates transitions, supports student completion of learning tasks, and promotes collaboration.	Candidate supports a safe and supportive literacy-rich learning environment. Candidate develops respect and rapport. Candidate reinforces routines, uses visual, verbal, and non-verbal cues, facilitates transitions, and supports student completion of learning tasks.	Candidate inconsistently supports a safe and supportive literacy-rich learning environment. Candidate develops limited respect and rapport within the classroom. Candidate minimally uses routines, and visual, verbal or non-verbal cues. Candidate's inconsistency may negatively impact students' successful completion of learning tasks.	Candidate does not support a safe and supportive literacy-rich learning environment and ineffectively uses routines, visuals and verbal/non-verbal cues. Candidate's inefficiency prevents successful completion of learning tasks.
9. Facilitates student engagement and promotes positive behaviors.	Candidate proactively scans and monitors all student engagement and adapts to mood, energy and social-emotional needs of the class. Candidate encourages positive behaviors and redirects students as needed in a patient and positive manner, when engaging with the whole class and while working one-on-one.	Candidate effectively monitors student engagement and recognizes the social-emotional needs of the class. Candidate encourages positive behaviors and redirects students as needed when engaging with the whole class and while working one-on one.	Candidate attempts to monitor student engagement and the social-emotional needs of the class. Candidate may be reactive to student behaviors and/or ineffectively addresses classroom disruptions.	Candidate ineffectively monitors student engagement and the social-emotional needs of the class. Candidate has limited awareness of student behaviors.

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Professional Practice

	4: Exceeds Expectations for a Student Teacher	3: Meets Expectations for a Student Teacher	2: Approaching Expectations for a Student Teacher	1: Not Yet Acceptable for a Student Teacher
10. Demonstrates commitment to diversity, equity, and inclusion in their word choices, actions, instructional choices, and interactions with others. (ILA Standard 4)	Candidate demonstrates respect for and commitment to diversity, equity, and inclusion. Candidate demonstrates an awareness of how race, class, gender identity and expression, sexual orientation, religion, and ability may privilege some and marginalize others in our educational system and can integrate this knowledge into their pedagogy and interactions. Candidate applies an asset-based outlook on students, their families, and communities.	Candidate shows sensitivity and commitment to diversity, equity, and inclusion. Candidate demonstrates an awareness of how race, class, gender identity and expression, sexual orientation, religion, and ability may privilege some and marginalize others in our educational system. Candidate demonstrates an asset-based outlook on students, their families, and communities.	Candidate is developing an awareness of and respect for a broad definition of diversity, equity, and inclusion. Candidate has limited awareness of how race, class, gender identity and expression, sexual orientation, religion, and ability may privilege some and marginalize others in our educational system. Candidate inconsistently demonstrates an asset-based outlook on students, their families, and communities.	Candidate lacks awareness of privilege and marginalization, and may not perceive the repercussions of actions and statements made towards others with regard to race, class, gender identity and expression, sexual orientation, religion, and ability. Candidate demonstrates a deficit-based outlook on students, their families, and/or communities.
11. Engages in meaningful reflection and professional learning. (ILA Standard 6)	Candidate actively engages in critical self-reflection and meaningful professional learning both independently and collaboratively. Candidate seeks out resources and feedback to regularly examine and improve practice, particularly the effects of their choices and actions on others.	Candidate engages in practical self-reflection and professional learning either independently or collaboratively. Candidate seeks out resources and feedback to examine and adjust practice.	Candidate engages in descriptive self-reflection and professional learning only when prompted. Candidate waits to receive and/or is not receptive to feedback, resulting in minimal adjustments to practice.	Candidate minimally engages in self-reflection and resists participating in professional learning, resulting in no progression in practice. Ignores or resists feedback.
12. Demonstrates initiative and responsibility.	Candidate initiates and completes professional tasks in a self-sufficient manner, taking on new and more complex roles/challenges over time, asking clarifying questions as appropriate. Candidate identifies and pro-actively problem solves issues of concern in the educational environment.	Candidate completes professional tasks in a self-sufficient manner, taking on new roles/challenges over time, and asking clarifying questions as appropriate.	Candidate completes professional tasks with frequent prompting and may resist new roles/challenges. May not ask clarifying questions when needed.	Candidate does not demonstrate initiative and responsibility in the completion of professional tasks. Candidate
13. Demonstrates ability to collaborate with colleagues, families, and school/community partners. (ILA Standard 6)	Candidate recognizes the importance of all those invested in a child's literacy development and actively demonstrates respect for their work; seeks out and collaborates effectively with all stakeholders.	Candidate shows respect to all those invested in a child's literacy development and collaborates effectively with stakeholders.	Candidates is developing their understanding of those invested in a child's literacy development and their ability to collaborate effectively with stakeholders.	Candidates struggles to understand those who are invested in a child's literacy development and how to collaborate effectively with stakeholders.

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Professional Practice continued

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14. Demonstrates effective written communication skills.	Candidate demonstrates highly effective written communication skills that are attuned to and crafted for the intended audience and purpose. Candidate consistently writes in ways that clearly communicate and enhance the intended message.	Candidate demonstrates effective written communication skills that are appropriate to the intended purpose and audience. Candidate writes in ways that clearly communicate the intended message	Candidate's written communication is generally appropriate for intended audience and purpose. Candidate's writing contains some errors that interfere with effective communication.	Candidate's written communication may be inappropriate for the intended audience and purpose. Candidate's writing contains significant errors that impede effective communication.
15. Demonstrates effective oral communication skills.	Candidate consistently models effective oral communication skills. Candidate demonstrates inclusive language that is sensitive and appropriate to the environment, context, and students' identities. Candidate's verbal instructions are clear to students, contain an appropriate level of detail, and anticipate possible student misunderstanding.	Candidate generally models effective oral communication skills. Candidate demonstrates inclusive language that is appropriate for the environment, context, and students' identities. Candidate's verbal instructions are usually clear to students and contain an appropriate level of detail.	Candidate occasionally demonstrates ineffective oral communication skills. Candidate attempts to demonstrate inclusive language that is appropriate for the environment, context, and students' identities. Candidate's instructions are sometimes confusing to students and/or contain an inappropriate level of detail.	Candidate frequently demonstrates ineffective oral communication skills. Candidate does not demonstrate inclusive language that is appropriate for the environment, context, and students' identities. Candidate's instructions are confusing to students and/or contain an inappropriate level of detail.
16. Demonstrates professional behaviors. *See Guide to Student Teaching for detailed descriptions of expected professional behaviors and essential functions.	Candidate independently and consistently models professional behaviors.	Candidate demonstrates professional behaviors.	Candidate requires occasional support to demonstrate professional behaviors.	Candidate demonstrates unprofessional behaviors.