

READING RECOVERY CENTER of MICHIGAN at OAKLAND UNIVERSITY
Self-Evaluation Rubric and Goal-setting for Continuing Teacher for Academic Year _____

Teacher Name: _____ **Intervention Role (Reading Recovery/Literacy Lessons/Literacy Support):** _____

On a regular basis, continuing teachers of students in one-to-one intervention (Reading Recovery/Literacy Lessons/Literacy Support) evaluate their professional progress in four areas: Teaching Children, Collecting Data, Understanding Theory, and Understanding Implementation as they pertain to. Evaluate each area on a scale from 1 to 5 (see below) and set goals for your work with students in the one-to-one intervention this year. Each area is evaluated on a scale from 1 to 5 (see below).

Teaching Children

Circle one: **5 4 3 2 1**

- Teach student/s in one-to-one 30-minute daily lessons throughout the academic year, in a school setting (minimum of 8 students per year in Reading Recovery; at least one student per year in Literacy Lessons/Literacy Support).
- Demonstrate effective teaching of students.
- Keep complete records on each child as a basis for instruction (six tasks of *An Observation Survey of Early Literacy Achievement* and the Observation Survey Summary, Observation Summary for Multiple Assessments, Recommendations for Discontinuing Before Final Assessment, predictions of progress, Daily Lesson Record Sheets, Running Records, Weekly Record of Known Writing Vocabulary, Change Over Time in Text Level, Weekly Record of Known Reading Vocabulary, Change Over Time in Known Writing Vocabulary).
- Arrange appropriate number of daily teaching slots for the intervention provided (Reading Recovery/Literacy Lessons/Literacy Support) with the concurrence of the teacher and teacher leader.
- Communicate with parents, classroom teachers, and other school personnel on a regular basis throughout the year.

Always (5)	Almost Always (4)	Sometimes (3)	Almost Never (2)	Never (1)
Theory and student observation drive use of procedures, through explicit instructional language, resulting in effective and efficient teaching decisions.	Lesson components are firmly in place, procedures based on theory match students' needs, some evidence of explicit instructional language and prompts, leading to mostly effective and efficient teaching decisions.	Lesson components are generally in place, with some evidence of matching students' needs with procedures based on theory.	Lesson components may be in place, but accompanied by rote teaching. Lack of specific instructional language. Theoretical understandings almost never evident.	Lesson components are in place, little evidence of teaching. Confusing instructional language/prompting. Lack of evidence of teaching based on theory.

Collecting Data

Circle one: **5 4 3 2 1**

- Maintenance of all records pertaining to the teaching of children according to the criteria established by Reading Recovery/Literacy Lessons/Literacy Support.
- All data submitted to IDEC. Data also submitted and shared with Teacher Leader as requested.

Always (5)	Almost Always (4)	Sometimes (3)	Almost Never (2)	Never (1)
All records are independently maintained and data are submitted on time.	All records are maintained, data submitted with only an occasional lapse or reminder from teacher leader.	All records are maintained and data submitted with frequent lapses/reminders from teacher leader.	Some records maintained, some missing information. Data are submitted with frequent reminders from teacher leader.	No evidence of records and no data are submitted.

Understanding Theory

Circle one: 5 4 3 2 1

- Evidence of understanding theory through observation and evaluation of the teacher in-training's:
- Participation in discussion before, during, and following demonstrations lessons taught behind the glass.
- Assessment, analysis, and use of student records to inform teaching.
- Grasp of theory as reflected in the teaching of students.
- Preparation for, and active participation in, Teacher Leader School Visits / Cluster Visits.
- Self-evaluation of his/her professional progress.
- Completed assignments and readings for participation in continuing development/certification sessions.

Always (5)	Almost Always (4)	Sometimes (3)	Almost Never (2)	Never (1)
Independent, insightful, verbal interactions with appropriate timing. Comments move effortlessly between practice and theory. Skillful understanding of Clay's theory (Literacy Lessons Designed for Individuals.) Engaged, active participation.	Consistent verbal participation. During group interactions, comments usually help the group extend understanding of theory. Sometimes needs teacher leader prompting or support.	Variable verbal interaction with and without teacher leader prompting / support. Comments sometimes show understanding of and connection to theory of individually designed lessons.	Minimum verbal interaction after teacher leader prompting. Comments are usually general and not linked to theory of individually designed lessons.	No verbal interaction despite encouragement / prompting / reminders by teacher leader.

Understanding Implementation

Circle one: 5 4 3 2 1

- Ability to communicate effectively with staff and parents about Reading Recovery/Literacy Lessons/Literacy Support.
- Preparation and presentation of annual school report for Reading Recovery/Literacy Lessons/Literacy Support.

Always (5)	Almost Always (4)	Sometimes (3)	Almost Never (2)	Never (1)
Initiates effective ongoing communication and creates opportunities to keep one-to-one interventions at forefront.	Communication is effective and ongoing.	Communication is effective but minimal.	Very little communication is undertaken.	No attempt to communicate with staff or parent(s) is evident.

Comments:

Semester (underline): Fall / Winter / Summer I

Date: _____

Total Points: _____ /20

PROFESSIONAL GOALS for INSTRUCTION OF STUDENTS in the ONE-TO-ONE CONTEXT

Goal	How will this goal be measured?	Date goal was met and evidence