



Fairmont State University Reading Specialist Clinical Assessment Practicum

Student Teacher:	Host Teacher or Mentor:
School:	Grade/Subject Level:

Rubrics

This set of rubrics is designed to assess the performance of Fairmont State University reading specialist candidates during the final practicum experience. The rubrics are based on the standards of the International Literacy Association and reflect the elements that a reading specialist should appropriately be expected to demonstrate. In using the rubrics, host teachers, mentors, and candidates are expected to use the performances described as Proficient as the target. Reviewers should provide candidates with feedback aimed at helping them achieve Proficient performance, using the functions as a framework. The following levels of performance are reflected throughout the rubrics:

Unsatisfactory	Basic	Proficient	Distinguished
Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency.	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	Solid performance. Typically competent. Substantive evidence of reasonable knowledge, skills, or performance related to the function. Capable, consistent, dependable performance. Generally, regularly demonstrates proficiency.	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.

In addition to scoring candidate performance on each function, reviewers are strongly encouraged to use the spaces provided in TaskStream for narrative descriptions of candidate performance. These descriptions provide candidates with valuable feedback to help them understand scoring decisions and improve their performance. Sometimes a candidate's performance does not fall neatly into one level; open-ended comments can document which aspects of the function were assessed at which level.

Process

These rubrics are designed to be used for both formative and summative assessment of candidate performance. Host teachers, mentors, and candidates should assess progress against the functions during focused reflective discussions each week. Discussions should include formative assessment of progress toward proficient performance of all functions and planning for continued development and improvement. This form should be completed in TaskStream at the midpoint and the end of each placement as a summative assessment. These summative assessments provide the basis for assigning grades for the placement.

Mentor and Host Teacher Responsibilities

Host teachers and mentors should formally and informally observe candidates on a regular basis, engage in frequent planning and reflective discussions with candidates, and participate in an assessment discussion to provide feedback related to candidate progress related to the rubrics at least once a week. Host teachers and mentors should also complete the form in TaskStream at the midpoint and the end of each placement. Timely completion of the form in TaskStream is appreciated as these assessments serve as the basis for mid-term and final grades, and provide important documentation for decisions related to candidate progress.

Candidate Responsibilities

Candidates should familiarize themselves with the rubrics and work toward Proficient performance of all functions. Candidates should initiate weekly assessment discussions with their host teachers or mentors, seek formal observations from host teachers or mentors (and the principal if possible), participate fully in frequent planning and reflective discussions with host teachers or mentors, engage in ongoing self-assessment of performance related to the rubrics, participate fully in weekly assessment discussions and plan for improvement of performance based on host teacher or mentor feedback. In addition, candidates should assist host teachers and mentors in accessing and navigating TaskStream.

IRA/ILA Standard 1: Foundational Knowledge

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction

Element 1.1: Reading and Writing Content – *The candidate understands major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections (ILA Standard 1, Components 1.1, 1.2, 1.3)*

4.0	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.	<input type="checkbox"/>
3.0	Solid performance. Informs other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.	
2.0	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	
1.0	Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency	
Final COMMENTS:		

***Note: A Final Comments Box is included for each standard on the assessment form. Due to space limitations this comment box is only provided for Standard 1.1 as an example.**

Element 1.2: Knowledge of the Profession – *The candidate understands the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components. (ILA Standard 4, Component 4.1)*

4.0	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.	<input type="checkbox"/>
3.0	Solid performance. Informs educators and others about the historically shared knowledge base in reading and writing and its role in reading education.	
2.0	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	
1.0	Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency.	

Element 1.3: Professional judgment and practical knowledge – *The candidate understands the role of professional judgment and practical knowledge for improving all students’ reading development and achievement. (ILA Standard 6)*

4.0	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.	<input type="checkbox"/>
3.0	Solid performance. Models fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals. Communicates the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.	
2.0	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	
1.0	Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency.	

IRA Standard 2: Curriculum and Instruction

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Elements 2.1 and 2.2: Designing and implementing appropriate instruction – *The candidate uses foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. (ILA Standard 2, Component 2.1)*

4.0	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.	<input type="checkbox"/>
3.0	Solid performance.. Develops curriculum and provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing. Adapts instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write. Uses instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	
2.0	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	
1.0	Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency.	

Elements 2.1 and 2.2: Supporting Appropriate Instruction – *The candidate supports the use of appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. (ILA Standard 2, Component 2.2)*

4.0	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.	<input type="checkbox"/>
3.0	Solid performance. Provides support for teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students.. Provides support for the use of evidence-based practice in the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	
2.0	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	
1.0	Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency.	

Element 2.3: Selecting Appropriate Texts - *The candidate uses a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources. (ILA Standard 2, Component 2.1)*

4.0	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.	<input type="checkbox"/>
3.0	Solid performance. Demonstrates knowledge of a wide variety of quality traditional print, digital, and online resources. Supports classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners.	
2.0	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	
1.0	Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency.	

IRA Standard 3: Assessment and Evaluation Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Element 3.1: Knowledge of Assessment- *The candidate understands types of assessments and their purposes, strengths, and limitations. (ILA Standard 3, Component 3.1)*

4.0	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.	□
3.0	Solid performance. Demonstrates an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes. Recognizes the basic technical adequacy of assessments (e.g., reliability, content, and construct validity). Explains district and state assessment frameworks, proficiency standards, and student benchmarks.	
2.0	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	
1.0	Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency.	

Element 3.2: Administration and Interpretation of Assessment Results- *The candidate selects, develops, administers, and interprets assessments, both traditional print and electronic, for specific purposes. (ILA Standard 3, Component 3.2)*

4.0	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.	□
3.0	Solid performance. Administers and interprets appropriate assessments for students, especially those who struggle with reading and writing. Collaborates with and provides support to all teachers in the analysis of data, using the assessment results of all students.	
2.0	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	
1.0	Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency.	

Element 3.3: Use of Assessments for Instruction – *The candidate uses assessment information to plan and evaluate instruction. (ILA Standard 3, Component 3.2)*

4.0	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.	□
3.0	Solid performance. Uses multiple data sources to analyze individual readers’ performance and to plan instruction and intervention. Analyzes and uses assessment data to examine the effectiveness of specific intervention practices and students’ responses to instruction. Leads teachers in analyzing and using classroom, individual, grade-level, or schoolwide assessment data to make instructional decisions.	
2.0	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	
1.0	Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency.	

Element 3.4: Communication of Assessment Results – *The candidate communicates assessment results and implications to a variety of audiences. (ILA Standard 3, Component 3.4)*

4.0	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.	<input type="checkbox"/> <input type="checkbox"/>
3.0	Solid performance. Analyzes and reports assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability. Demonstrates the ability to communicate results of assessments to various audiences.	
2.0	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	
1.0	Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency.	

IRA Standard 4: Diversity

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Elements 4.1 and 4.2 – *The candidate recognizes, understands, and values the forms of diversity that exist in society and their importance in learning to read and write. (ILA Standard 4, Component 4.1 and 4.2)*

4.0	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.	<input type="checkbox"/> <input type="checkbox"/>
3.0	Solid performance. Demonstrates an understanding of the ways in which diversity influences the reading and writing development of all students, especially those who struggle with reading and writing. Provides differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.	
2.0	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	
1.0	Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency.	

Elements 4.1 and 4.2 –Support for Culturally Responsive Instruction: *The candidate uses a literacy curriculum and engages in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity. (ILA Standard 4, Component 4.1)*

4.0	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.	<input type="checkbox"/> <input type="checkbox"/>
3.0	Solid performance. Assists teachers in developing reading and writing instruction that is responsive to diversity. Supports classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning. Supports and leads other educators to recognize their own cultures in order to teach in ways that are responsive to students’ diverse backgrounds.	
2.0	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	
1.0	Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency.	

Element 4.3: *The candidate develops and implements strategies to advocate for equity. (ILA Standard 4, Component 4.4)*

4.0	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.	<input type="checkbox"/> <input type="checkbox"/>
3.0	Solid performance. Provides students with linguistic, academic, and cultural experiences that link their communities with the school. Collaborates with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.	
2.0	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	

1.0	Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency.	
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IRA Standard 5: Literate Environment

The candidate creates a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Element 5, WV Standard 2B

Creating a Literate Environment (ILA Standard 5)

4.0	Outstanding performance. The candidate contributes to an optimum literacy learning environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. The candidate provides support to classroom teacher in selecting materials that match the cultural and linguistic background of students and represent broad interests of students.	□
3.0	Solid performance. The candidate has a solid understanding of how to provide a literacy learning environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. The candidate provides support to classroom teacher in selecting materials that match the cultural and linguistic background of students and represent broad interests of students.	
2.0	Minimum performance. The candidate still needs to work on developing proficiency. Performance is rudimentary, developing, or somewhat inconsistent. The candidate may teach lessons that emphasize the importance of learning to live harmoniously and productively in a culturally diverse world, but does not consistently maintain a learning environment that values diversity.	
1.0	Clearly unacceptable performance. Immediate improvement is necessary. Incompetent, inadequate, inconsistent performance. The candidate rarely, if ever, demonstrates proficiency.	

Element 5.1: -- *The candidate designs the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction. (ILA Standard 5, Component 5.3)*

4.0	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.	□
3.0	Solid performance. Arranges instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same. Modifies the arrangements to accommodate students' changing needs.	
2.0	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	
1.0	Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency.	

IRA Standard 5.2 – *The candidate designs a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. (ILA Standard 5, Component 5.2)*

4.0	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.	□
3.0	Solid performance. Creates supportive social environments for all students, especially those who struggle with reading and writing. Models for and support teachers and other professionals in doing the same for all students. Creates supportive environments where English learners are encouraged and provided with many opportunities to use English	
2.0	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	
1.0	Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency.	

Element 5.3: *The candidate uses routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback). (ILA Standard 5, Component 5.4)*

4.0	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.	<input type="checkbox"/> <input type="checkbox"/>
3.0	Solid performance.. Understands the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources. Creates effective routines for all students, especially those who struggle with reading and writing. Supports teachers in doing the same for all readers.	
2.0	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	
1.0	Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency.	

Element 5.4- *The candidate uses a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. (ILA Standard 5, Component 5.4)*

4.0	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.	<input type="checkbox"/> <input type="checkbox"/>
3.0	Solid performance. Uses evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing. The candidate provides support of classroom teachers and paraprofessionals in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meeting the needs of all students.	
2.0	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	
1.0	Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency.	

IRA Standard 6: Professional Learning and Leadership

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Element 6.1: *The candidate demonstrates foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture. (ILA Standard 6, Component 6.2)*

4.0	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.	<input type="checkbox"/> <input type="checkbox"/>
3.0	Solid performance. Uses literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals. Uses knowledge of students and teachers to build effective professional development programs.	
2.0	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	
1.0	Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency.	

Element 6.2: *The candidate displays positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. (ILA Standard 6, Component 6.1)*

4.0	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.	<input type="checkbox"/> <input type="checkbox"/>
3.0	Solid performance. Promotes the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians. Demonstrates effective interpersonal, communication, and leadership skills. Demonstrates effective use of technology for improving student learning.	

2.0	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	
1.0	Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency.	

Element 6.3: *The candidate participates in, design, facilitate, lead, and evaluate effective and differentiated professional development programs. (ILA Standard 6, Component 6.3)*

4.0	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.	<input type="checkbox"/>
3.0	Solid performance. Seeks out and welcomes feedback from host teacher, mentors, colleagues, and supervisors. Participates in professional development opportunities at the school and district level as available (e.g., PD 360, early release days, professional learning communities, etc.). Applies learning from professional development to instructional practices.	
2.0	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	
1.0	Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency.	

Element 6.4: *The candidate understands and influences local, state, or national policy decisions (ILA Standard 6, Component 6.1)*

4.0	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.	<input type="checkbox"/>
3.0	Solid performance. Demonstrates an understanding of local, state, and national policies that affect reading and writing instruction. Promotes effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.	
2.0	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	
1.0	Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency.	

WV Professional Teaching Standards Function 6E: Ethical Standards -- *The candidate models the ethical standards expected for the profession in the learning environment and in the community. (ILA Standard 7, Component 7.2)*

4.0	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.	<input type="checkbox"/>
3.0	Solid performance. Is honest and respectful in interactions with colleagues, students, and the community. Complies with the employee code of conduct, WVBE Policy 5902 and the Acceptable Use Policy. Demonstrates awareness of county policies related to school and student safety (e.g. bullying, etc.). Works to ensure that all students are treated with fairness and receive an equitable opportunity to succeed.	
2.0	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	
1.0	Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency.	

WV Professional Teaching Standards Function 6F: Professional Dispositions – *The candidate demonstrates the professional dispositions expected for the profession in the learning environment and in the community. (ILA Standard 6, Component 6.1)*

4.0	Outstanding performance. Consistently meets criteria at a demanding level. Demonstrated knowledge, skills, or performance goes beyond what is reasonably expected related to the function. Always demonstrates proficiency.	<input type="checkbox"/>
3.0	Solid performance. Demonstrates professionalism in the areas of appearance, demeanor, work habits, attitude, responsibility, interpersonal skills and sound judgment (e.g., appropriately attired, pleasant demeanor, willing to contribute to work at hand,	

	reliable, meets deadlines, on-time, prepared, positive attitude, accepts responsibility for actions, accepts feedback in a constructive manner, demonstrates maturity and understanding of context in decision-making, and appropriate interactions with students, other candidates, professionals, parents, and school community members).	
2.0	Minimum performance. Should work on developing proficiency. Limited evidence of reasonable knowledge, skills, or performance related to the function. Rudimentary, developing, somewhat inconsistent performance. Sometimes, but not regularly, demonstrates proficiency.	
1.0	Clearly unacceptable performance. Immediate improvement is necessary. No substantive evidence of reasonable knowledge, skills, or performance related to the function. Incompetent, inadequate, inconsistent performance. Rarely, if ever, demonstrates proficiency.	