

Missouri Reading First Site Visit Evaluation Rubric

School



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RPDC Specialist: -

District/ Code:

School:

Address:

Phone:

Principal:

Literacy Coach(es):

Number of RF Teachers: teachers

K-3 Enrollment: students

Years in Reading First: years

Date of Site Visit:

CONCLUSIONS

RECOMMENDATIONS

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CORE PROGRAM	SCORING PARAMETERS
1. Selection and training of a core reading program grounded in SBRR has been accomplished.	
2. Reading First staff demonstrates fidelity to the selected core.	
Core Reading Program Selected :	

INSTRUCTIONAL FRAMEWORK	SCORING PARAMETERS
1. All students receive 90 minutes of protected reading instruction every day.	
2. Tier 2 students are appropriately identified and receive an extra 30 minutes of reading instruction daily.	
3. Tier 3 students are appropriately identified and receive an extra 60 minutes of reading instruction every day.	
4. Special Education is appropriately integrated into the Reading First program.	
Strengths: <input type="checkbox"/> Core established <input type="checkbox"/> Protected block <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3 <input type="checkbox"/> Special Education	
Weaknesses: <input type="checkbox"/> Core established <input type="checkbox"/> Protected block <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3 <input type="checkbox"/> Special Education	

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LEADERSHIP	SCORING PARAMETERS
1. District administration is supportive of Reading First programming.	
2. Building administrator is supportive of Reading First programming.	
3. Building principal and RF coach collaborate in administration, planning, and implementation of Reading First.	
4. Principal takes an active role in regularly scheduled grade level and team meetings.	

COACHING MODEL	SCORING PARAMETERS
1. A Reading First coach is actively engaged in reading instruction.	
2. The Reading First coach regularly visits each Reading First classroom.	
3. The Reading First coach models in all Reading First classrooms.	
4. The Reading First coach coordinates grade level and team meetings.	
5. The Reading First coach regularly reviews classroom data to help teachers plan groupings and instruction.	
6. RF coach uses an objective tool for collecting evidence of direct and explicit reading instruction in Reading First classrooms.	
Strengths: <input type="checkbox"/> Administration <input type="checkbox"/> Classroom visits <input type="checkbox"/> Modeling <input type="checkbox"/> Meetings <input type="checkbox"/> Data driven <input type="checkbox"/> Observations	
Weaknesses: <input type="checkbox"/> Administration <input type="checkbox"/> Classroom visits <input type="checkbox"/> Modeling <input type="checkbox"/> Meetings <input type="checkbox"/> Data driven <input type="checkbox"/> Observations	

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PROFESSIONAL DEVELOPMENT		SCORING PARAMETERS
1. All Reading First teachers complete LETRS training.		
2. All Reading First teachers receive DIBELS training.		
3. Teachers regularly attend professional development provided by the RPDC.		
4. The Reading First coach regularly attends professional development provided by the RPDC.		
5. Principal attends professional development provided by the RPDC.		
6. Staff engages in reading instruction professional development in addition to what is offered by the RPDC.		
7. All Reading First classroom teachers are certified.		
Strengths: <input type="checkbox"/> Basic PD <input type="checkbox"/> Additional PD for teachers <input type="checkbox"/> Additional PD for coaches <input type="checkbox"/> Certified teachers		
Weaknesses: <input type="checkbox"/> Basic PD <input type="checkbox"/> Additional PD for teachers <input type="checkbox"/> Additional PD for coaches <input type="checkbox"/> Certified teachers		

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Continuous Monitoring of Student Progress	SCORING PARAMETERS
1. Teachers, coach, and/or intervention staff administer DIBELS benchmark assessments on schedule.	
2. Teachers, coach, and/or intervention staff progress monitor all students regularly.	
3. Coach regularly reviews DIBELS benchmark and progress monitoring data.	
4. Coach and principal regularly review DIBELS benchmark and progress monitoring data together.	
5. Coach and/or principal regularly review DIBELS assessment data with teachers to facilitate planning of groupings and instruction.	
6. Teachers understand DIBELS data gathered and use the data to plan grouping and instruction.	
7. There is growth in the percentage of kindergarten students in the DIBELS benchmark and critical indicator low risk groups from BOY to MOY and /or MOY TO EOY.	
8. There is growth in the percentage of first grade students in the DIBELS benchmark and critical indicator low risk groups over the past three benchmarks.	
9. There is growth in the percentage of second grade students in the DIBELS benchmark and critical indicator low risk groups over the past three benchmarks.	
10. There is growth in the percentage of third grade students in the DIBELS benchmark and critical indicator low risk groups over the past three benchmarks.	

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Continuous Monitoring of Student Progress cont.	SCORING PARAMETERS
11. There is growth in the percentage of third grade students achieving at the proficient level or above as indicated by MAP results in Communication Arts. (Base year is year prior to grant award.)	
<p>Strengths:</p> <p><input type="checkbox"/> Timely monitoring <input type="checkbox"/> Timely benchmarking <input type="checkbox"/> Reviewing data <input type="checkbox"/> Data-driven grouping and instruction</p> <p><input type="checkbox"/> DIBELS – Kg. <input type="checkbox"/> DIBELS – 1st <input type="checkbox"/> DIBELS – 2nd <input type="checkbox"/> DIBELS – 3rd <input type="checkbox"/> MAP</p> <p>Weaknesses:</p> <p><input type="checkbox"/> Timely monitoring <input type="checkbox"/> Timely benchmarking <input type="checkbox"/> Reviewing data <input type="checkbox"/> Data-driven grouping and instruction</p> <p><input type="checkbox"/> DIBELS – Kg. <input type="checkbox"/> DIBELS – 1st <input type="checkbox"/> DIBELS – 2nd <input type="checkbox"/> DIBELS – 3rd <input type="checkbox"/> MAP</p>	

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FREQUENCY OF DIRECT INSTRUCTION	SCORING PARAMETERS
1. CORI evidence suggests high or moderate frequency of direct and explicit instruction in kindergarten Reading First classrooms.	
2. CORI evidence suggests high or moderate frequency of direct and explicit instruction in first grade Reading First classrooms.	
3. CORI evidence suggests high or moderate frequency of direct and explicit instruction in second grade classrooms.	
4. CORI evidence suggests high or moderate frequency of direct and explicit instruction in third grade classrooms.	

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STABILITY		SCORING PARAMETERS
1. The majority of Reading First teachers have returned from the previous school year.		
2. Necessary long term substitutes are adequately trained.		
3. Reading First classrooms retain their stability throughout the school year.		

PARENTAL INVOLVEMENT AND UNDERSTANDING		SCORING PARAMETERS
1. School informs parents of and involves parents in the school's Reading First program.		
<p>Methods of informing parents: <input type="checkbox"/> Open House <input type="checkbox"/> Newsletters <input type="checkbox"/> Part of other parent meetings (conference, PTA, etc.)</p> <p><input type="checkbox"/> Meetings where students and parents engage in reading activities <input type="checkbox"/> Meetings devoted to Reading First <input type="checkbox"/> Other</p>		
<p>Need PIRC Assistance: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, what kind?</p>		